





BARKING ABBEY SCHOOL

Special Educational Needs and Disability Policy

Policy Adoption

Date	Reviewed/Adopted by	Next review date	Review Frequency
October 2019	Full Governing Body	October 2020	Annually
April 2021	Full Governing Body	October 2021	Annually

Governing Body Approval

Signed	Title
	Chair of Governors
	Headteacher

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs and Disability at Barking Abbey School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together these form a statement of the principles underpinning all the work of the school.

Compliance

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

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations 2014

Definition of Special Educational Needs and Disability

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A child of compulsory school age or a young person has a learning difficulty or disability if he or she has:
 - a) a significantly greater difficulty in learning than the majority of others of the same age; or
 - b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind provided for others of the same age in mainstream schools.

Disabled children and young people

A person (P) has a disability if:

- a) P has a physical or mental impairment, and
- b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

Equality Act 2010 Chpt. 1 para 6.

Many children and young people who have SEN 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 provides a relatively low threshold and includes more children than many realise: long term is defined as 'a year or more' and substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition (SEND Code of Practice: 0 to 25 years P4-5).

There are 4 areas of special educational need:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health.
4. Sensory and/or physical.

SEN Code of Practice 0-25 years P86-87.

Provision for students with SEND at Barking Abbey School

Aims of this Policy:

At Barking Abbey School we aim to:

- Provide curriculum access for all.
- Secure high levels of achievement for all.
- Meet individual needs through a wide range of provision.
- Map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- Work collaboratively with parents, other professionals and support services.
- Enable every child to experience success.
- Promote individual confidence and a positive attitude.
- Ensure that children with SEND have opportunities to offer opinions in any matters affecting them.

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. It is the teacher's responsibility to provide for pupils with SEND in his/her class and to be aware that these may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's plan and procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a Representative Governor (the SEND Governor), who takes particular interest in this aspect of the school.

Headteacher

- Manage all aspects of the school's work, including provision for children with SEND.
- Keep the Governing Body fully informed.

Inclusion Team

Stephanie Gibson – Deputy Headteacher, Sandringham

Jamie Gibson – Deputy Headteacher, Longbridge

Yvonne Burrows – SENCO Sandringham site

Lauren Casey – SENCO Longbridge site

Robert Smith – Lead Teacher of the ARP

Oversee the day to day operation of the school SEND policy.

- Co-ordinate and develop high quality provision to meet the needs of students with SEND.
- Ensure all staff receive training and are aware of the need to identify and provide for pupils with SEND.
- Ensure students with SEND join in school activities alongside others, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- Ensure the progress and attainment of students with SEND are monitored and evaluated when reviewing the overall support for the student.
- Liaise with professionals from outside agencies e.g. Ed. Psych., CAMHS, voluntary bodies.
- Liaise with other schools to ensure smooth transitions.
- To ensure records of students with SEND are maintained and kept up-to-date.
- Support and advise teachers about scaffolded teaching methods appropriate for individual students with SEND.
- To co-ordinate the effective deployment of learning assistants, provide support and training as needed.
- Liaise closely with parents.
- Ensure annual reviews are held in line with Code of Practice.

Teachers

- To provide Quality First Teaching for all students in their class.
- To provide for the individual needs of all their students, adapting their teaching and learning environment as appropriate.
- Be accountable for the progress of all their students, including those who receive additional support from learning support assistants and specialist teachers.
- To work with the SENCO to monitor the effectiveness of interventions and progress made by students with SEND.

Support Assistants

- Support students with their learning under the direction of the class teacher or SENCO, implementing strategies recommended by teacher, SENCO or professionals from external agencies.
- Develop independence of students they work with.
- Provide feedback to teacher/SENCO on the progress of the students they work with.

Parents

- We recognise the importance of working in partnership with parents and value their contribution to their child's educational needs.
- Parents will be involved/informed in all aspects of SEND provision planning.
- Parents are encouraged to work closely with SENCOs.
- Parents of students with SEND needs may contact Parents in Partnership Service for independent support and advice.

Students

- Every student with SEND needs will be involved in their provision planning.
- Every student with SEND will have the opportunity to participate fully in school life.

Provision

- Most needs of students with SEND can be met through Quality First Teaching.
- A variety of teaching styles are used which may differentiate by task or outcome.
- Some students are taught in small groups for some subjects enabling them to receive the specific help they need.
- Support teaching is available in some lessons to assist students with SEND.
- Some interventions are delivered by trained support assistants.
- Speech and language therapists work closely with school staff.
- 1-1 teaching may take place.
- Some students follow a more personalised timetable.
- Some students have extra time, a reader, or scribe in examinations.

Interventions – some of the interventions used are:

- Toe by toe phonics.
- Dockside reading scheme.
- Text help.
- Rapid Reader.
- Project X Reading Programme.
- Education City Programme.
- ARTiNET
- AMTiNET
- Accelerated Reader
- Accelerated Maths
- Spelling Improvement
- Thrive

ARP (Additional Resourced Provision for pupils with Autism)

The Additional Resourced Provision has 12 places for students who have Autism or an Autistic Spectrum Disorder or similar disabilities. In accordance with the SEND Code of Practice: 0-25 (2015), local authorities must provide a local offer for students with an SEN. The final placement of pupils in the ARP is the decision of the SEND team of Barking and Dagenham and all requests need to be made through them.

The purpose of the provision at Barking Abbey is to enable students with Autism to have access to a balanced curriculum in the ARP and in a mainstream class with their peers: The provision aims:

- For all pupils to achieve their best
- Provide support and a curriculum to their appropriate cognitive levels of development
- To meet the EHCP objectives for the pupils

ARP staff are all skilled in ASD teaching and will provide a base for ARP students. They will also provide support for mainstream students with an ASD and staff.

Identification and provision of children with SEND at Barking Abbey School

A child can be identified as having SEND by:

- Primary liaison (SEND team visits feeder schools in summer term to collate information).
- SEND team attends year 5 and 6 review meetings.
- Other professionals working with child especially if child has an EHC.
- Barking Abbey subject staff continue to identify problems and refer child to SENCO for assessment.
- Parents may inform school about difficulties their child may have.
- Pupils are tested on entry and data is analysed.
- Ed. Psych. may be asked to complete an assessment to identify any SEND needs – in such cases strategies will be offered.
- Half termly review meetings with pastoral teams where SEND register is reviewed and updated

Not all students of SEND have learning difficulties. Sometimes students have SEND related to social, emotional mental health difficulties. They may become disruptive, withdrawn. Some children may have disorders such as ADHD or attachment disorder. We address these needs by individual or group interventions such as:

- Counselling (we have a full time Counsellor who works on both campuses).
- Learning Mentor appointed to work with the individual student.
- Social Skills group.
- Anger Management sessions.
- Outreach Services – e.g. Lifelines Fire Brigade course.
- Anger Management programme.
- Mentoring Service.
- Youth Workers.
- Liaising with other professionals e.g. CAMHS, CAF Teams.
- Strong Minds
- Thrive

Specialist facilities which increase access to the school by pupils with SEND

- Ramps make wheelchair access possible to most parts of the school.
- Lifts in the newer part of the school.
- Computers including individual laptops.
- Reprographic facilities to enhance worksheet format as appropriate.
- Large letter keyboards for visually impaired students.
- Exam dispensations applied for where necessary.

Accessing and reviewing progress of children with SEND

- We have a robust tracking system for monitoring the progress of all children, including those with SEND.

- Regular meetings are held with SENCOs and Year Teams and action is planned to address any lack of progress.
- There are three annual progress and achievement review days in addition to parents' evenings where pupil progress is discussed with parents and carers.

SEND register and record keeping arrangements

SENCOs maintain a central electronic register that details all students who have been identified as having SEND. This register is updated on an on-going basis and also details what interventions are in place and any external agencies involved.

In addition to this, each student will have an individual file where informal notes may be kept along with any documentation from outside agencies. These files are kept in SENCO's office and are passed on to transfer school at the school's request. In line with GDPR registers and records are kept securely.

Links with other agencies and voluntary organisations

Ed. Psych. Service

Speech and Language Service

Joseph Clark Service for Visually Impaired

Outreach Service for the Deaf

CAMHS (Child and Adolescent Mental Health Service)

CFC (Child and Family Centre)

Social Care Services

TLZ (The Listening Zone Counselling Service for Young People)

Subwize

Lifelines

School Nurse Service

Sycamore Trust

Parents in Partnership

YARM (Yarm at risk matrix)

Complaints procedure

Should pupils/parents/carers be unhappy with any aspect of provision, they should initially discuss the problem with the SENCO.

In the event of a formal complaint, parents are advised to contact the Headteacher. The LA Parent Partnership Service is available to offer advice.

For further details see schools complaints procedure on school website.

For further information refer to:

- Local Authority 'Local Offer'
Barking and Dagenham Local Offer is found: [Local offer | LBBD](#)
- SEND Information Report found on school website.
- NASEN – leading organisation in the UK for special needs information.
- National Autistic Society for information about autism.