



## SEND POLICY

### Rationale

This policy sets out ways in which Abbot's Lea School provides education for its students with Special Educational Needs and Disabilities (SEND).

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the current legislation.

### Legislation

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years, the Statutory Guidance for Organisations Who Work With and Support Students and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Students and Families Act 2014.

We have a duty to provide appropriate SEN provision for students and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled students and young people, to support medical conditions and to inform families and young people if SEN provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled students or young people.

We believe it is our responsibility to publish all details of the SEN provision that we have available in the Information Report and to work with the local authority in compiling and reviewing the Local Offer.

### Definition of SEND

We believe that... 'Students have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of students of the same age: or

- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Special educational provision is 'additional to, or otherwise different from, the educational provision made generally for students of their age in schools maintained by the local authority, other than special schools, in the area.' (Education Act 1996)

### Abbot's Lea School and SEND provision

All students at ALS are classed as having SEND. All have diagnosis of Autism have co-occurring SEND conditions.

When organising additional support it is very important that we provide students with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that students with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We believe we provide high quality teaching that is differentiated and personalised and that meets the needs of students and young people. We have high ambitions, set challenging targets, and track the progress of all students.

We will ensure that teachers, HLTAs and TAs are prepared for dealing with the challenges and complex difficulties posed by students with SEND by providing structured training on a variety of SEND issues. We believe teachers are responsible for students' learning, HLTAs are their deputies and that TAs will be used effectively to provide the necessary support for students with SEND within the classroom.

We are aware that depending upon their age and understanding we must discuss with students with SEND any decision that might affect them.

It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all students to benefit as fully as possible from the education provided within the school.

We cater for students who experience difficulties in:

- Autism, including social communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs
- other complex medical needs

The school has full provision for students who are disabled although the site is not easily or fully accessible to all those with physical disabilities and mobility problems, as well as those with hearing or visual impairment.

We are aware that current statistics clearly show that students with SEN or with a disability have a significantly high risk of being verbally abused or physically assaulted on either a daily or weekly basis by other students as they appear to be an easy target.

We work hard to create and maintain a school environment of positivity where all students are taught to embrace and value difference.

We realise that in many cases that students with SEND do not realise they are being bullied; so therefore we have in place a bullying and awareness programme which shows them how to realise when they are being bullied and how they can deal with it.

We recognise school personnel need to be made aware of what constitutes bullying, how to detect bullying behaviour and to have a greater knowledge of students with SEND.

We have a duty to safeguard students, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable students and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of students being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation and alert to changes in student's behaviour. Any concerns will be reported to the Designated Safeguarding Lead (Miss Twomey [alison.twomey@abbotsleaschool.co.uk](mailto:alison.twomey@abbotsleaschool.co.uk) )

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote students' welfare. Within this environment we work hard to build students' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want students to develop their knowledge and skills in order to challenge extremist views.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that students should be encouraged to form and to express their views. We are proactively involved with Liverpool City Council's UNICEF Child Friendly City programme.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims and Objectives**

We aim:

- To have due regard to the Special Educational Needs and Disability Code of Practice.
- To identify students' special educational needs and disabilities as early as possible and ensure that their needs are met.
- To have in place systems whereby teachers are aware of such needs.
- To provide all our students with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To have high ambitions and expectations for students with special educational needs and disabilities.
- To be sympathetic to each student's needs by providing a strong partnership between students, families, governors, local authority and outside agencies.
- To ensure all students make effective progress and realise their full potential.
- To ensure all students take a full and active part in school life.
- To create and maintain a school environment of positivity where all students are taught to embrace and value difference.
- To protect students from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedures**

### **Role of the Governing Body**

The Governing Body has:

- Determined that as ALS is a special school, it has no requirement to have an appointed Special Needs and Disabilities Co-ordinator (SENDCo)
- appointed a Headteacher to manage admissions to the school and coordinate provision for all special educational needs and disabilities.
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- responsibility for ensuring students with SEND have access to all activities;
- responsibility for ensuring students with SEND have access to all school facilities;
- due regard to comply with the SEN Code of Practice when undertaking its responsibilities;
- responsibility for having in place an admissions policy;
- responsibility for publishing a SEN information report;
- responsibility for having in place an accessibility plan outlining what improvements need to be made to the school facilities so that disabled students can access the curriculum;
- responsibility for regularly reviewing funding for resources;
- responsibility for ensuring that the school complies with all equalities legislation;

- nominated a designated Equalities governor (Safeguarding Governor) to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to families;
- make effective use of relevant research and information to improve this policy; ☐ nominated a link governor (Safeguarding Governor) to:
  - ☐ visit the school regularly;
  - ☐ work closely with the Headteacher and other staff responsible for SEND provision
  - ☐ attend training related to this policy;
  - ☐ report to the Governing Body three times a year;
  - ☐ annually verbally report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher**

The Headteacher will:

- provide leadership and vision in respect of equality;
- ensure all school personnel, students and families are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective;
- work closely with the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
- ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for students with SEND;
- be responsible for supervising the statutory annual review process for students with SEND;
- ensure all student records are sent to and received by schools that students with SEND transfer to;
- monitor the quality of teaching for students with SEND;
- monitor the progress made by students with SEND;
- publish SEN information report on the school's website updating stakeholders of how the school's offer is administered;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by checking to see if:
  - ☐ students with SEND are making sufficient progress appropriate to their ability
  - ☐ school personnel have high expectations of students with SEND
  - ☐ appropriate provision is in place
  - ☐ differentiation is put into practice
  - ☐ the student tracking system is effective
- annually report to the Governing Body on the success and development of this policy.

### **Role of the Local Authority**

The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for students and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.'

### **Role of the Deputy Headteacher**

The Deputy Headteacher will:

- ensure the detailed implementation of support for students with SEND;
- ensure the implementation of this policy;
- ensure all school personnel understand their responsibilities to students with SEND;
- work with the Headteacher to oversee the day to day provision for students with SEND within the school including those with education, health and care (EHC) plans;
- identify the barriers to learning and what special educational needs provision that a student requires;
- provide advice and teaching strategies to teachers and support staff;
- inform families of their child's special educational needs or changes to those;
- provide awareness training for families;
- arrange meetings for families with the school nurse, external support teachers or the educational psychologist;
- organise in-house and external support for a student with SEND;
- monitor this support;
- keep families up to date with the special educational needs provision for their child;
- ensure students with SEND have full access to the curriculum;
- ensure students with SEND are included in all school activities and events;
- ensure students with SEND take part in extra-curricular activities;
- arrange for Class Teachers to be available so that students can talk about any difficulties or concerns that they may have;
- lead the development of SEND throughout the school;
- arrange in-service training for school personnel and governors;
- undertake quality assurance activities;
- ensure differentiated teaching methods are being used;
- track the progress of students with SEND;
- maintain records of all students with SEND;
- use provision maps to give an overview of programmes and interventions that have been used with different groups of students and to monitor the levels of intervention;
- keep up to date with new developments and resources;
- make effective use of relevant research and information to improve this policy;
- liaise with families;
- ensure the relevant staff organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools before a child moves into another setting to plan and prepare for transition;
- provide information for the SEN Information Report;
- review and monitor;
- annually report to the Governing Body on the success and development of SEND.

### **Role of Class Teachers**

Class Teachers must:

- have high expectations of students with SEND;
- be responsible and accountable for the progress and development of the students they teach;
- be aware of the school's policy for the identification and assessment of students with SEND and the provision it makes for them;
- work closely with the Headteacher and the Leadership Team;
- be well informed of the special needs, medical conditions and the Education, Health and Care needs of the students that they teach;
- implement any advice and teaching strategies given by the Leadership Team;
- provide high quality teaching for all students;
- deliver the individual programme for each SEND student;
- include students with SEND in all class activities;
- ensure their planning includes differentiation;
- set challenging targets;
- track and monitor the progress of all students;
- inform the Leadership Team of any identified barriers to learning and lack of progress of students;
- liaise with families of students with SEND to update them of the progress of their students;
- suggest ways that families can support their students at home;
- undertake appropriate training on induction;
- identify any additional training needs they require;
- liaise with external agencies
- liaise with families
- guide and direct support staff in the roles specified below
- liaise with our in-house MDT to understand and meet students' needs

### **Role of Higher Level Teaching Assistants and Teaching Assistants**

Teaching Assistants will:

- work closely with the Leadership Team and class teachers;
- provide direct teaching and support for individual or groups of students with SEND;
- provide in-class and out of class academic studies catch up, specialist therapeutic support and life skills' development for students;
- assist in the preparation of lessons and resourcing;
- monitor students' progress;
- provide feedback to teachers and the Leadership Team;
- liaise with external agencies
- liaise with families
- attend appropriate training;
- suggest training needs.
- liaise with our in-house MDT to understand and meet students' needs

### **Role of External Support Agencies**

External support agencies will provide support to ALS staff and they will:

- be line managed by the Head of Therapies;
- work closely with the Deputy Headteacher, class teachers, HLTAs and TAs;



- work with all students to meet the objectives of their EHCPs;
- offer advice and guidance in developing of planning by teachers and support staff;
- undertake student assessment;
- develop support materials;
- provide in-house training on specific topics;
- meet regularly with the Leadership Team, class teams and families.

### **Role of External Specialists**

We will seek the advice and support from the following external specialists:

- Educational Psychologists
- speech and language therapists (now in-house)
- occupational therapists (now in-house)
- Child Psychotherapists (now in-house)
- Positive behaviour support specialists (now in-house)
- Child and Adolescent Mental Health Services (CAMHS)
- multi-sensory impairment specialists
- physiotherapists
- hearing impairment specialists
- vision impairment specialists

### **Role and Rights of Families**

We encourage families to:

- work closely with the school in order to develop a partnership that will support special educational needs students;
- be aware of their child's targets and their progress towards them;
- attend and take part in annual reviews;
- consider requesting additional assessment or support;

### **Role and Rights of Students**

We encourage students to understand their rights and to take part in:

- assessing their needs;
- setting learning targets;
- the annual review

### **Graduated approach**

We feel it is vital that students' special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying students with special educational needs.

We will inform families at the earliest opportunity of the school's concerns and to work in partnership with them to establish the support the child needs.



We will adopt a graduated approach coordinated by the Deputy Headteacher and using the following four stages of action: **Assess, Plan, Do and Review.**

Families will be kept well informed of and involved in all four stages.

### **Assess**

- Working with the Class Teacher and the child's families an analysis of the child's needs will be undertaken
- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment will take place if there is no improvement in the child's progress.
- This will be organised by the Class Teacher with the agreement of the families.

### **Plan**

- When it has been decided to provide additional SEN support all parties will decide:
  - ☐ the expected outcomes
  - ☐ what interventions and support that is required
  - ☐ the expected impact on academic progress, specialist support or life skills' development ☐ on a review date
- Plans will take into account the views of the child.
- Families will reinforce the provision by contributing to progress at home.

### **Do**

- The Class Teacher will oversee the implementation of the interventions as part of the agreed actions
- The Class Teacher assesses the child's response to the action taken.
- The Leadership Team offers continuous advice on the effective implementation of support.

### **Review**

- The effectiveness of the support and its impact on the child's progress is discussed at the review meeting
- The views of the child are taken into consideration at this meeting.
- In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.
- A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress.
- All parties will agree to any specialist involvement if a child continues to make less than expected progress.
- A change to the Education, Health and Care assessment may be requested if a child continues not to make the expected progress despite the amount of support and intervention that has been given.
- Education, Health Care Plan will be reviewed annually.
- Detail records will be maintained by the school which will be available to the child's families.

## **Medical Conditions**

We have a duty under the Students and Families Act 2014 to support students with medical conditions. We are aware that individual education healthcare plans (EHC) will state the type and level of support required to meet their medical needs.

### **Record Keeping**

Accurate and up to date records will be kept that provide:

- evidence tracking data of student progress
- evidence of outcomes and planned next steps
- details of additional support or different provision made
- details of the involvement of specialists
- evidence of involvement with families
- evidence that shows a rigorous approach to the monitoring and evaluation of any SEN support provided

### **Range of Provision**

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with Class Teacher, HLTA or TA
- withdrawal support either individually or in small groups with specialist sessions

### **Equality and Inclusion**

We have the responsibility to:

- prevent discrimination;
- promote to equality of opportunity;
- promote disability equality;
- foster good relations;
- regularly review and evaluate the breadth and impact of the support that we offer or have access to;
- cooperate with the Local Authority in reviewing the provision that is available locally and in developing the Local Offer;
- work with other local authorities to investigate how different needs can be met more effectively;
- include students with SEND into all school activities;
- monitor the number of extra-curricular activities that they take part in.

### **Partnerships**

We believe that a close partnership with families will enable students to progress. Families have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Students with special educational needs will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support.

We feel that the provision in this school benefits from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the students.

## **Admissions**

We will:

- work with LCC as our admitting authority
- adhere to Admission Policy
- treat all applications equally and we will not discriminate against students with any particular SEND;
- not refuse admission to students with special educational needs because we feel that we will be unable to provide the necessary support;

## **Curriculum**

The school aims to provide for students:

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs

## **Celebration of Achievements**

We will regularly celebrate the achievements of all students in all curriculum areas and in all aspects of school life.

## **Complaints Procedure**

Families who have a grievance or complaint about the nature of provision that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue. Such contact should follow the escalation line of:

Family ☐ Class Teacher ☐ Middle Leader ☐ Deputy Headteacher or Head of Therapies ☐ Headteacher  
☐ Chair of Governors ☐ Liverpool City Council

## **SEN Information Report**

Annually we will publish SEN Report which will set out information about our SEND Provision.

The information must include:

- the kinds of SEN that are provided for
- arrangements for consulting families of students with SEND and involving them in their child's education
- arrangements for consulting young people with SEND and involving them in their education

- arrangements for assessing and reviewing students and young people's progress towards outcomes including the opportunities available to work with families and young people as part of the assessment and review
- arrangements for supporting students and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which should include higher education, employment, independent living and participation in society
- the approach to teaching students and young people with SEND
- how adaptations are made to the curriculum and the learning environment of students and young people with SEND
- the expertise and training of staff to support students and young people with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for students and young people with SEN
- how students and young people with SEND are enabled to engage in activities available with students and young people in the school who do not have SEND
- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of students and young people with SEND and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations, in meeting students and young people's SEND and supporting their families
- arrangements for handling complaints from families of students and young people with SEND about the provision made at the school
- arrangements for supporting students and young people who are looked after by the Local Authority and have SEND
- details of the school's contribution to the Local Offer including information on where the Local Authority's Local Offer is published
- details of the broad and balanced curriculum provided in each year
- admission arrangements for disabled students
- accessibility plans

(Special Educational Needs and Disability Code of Practice: 0 to 25 Years)

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- the Head's Weekly Newsletter
- Practice evidence

### **Training**

All school personnel and governors:

- have equal chances of training, career development and promotion
- receive training related to this policy on induction
- receive periodic training so that they are kept up to date with new information
- take responsibility for their own continuous professional development

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

## Monitoring the effectiveness of the policy

### Review of Procedure

This procedure shall be subject to periodic review and may be changed from time to time.

### Management of policy

The Governors and Headteacher have overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes.

## Document Control

Version	Date	Action
Version 1	May 2020	Creation of new document based on statutory guidance and content of other school policies.
	July 2021	Reviewed no changes
	July 2022	Reviewed:  Additions: <ul style="list-style-type: none"><li>liaise with our in-house MDT to understand and meet students' needs</li><li>Positive behaviour support specialists (now in-house)</li></ul> Deletion of reference to "My Plans"
	April 2023	Change of personnel
	July 2023	Deletion of "My Plans" (slipped through the net July 022)