



# GEORGE ABBOT SCHOOL

<b>Policy Title:</b>	<b>SEN Policy and Information Report</b>	
<b>Author:</b>	<b>SENCO</b>	
<b>Date of most recent review:</b>	<b>March 2018</b>	
<b>School Mission Statement:</b> Academic excellence within a strong community of equality and respect, where potential and opportunity are realised.		

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## 1. Aims

George Abbot School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embrace the highest possible academic aspirations and accepts individual differences in ability, aptitude and levels of skill.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4.

### 4.1 Roles and responsibilities

- For EHCP students in all years and any students in Years 7-9:  
**Mrs Rebecca Ellis** – SENCO – [rellis@georgeabbot.surrey.sch.uk](mailto:rellis@georgeabbot.surrey.sch.uk)
- For non EHCP students in Years 9-13:  
**Ms Michelle Long** – [malong@georgeabbot.surrey.sch.uk](mailto:malong@georgeabbot.surrey.sch.uk)
- For Visually Impaired students with EHCPs  
**Mrs Anita Line** - [aline@georgeabbot.surrey.sch.uk](mailto:aline@georgeabbot.surrey.sch.uk)
- **Rob Giles:** Designated Lead for Safeguarding. He is also responsible for managing the school's responsibility for Looked After children (LAC) and students with medical needs – [rgiles@georgeabbot.surrey.sch.uk](mailto:rgiles@georgeabbot.surrey.sch.uk)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

## **4.2 The SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

## **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

We also have a VI Specialist Centre located within our grounds.

### **5.2 Identifying pupils with SEN and assessing their needs and outcomes**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is less rapid than that of their peers starting from the same baseline

- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Teaching staff track the progress of pupils in their classes, planning and implementing interventions if a pupil is not making progress. Heads of Department (HoD) and ASLs (Academic Strategic Leads) track the progress of groups and individuals and working alongside teaching staff and plan interventions to improve progress.

There are regular progress meetings allowing discussion by key staff, including SEND staff and members of the SLT (Senior Leadership Team), around pupils who are underachieving and interventions agreed upon. These interventions are monitored for effectiveness and impact.

### **Moving a pupil on or off the SEND Register:**

The following sources inform a decision to place pupils on the SEND register and movement off the register:

- information from previous school
- KS2 attainment/baseline testing outcomes
- staff concerns
- information from the parent/carer
- specialist teacher /professionals reports
- MIDYiS
- Lucid assessments (internal)
- reading and spelling quotients
- medical or professional reports
- Advice from multi-professional agencies
- progress monitoring

When pupils have higher levels of need, we may refer to specific specialist professional agencies to assess: for example, Educational Psychologists (EP), Physical and Sensory Support Service (PSS), or Language and Literacy Support Service (LLS)

### **5.3 Consulting and involving pupils and parents**

We listen to the views and experience of parents/carers and the pupil. In some cases we draw on the assessments and guidance from other educational professionals, where appropriate.

Where SEND Support is required, the SENCO - with the parent/carer – will design a plan which outlines the adjustments, interventions and support which will be put in place for the pupil, as well as the expected impact on progress and outcomes, including a date when this will be reviewed. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Targets for the pupil are shared using child friendly language. All staff who work with the pupil are made aware of the plan. The SENCO provides support, guidance and advice for the teachers. Parents/carers are asked to share in the monitoring of progress. For pupils with an EHCP, annual reviews are held, in line with statutory requirements.

All pupils have their progress monitored regularly; this is measured rigorously against challenging targets. Parents are invited to parent teacher progress meetings which are held at least twice a year for all pupils. Additionally, parents of pupils on the SEND register will be invited to meet with a member of the SEND department to review their son/daughter's progress. Progress reports are available to parents at all times through the Go4Schools system.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

We will formally notify parents when it is decided that a pupil will receive SEN support.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

At the KS2/3 transition, we visit primary feeders schools to receive information about prospective students. Identified SEND pupils have a bespoke programme of transition.

At other transitions, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

#### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. A rigorous system of quality assurance is in place to systematically monitor the quality of teaching and learning. A bespoke programme of CPD is available to staff.

We offer a wide range of interventions to meet the needs of our pupils this includes, ELSA, ELKLAN, Literacy Progress Units, SPLD Sessions, Small Group Maths, Nessy, Lexia, Rapid Reading. A full list is available on the website within the school Provision Map.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning and staffing expertise**

The leadership of the SEND department is distributed across three trained SENCoS with specific foci on each quadrant of need. This includes a SENCo who holds a Teaching Learners with Dyslexia/Specific Learning Difficulties Dip. Qualification and Certificate of Competence in Educational Testing.

We have 17 teaching assistants who are trained to deliver interventions such as ELSA, ELKLAN, Cool Connections and EAL. IN addition to this, we have a Specialist Centre for Children and Young People with Visual Impairment: this is staffed by a further team of VI teaching assistants who offer 1-1 and in-class support.

Teaching assistants are deployed to support pupils on a 1:1 and small group basis. Deployment is informed by staff feedback, observations, progress data and specialist reports.

We work with the following agencies to provide support for pupils with SEN:

- Abbey Outreach
- Educational Psychology
- Learning Language Support
- Speech and Language Support
- Physical and Sensory Support
- CAMHS
- Hearing and Visual Support
- Surrey Inclusion Outreach

### **5.9 Securing equipment and facilities**

The SENCo manages a dedicated SEND budget to secure equipment and resources.

### **5.10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Using student voice activities
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

### **5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

We make reasonable adjustments to ensure equal access to such activities.

### **5.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and engage with opportunities for pupil advocacy, such as being a School Ambassador.
- We have a zero tolerance approach to bullying.

### **5.13 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the pupil's class teacher or the SENCO or headteacher, in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.14 Contact details of support services for parents of pupils with SEN**

Parents and young people can find information on SEND from:

- The SEND information Report (14 questions), which is updated yearly  
<https://www.georgeabbot.surrey.sch.uk/learning-support/>
- Surrey Local Offer which includes other agencies who provide a service  
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>
- The school's admission arrangements including tours and brochure  
<https://www.georgeabbot.surrey.sch.uk/admissions/>
- Contact SENCO re information on Access arrangements for exams and assessments

### 5.15 Contact details for raising concerns

In the first instance please contact the SENCO responsible for their support.

- For EHCP students in all years and any students in Years 7-9:  
**Mrs Rebecca Ellis** – SENCO – [rellis@georgeabbot.surrey.sch.uk](mailto:rellis@georgeabbot.surrey.sch.uk)
- For non EHCP students in Years 9-13:  
**Ms Michelle Long** – [malong@georgeabbot.surrey.sch.uk](mailto:malong@georgeabbot.surrey.sch.uk)
- For Visually Impaired students with EHCPs  
**Mrs Anita Line** - [aline@georgeabbot.surrey.sch.uk](mailto:aline@georgeabbot.surrey.sch.uk)

If you are unaware of which SENCO supports your child please contact (email) and your email will be directed to the correct member of staff.

Any complaints from parents of students with special education needs concerning the provision made at the school can be made through the school's procedures as set out on the school's website.

### 5.16 The local authority local offer

Our contribution to the local offer is contained in the SEN Information Report and is part of Surrey local offer for learners with SEN: <https://www.georgeabbot.surrey.sch.uk/learning-support/>

Our local authority's local offer is published here:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions