



Abbey School

SEND Policy

Adopted by Governors:
Reviewed: Sept 2016
Review frequency: Annually
Next review date: Sept 2017
Staff responsible: Headteacher

OBJECTIVES

1. To achieve our Aims and pursue our Vision:

We will actively provide individual, high quality opportunities for inclusion for our pupils

- We will provide training, advice and support to teachers, staff and pupils in mainstream provisions to facilitate full access for all our pupils.
- We will work inclusively with the Winterhill Learning Cluster to ensure optimum outcomes to all.
- We will provide an environment where pupils feel valued and have equality of opportunity
- We will encourage lively and enquiring minds, where pupils are independent learners, who are able to argue, discuss and ask logical questions.
- We will encourage the development of moral values, respect for differing beliefs and tolerance of others.
- We will develop an active partnership between the school, the community, parents and other schools, working together as an interdisciplinary team in ensuring that each child's holistic needs are fully met.
- We will provide an environment in which pupils feel emotionally and physically secure.
- We will have high expectations of pupils' behaviour, achievement and progress.
- We will meet every pupil's individual needs through partnerships with parents, community and professionals.
- We will offer a broad, balanced and relevant curriculum, which is delivered through a variety of teaching and learning styles, accounting for the differing needs of our pupils so as to enhance their experience, knowledge and understanding and inspire them to fulfil their full potential.
- We will provide opportunities to develop understanding, knowledge and skills relevant to adult life, so as to encourage pupils to enter the world as active citizens in society, as contributors with effective skills of self-advocacy and decision making.
- We welcome cutting edge innovation in raising attainment.

2. INTRODUCTION

Abbey School caters for young people aged 7 to 16 years. Abbey school caters for pupils with a wide range of SEND which include moderate learning difficulties (MLD), severe learning difficulties (SLD), physical difficulties, mental health issues, Autistic Spectrum and Asbergers. The school is presently organised into 2 separate departments:

Primary (year 3 - 8) – Secondary (year 9-11)

Where possible pupils are grouped according to their chronological age. Where this is not possible needs in relation to SEND are taken into consideration and the best possible class is used.

3. ADMISSIONS & TRANSFERS

Pupils are admitted to Abbey School with a completed Statement of Special Educational Need of most recently a EHCP. Abbey School will admit pupils aged from 7 to 16 years at the beginning of a new half term or during a term as part of an extended transition as appropriate. The child will be admitted after consultation with the parents / carers and relevant professionals. Before a child starts at our school we would aim to work through the following procedures:-

- receive written literature outlining the child's special needs and relevant background information
- discuss our provision on site with the parents / carer and, where possible, the child.
- be involved in any case reviews / meetings at the child's host school where decisions on the child's future placement at Abbey School will be discussed.

- Visit the child at their current school / home prior to offering a place at Abbey School
- Liaise with the relevant professionals involved with the child and family and gain their expert advice on the child and his / her needs
- Where necessary secure the relevant equipment or staffing prior to admitting the child full time in to school.
- Provide several opportunities for the child to visit school as part of his/her transition.

For pupils / students leaving Abbey School we would aim to adopt the above procedures in terms of liaison and communication with the relevant bodies. Students will also be presented with a record of their achievements on leaving Abbey School.

4. CURRICULUM AND ACCESS

Every pupil has access to 'a broad, balanced, relevant and differentiated curriculum'. Some of our pupils have access to a range of therapies, e.g. speech and language therapy, physiotherapy, occupational therapy. Therapies are an essential and important part of our curriculum. The curriculum is a thematic based curriculum that delivers learning in a real-life experiential manner.

Classes are taught throughout the school in a primary based approach where the class stays with their own teacher throughout the week. Each class has a 25 minute session in the morning to practice basic skills in Literacy and Numeracy. Each class also has dedicated lessons focused on life skills and also enterprise and vocational learning. Tutor time is devoted to helping pupils review their progress and revise their targets.

5. ASSESSMENT, RECORDING AND REPORTING:

At Abbey School we believe there are different purposes for assessment.

These include finding out what progress a pupil has made over time and setting clear targets for improvement. Assessment at Abbey School is triangulated and linked to the recording process and curriculum planning.

Baseline Assessment is carried out in accordance with statutory/LA guidelines. Pupils are assessed within 6 weeks of joining Abbey School using tools appropriate for their level of development.

Formative Assessment is ongoing and used to inform pupils' Pupil Premium Plans, Curriculum Targets, Annual Review Targets.

Methods Include:

- Tasks and tests
- Checklists
- Running records
- Anecdotal records
- Rating scales
- Photos and work samples
- Video/audio recording
- Tasks and tests
- Peer/Pupil assessment
- Use of ISW observations

include:

Speech Therapist Reports, Physiotherapist Reports, Occupational Therapist Reports.

Pupil Progress meetings three times per year and enable all staff in core teaching groups to discuss progress, and implement and evaluate interventions and set new targets.

Pupils' achievements are celebrated each week at the Proud Assembly. Certificates are given for the 'Finer Diners' and attendance awards.

3. Summative Assessment

Assessment for the **core curriculum** areas of Mathematics, English, Science, IT and PSD is recorded using I can statements and tracked through CASPA.

There are three Assessment Points in the year in December, April and July. Abbey School ensure that targets are based on level of need in order to ensure that the targets we have for our children are aspiration.

Accreditation – Where possible pupil attainment is recognised through nationally recognised accreditation schemes e.g. GCSEs, ASDAN levels 1-3, AQA courses, Entry Level Awards, City and Guilds.

4. RESOURCES

Abbey School is committed to providing immersive learning spaces in which pupils can feel safe, welcomed and engaged. Regular Health and Safety checks are made to ensure that pathways and entrances are free from obstacles. There are specialist hygiene facilities for personal care. School grounds provide a beautiful open space to enable children to relax and explore their environment. Abbey School has a good staff / pupil ratio. A small number of children have 1:1 support for health, physical, social and emotional, as well as behavioural needs. We also enjoy the active involvement of parents/ carers and volunteers.

5. INCLUSION & OPPORTUNITIES FOR ENGAGEMENT

The principle of inclusion is embodied within the daily life of Abbey School. We have mixed ability tutor groups and we aim, as far as possible, to personalise learning to ensure the differing needs of students are met.

Pupils at KS4 follow GCSE PE at a local mainstream secondary school. Pupils at KS4 access a variety of college courses to gain accreditation, and as part of their transition process.

Pupils across the age range take part in a wide variety of sporting activities in the community, including adventure activities in partnership with mainstream peers (Kielder Challenge); dance activities and festivals, as well as disability sports initiatives competing against other pupils with SEND. These activities not only benefit our pupils, but also provides a medium through which the wider community can learn about our school.

6. STAFF PROFESSIONAL DEVELOPMENT

Abbey School endeavours to encourage and aid the professional and personal development of all staff, so that as a school we are able to offer the pupils the highest quality of teaching. Opportunities exist for training provided in - house, from the Local Authority and from outside agencies. All support staff and Admin staff, as well as teachers, have an annual appraisal meeting designed to link CPD priorities with DEP priorities to raise the level of children's attainment.

7. HOME / SCHOOL PARTNERSHIP

Abbey School is striving for a true partnership with parents/ carers, developing a genuine dialogue and interaction. We share a common purpose, educating our children, and so aim to enable parents/ carers to be engaged in school matters, at whatever level. Our Safeguarding ISW offers a link between school and home and a flexible response to individual parents /carers/ families in order to meet their individual needs. This may involve telephone calls, a home visit or regular visits to discuss or work through a particular issue. We have a programme of Parent/ Carer activities throughout the year, guided by feedback from our Annual Questionnaire.

Parents/ carers are welcome to contact the head teacher if they have any concerns about the provision of their child's education.

7.RESPONSIBILITIES

Leaders of Learning have a responsibility to

- ensure the Special Educational Needs and Disability Policy is implemented within their Department.

Subject teachers/ class teachers/ tutors have a responsibility to

- To understand the individual special educational needs of students they teach.
- To liaise with the leader of learning/ Subject Leader

At Abbey school we ensure that we-

- Report and participate where appropriate in the Annual Review process.
- Plan and teach lessons for all children.
- Manage the work of Teaching Assistants allocated to support the group/ individual children.
- Assess and record progress in line with the school's assessment policy.
- Help implement individual targets and to participate in reviewing them at regular intervals.
- Be involved in the target setting process for their pupils through target sheets and the school reporting system.

HEADTEACHER AND SENIOR LEADERSHIP TEAM have overall responsibility for the learning environment and monitoring and evaluating the work in curriculum areas and departments.

GOVERNORS have a duty to:

- Fulfil their statutory duties to students with special educational needs and disabilities.
- Secure appropriate resources.
- Have regard for the statutory legislation.
- Participate in appropriate training.
- Annually review the SEND Policy.
- Evaluate the success of education provided for those with Special Educational Needs and Disabilities.

11. LINKS WITH OTHER AGENCIES:

Abbey School works closely with a number of other agencies in order to enhance our children's education. These include:

- Educational Psychology Service
- Learning Disability Team
- Speech and Language Therapy Service
- Autism Communication Team (ACT)
- Social Care
- Youth Support Services
- Local Health Authority and Nursing Services
- Contact and Referral Team (CART)
- Police Young Peoples Partnership/ Safer Neighbourhood Team
- Connexions
- Child and Adolescent Mental Health Service (CAMHS)
- FE colleges

HOW WILL WE EVALUATE THE SUCCESS OF THE SEN POLICY ?

We need to ask ourselves the following questions via SLT meetings, staff meetings, class meetings:

Are the Admissions Procedures followed in a consistent way ?

Are transitions at every stage effective and secure?

Is the curriculum broad, balanced and relevant for every child?

How can our use of assessment and data be developed to guide teaching and learning so as to enhance all children's achievements?

What new ways can we use to engage our most vulnerable children?

How can we continue to enhance our work with parents/ carers for the good of our children?

Evidence of these will be reflected in both the School Development Plan and SEF evidence files as ongoing monitoring about school.