



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

INTRODUCTION

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools: DfE (2013)
- SEND Code of Practice 0-25 (2014, 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014, 2017)
- The National Curriculum in England KS1 & 2 framework document (2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012, 2021)

Aims

Abbey Primary School is a mixed mainstream school for children aged 3-11. Inclusion is the responsibility of everyone within the school and every teacher is a teacher of those with special educational needs. We aim to deliver an education which:

- Values children's differences
- Recognises and nurtures the strengths of all children
- Is challenging but supportive for all pupils
- Supports all pupils to be successful through a well planned, progressive and sequenced curriculum
- Recognises the importance of developing each pupil holistically including nurturing social, creative, intellectual and physical competencies as well as their mental health and well-being.
- Prepares each child to become an active and independent participant in their local community.

To meet these aims and in line with the Special Educational Needs Code of Practice 2015, the school has the following objectives:

- To identify children with special educational needs and disabilities and ensure that their needs are met
- To identify the roles and responsibilities of staff in providing for children with special educational needs
- To ensure that activities of the school are, as far as reasonably possible, planned to enable all pupils to participate
- To ensure all learners make the best possible progress based on their starting point
- To ensure parents are informed of their child's special needs and provision and that we work collaboratively with them including their view
- To promote effective partnership and involve outside agencies when appropriate

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Abbey, The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 informs our understanding of SEN:

- A child has SEND (Special Educational Needs) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- A learning difficulty is where a child has significantly greater difficulty in learning than the majority of other children of the same age
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability

Some children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Primary Areas of Need

A child's needs will be identified in relation to the four broad categories of need outlined in the SEND Code of Practice, 2014.

- Communication and Interaction
- Cognition and learning

- Social, emotional and mental health
- Sensory and/or physical needs

We take care to consider aspects that are not SEND but may impact on progress and attainment.

- Attendance and punctuality
- Health
- English as an additional language
- Pupil premium
- Looked after children
- Service children

Graduated Approach to SEND

Some pupils may enter Abbey with a special need or disability which may have been identified in a previous setting or by a health/educational professional. Aside from this, we recognise the importance of early identification of need and administer various assessments in order to screen for SEN. In addition, each child's progress is regularly assessed and monitored by the class teacher in conjunction with phase leads and the Senco. We adopt a graduated approach to SEN where in the first instance all children receive carefully devised quality teaching to meet their needs. There are times where despite this universal provision, children do not make sufficient progress. In these cases the school will plan for more targeted support which offers a timebound, focussed intervention with a view to removing their barriers to learning. If following this stage of intervention, the school has evidence that a pupil is making insufficient progress despite significant support and intervention, the school may seek further advice and support from outside professionals. Specialist provision may be required at this point and the pupil may be added to the SEN register under the category of SEN support. Decisions to place children on the SEND register follow discussions between the class teacher, the Senco and parents. Some children may require an Education, Health and Care needs assessment in order for the Local Authority to decide whether it is necessary to make provision within an Education, Health and Care Plan (EHCP). School or the parent can request an EHC needs assessment. School is required to submit evidence to the Local Authority whose assessment panel makes a judgement about whether or not the child's needs can continue to be met from the resources ordinarily available to the school. Where a child has an EHC Plan, the Local Authority along with the school and the parents, will review the plan every twelve months.

Managing the needs of children on the SEND register

Support for children on the SEND register follows the Assess-Plan-Do-Review cycle and we work in partnership with parents throughout this process. Each child identified on the SEND register is provided with a SEN Support Plan. These plans identify the specific needs of individual children, the plan for supporting the child, interventions of support, resources and individual staff who will deliver

the support and the intended outcome with review date. These are compiled together with the parents, child and class teacher. These plans are reviewed each term.

Monitoring our SEND provision

The head teacher and leadership team monitor and evaluate the quality of our provision to ensure we are meeting the needs of our children. The school aims to use evidence-based interventions, and interventions are reviewed to ensure they are still appropriate.

Our provision is monitored through:

- Analysis of pupil data; analysis of standardised test scores and statutory assessments as well as progress made following interventions
- Discussion at pupil progress meetings
- Learning walks, book looks and observations

Supporting Pupils and Families

The Local Authority (LA) local offer can be found at:

https://www.sutton.gov.uk/info/200611/suttons_local_offer

The school SEND Information Report can be found at:

[Abbey Primary School - SEND Introduction](#)

The Sutton Information, Advice and Support Service offer help and support for parents of children and young people with Special Educational Needs (SEND). They can be found at:

[Welcome Information – Sutton IASS \(SIASS\) – Cognus](#)

Contact a Family is a charity that provides support for families with a disabled child. They can be found at:

<http://www.cafamily.org.uk/>

Staff Development

High quality professional development for all staff is a prioritised by the school's leadership team. A programme of continuous professional development is constructed to meet the needs of staff as identified by themselves and their line managers, as well as address school priorities that include provision for children with SEND. In line with the Code of Practice, staff work as a team to meet SEN within the school, supported by the SENCO and other external professionals.

Roles and Responsibilities

- The SEND Governor has the responsibility for monitoring policy implementation and liaising between the Senco and the Governing Body. The SEND Governor is Mrs Azzopardi.
- The Designated Safeguarding Lead (DSL) has specific responsibility for safeguarding. The DSLs are Miss Royle and Miss Watt.
- The SENDCO has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those with Education, Health and Care Plans. The Senco is Mrs Wright.
- The class teachers are responsible for meeting the needs of all children in their class. They plan and deliver the curriculum, and monitor, assess and track the progress of all children. Class teachers work in partnership with parents, the Senco and sometimes, external professionals, to develop SEN Support Plans for pupils with SEND. Class teachers regularly report to parents through termly consultations in conjunction with the Senco.
- Teaching Assistants work under the direction of the class teacher and are overseen by the Senco to deliver small group and individual support to children with SEND.

Admissions:

Children are admitted to Abbey Primary School in accordance with the London Borough of Sutton's Admission Policy.

Should the Local Authority (LA), under the 1993 Act, specify Abbey Primary under an Education, Health and Care Plan, the following arrangements will apply:

1. The LA will inform the Headteacher.
2. The Headteacher will meet with the Senco to ascertain whether or not the school is able to meet the needs of the pupil concerned and report back to the LA.
3. In the event of an appeal, the Governing Board, minus those previously involved, will hear the case.

Access:

At Abbey Primary we use a variety of strategies and resources to ensure that all of our children are able to access a broad and balanced curriculum that is appropriate to the child's needs:

- Through use of visuals to support both in and out of the classroom;
- Pre-teaching of new concepts and vocabulary to enhance learning.
- Use of interactive whiteboards;
- Access to computers and tablets;
- Over-learning of new concepts;
- Provision of individually tailored visual timetables;
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, reading rulers etc;
- Use of support resources;

- Provision of specialist equipment or modified resources such as wobble cushions, ear defenders, work screens etc;
- Facilitating access to learning through the appropriate adaptation of tasks and activities;
- The ground floor of the school is accessible to children with physical disability via ramps and there is a disabled toilet on this floor;
- Enrichment activities are extended to all pupils irrelevant of their needs;
- We offer a range of 'soft skills' interventions where appropriate

Transition:

We have a number of arrangements in place to ensure a successful and positive transition between years and phases. These include:

- Prior to entry, admissions procedures are used to gather information relating to a child's needs
- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September and moving to a new year group. This often includes a photo transition book and for some pupils visit their new class and opportunities to meet with their new teacher. If requested there is an opportunity for parents of vulnerable children to bring their children into school in September on the day before term begins to meet the teacher and see their classroom.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to discuss given needs. Where a child has known SEND, the school will contact the previous school/ setting or other professionals as needed.
- The Inclusion team will attend the Borough SEND Transfer Meeting to discuss the specific needs of the child with the SENCO/ Inclusion Manager of the relevant secondary school
- Where possible the child will visit their new school for an 'extra' visit with a familiar adult accompanying them and on some occasions staff from the secondary school may visit the child in this school.

Dealing with Complaints

We endeavour to do our best for all pupils but if there are any concerns we encourage those concerned to approach the class teacher in the first instance. If issues should remain unresolved an informal referral would be made to:

- The Senco
- The Headteacher

If a complaint cannot be resolved, the formal complaints procedure will be initiated.

Parents are informed about the Sutton Family Information Service so that they can obtain support, advice and information if they wish.

Bullying

Abbey Primary has a zero-tolerance attitude towards bullying. Please see our separate Anti-Bullying Policy.

This policy was approved in **September 2025** and will be reviewed in **September 2026**

Links

- Policy for Supporting Pupils with Medical Conditions
- Equalities Policy
- Anti-Bullying Policy
- School website: www.abbey.sutton.sch.uk
- Sutton Local Offer: https://www.sutton.gov.uk/info/200611/suttons_local_offer
- NASEND: <http://www.nasen.org.uk>

Appendices

- Appendix A – Broad areas of SEND according to the Code of Practice 2014
- Appendix B – Plan, Assess, Do and Review according to the Code of Practice 2014

APPENDIX A

Broad Areas of SEND According to the Code of Practice 2014

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or Sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools should have clear processes to support children, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/ or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers

APPENDIX B

Plan, Assess, Do, Review According to the Code of Practice 2014



Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children.

Assess

In identifying a child as needing SEND support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject 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 and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out above should be readily available to and discussed with the pupil's parents.

Do

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.