



Sir Thomas Abney

PRIMARY SCHOOL

Special Educational Needs & Disability Policy

Approved by:	Sir Thomas Abney Governing Body	Date:
Last reviewed on:	February 2021	
Next review due by:	February 2022	

Our School

We pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community. We aim to provide opportunities for all children to access a broad, balanced and creative curriculum that is personalised to meet children's individual needs, regardless of age, gender, ability, ethnicity, language or background that is personalised to meet the children's individual needs.

We welcome **all** children including those who have different learning styles and may be identified as having Special Educational Needs and/or Disabilities (SEND). We have high expectations for our pupils and will ensure that **all** children make progress in both their academic and social and emotional development.

Inclusion is at the centre of our schools aims and values. We are committed to a whole school approach – SEND is a shared responsibility by the whole school and all members of the school community.

The aims of the school are:

- To promote welcoming, positive and empathetic attitudes towards **all** pupils.
- To work within the SEND Code of Practice, 2015, and identify the needs of pupils with SEND as early as possible.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum. This will be coordinated by the inclusion manager and overseen by the headteacher.
- To secure sufficient and appropriate support for the pupil, the parents and the school, ensuring good links are established. We work hard to maintain links with parents, health, social care and education professionals.
- To promote the individual development of each and every pupil, allowing opportunities for all pupils to become independent, confident and resilient, and to ensure they are fully prepared for the next stage of their education.

This policy aims to:

- Communicate with parents/carers, staff, the local community and the Local Authority, to set out how we will make high quality provision for children with SEND and remove barriers to their progress.
- To reflect how to ensure access for all children to the full spectrum of life at Sir Thomas Abney Primary School, academically, socially and emotionally, through extended services and through promoting community cohesion.

- Summarise the roles and responsibilities of different people in the school community with regards to the inclusion of pupils with SEND.
- Outline how pupils with SEND are identified, and how provision for pupils with SEND is tracked, assessed and monitored.
- Outline how parents and pupils will be involved in the school's SEND provision.
- To summarise how transitions for children with SEND between years, and into the next stage of education will be supported.

A shared vision of inclusion permeates all policies. This policy should be read in conjunction with other policies that describe how we provide support, guidance and encouragement to learners in our schools. We have an Equality Policy and a School Accessibility Plan, which describe how we are improving the school for children and adults with disabilities and how this sits within the whole School Improvement Plan. We have a Medical Needs policy, which sets out how we provide for pupils with medical needs, ensuring they are able to fully access the curriculum. We also have a Safeguarding Policy, which outlines our support for vulnerable children and children in our care. These are all available from the school office.

Legislation and statutory requirements:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (DfE/DoH, 2015) 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 (DfE/DoH, 2015)
- Schools SEN Information Report Regulations (2015)
- Statutory Guidance on supporting pupils at school with medical conditions (DfE, 2014)
- The National Curriculum in England Key Stage 1 and 2 framework documents (DfE, 2013)
- The school's Safeguarding Policy, Accessibility Policy, and Medical Needs Policy

The Inclusion Team at Sir Thomas Abney includes:

- **Inclusion Manager** – Maxine Apcher
- **SENCo/Designated Teacher for looked-after and previously looked-after children** – Eloise Adamson (Current Acting Senco: Filsan Dudeye)
- **Speech and Language Therapists** – Kate Day, Anna Sowerbutts and Dalia Jafar
- **SEND Link Governor** – Lisa Niedich
- **Specialist Teaching Assistants** – including **Speech and Language Therapy Assistants:** Helen Worthington, Jane Barber and Salma Banu

Definitions of Special Educational Needs and Disability (SEND)

At Sir Thomas Abney a pupil is defined as having SEND when s/he has a learning difficulty or disability which calls for special educational provision. A pupil of compulsory school age has a learning difficulty if s/he has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him/her from making use of the kind of support generally provided for others of the same age in the school (SEND Code of Practice 0-25, 2015.) Disability is defined as a “physical or mental impairment which has long term and substantial adverse effect on a child’s ability to carry out normal day to day activities” (Equalities Act 2010).

The SEND 0-25 Code of Practice 2015 describes four broad areas of need. It is recognised that some children will experience difficulties in more than one area:

1. Communication and interaction

- **Speech and language difficulties, including Developmental Language Disorder (DLD):** Having DLD means a child may have difficulties with understanding and/or using all known languages. DLD can be identified in children from the age of 5 who are likely to have difficulties which may affect their academic progress and persist into adulthood.
- **Autistic Spectrum Disorders, including Asperger’s Syndrome and Autism (ASD):** ASD is a developmental disorder that affects communication and behaviour. Symptoms generally appear in the first two years of life. Children with autism may experience difficulties with language, communication and imagination, which can impact how they relate to others.

2. Cognition and learning

- **Moderate Learning Difficulties (MLD):** Children with MLD, or global learning difficulties, experience great difficulty following the curriculum, despite receiving additional help and intervention. Children with MLD may appear immature and find it difficult to mix with their regular peer group.
- **Severe Learning Difficulties (SLD):** Children with SLD have difficulties with understanding and/or using all known languages. SLD can be identified in children from the age of 5 who are likely to have difficulties which may affect their academic progress and persist into adulthood. Children with DLD are likely to need support in all areas of the curriculum. They may also have some associated difficulties with mobility and communication.
- **Profound and Multiple Learning Difficulties (PMLD):** PMLD is when a person has a severe learning disability and other disabilities that significantly affect their ability to communicate and be independent. A child with PMLD may have severe difficulties seeing, hearing, speaking and moving.

- **Specific learning difficulties:** The term 'Specific Learning Difficulty' (SpLD) is a term that refers to a difference or difficulty with particular aspects of learning. The most common SpLDs are dyslexia, dyspraxia, attention deficit-hyperactivity disorder, dyscalculia and dysgraphia.

3. Social, emotional and mental health

Children with social, emotional and mental health difficulties (SEMH) may experience a wide range of social and emotional difficulties. This might include

- **Mental health difficulties** such as anxiety or depression
- **Self-harming**, substance misuse, eating disorders or physical symptoms which are medically unexplained.
- **Disorders such as Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) or attachment disorder.**

4. Sensory and/or physical/medical needs

Some pupils require special educational provision because they have a disability which prevents or hinders them from accessing the curriculum. This might include:

- Pupils with a **vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI).**
- **Sensory processing difficulties:** these pupils experience difficulties with processing their sensory responses.
- **Physical/Medical difficulties:** the school's medical needs and accessibility policy further sets out how the needs of these pupils are met.
- **Difficulties with fine or gross motor skills**

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Sir Thomas Abney, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

Admission and induction arrangements for pupils with SEND

At Sir Thomas Abney, we believe that every teacher is a teacher of SEND. For this reason, we welcome children with SEND into our school and ensure we support them and their parents during the course of their life. The Local Authority's SEND department informs us when parents/carers of a child with an EHC Plan request a place at our school. A process of consultation then takes place. All other requests for places for children with SEND, who do not have a EHC plan, are processed using the Local Authority admission criteria for allocating places for all children.

Our school induction arrangements for children with SEND include:

- The Inclusion Leader/SENCo gathers information from the parents and outside agencies (including early years providers) involved with the child

- The Inclusion Leader/SENCo makes appropriate admission arrangements for the child. These may include visiting the child in their previous school, providing the child with visual information about our school, and arranging for the child to visit the school prior to starting.
- Home visits to all new pupils
- Buddy systems

We are committed to working in partnership with parents to ensure a smooth start to their child's time with us.

Our Speech and Language Provision

We are an additionally resourced school for pupils with speech and language impairments. All children placed in the resource provision are placed here by the local authority.

What is an LRS?

LRS stands for Language Resourced School and Sir Thomas Abney School is one of two LRS schools in Hackney. An LRS is an additional provision to a mainstream primary school for children who have a diagnosis of Developmental Language Disorder (DLD). Children with an LRS place have a specially funded place at the school. At Sir Thomas Abney, we receive funding for 18 places from Nursery through to Year Six. Sir Thomas Abney may not be the local school for children who have a LRS place; in fact, many of the LRS children travel from different parts of Hackney and some may get transport funded by the LEA in order to do so.

What is a Developmental Language Disorder (DLD)?

DLD is a disorder of language development, which cannot be explained by other developmental difficulties. Children with DLD have relative strengths with their non-verbal cognitive (thinking) skills compared to their verbal (language) skills. They may also have difficulties with speech production. As language is so closely linked to learning, children with DLD often will have difficulties with learning and memory too.

How do the children get an LRS place?

Children are referred to the DLD Panel at Hackney Learning Trust who decide if a child meets the criteria for DLD and may allocate an LRS place. The panel is held termly and is attended by a Speech and Language Therapist, the Inclusion Manager, Specialist Teacher, LEA SEND Officer and an Educational Psychologist. As the panel is held each term, new children may be allocated a start date for an LRS place at different times throughout the year.

What support do the children receive?

LRS children may receive any of the following support from a teacher, Speech and Language Therapist/Assistant and/or Teaching Assistant;

- Makaton sessions with a Speech and Language Therapist (Early Years)

- Language enriched environment – e.g. visual timetables, staff trained in Makaton and additional strategies for supporting language (e.g. Colourful Semantics, Word Aware);
- Small group teaching for maths and literacy;
- Regular language groups;
- Individual language programme;
- Individual/group Memory programme;
- Individual speech production programme;
- Social skills groups;
- Curriculum support group (eg. Word Aware, Memory Magic);
- TA support in class;
- Whole class sessions in the classroom from a teacher or SLT;
- Playground support;
- Opportunity to attend lunch club to support social skills and play;

Who works with LRS children?

All teachers and support staff work with children from the LRS as part of their mainstream classes. All staff receive ongoing training on how to meet the needs of children with DLD within the mainstream setting and on using specific resources/interventions to support language needs. Specific staff, who provide additional support, are the Inclusion Manager, SENCo, Speech and Language Therapist Assistant, Specialist TA/EYE and Speech and Language Therapists who work with staff on assessments, interventions and monitoring.

Identifying Special Educational Needs:

At Sir Thomas Abney School we cater for different needs through careful planning. We record all pupils' progress as part of our monitoring and assessment cycles. In the Foundation Stage these include child observations and profile books. In Key Stage One and Two, we carry out termly tracking of progress in English and Maths. Class teachers communicate any concerns early on to parents/carers. We hold termly pupil progress meetings where progress and attainment are discussed with Class Teacher and TA, Inclusion Leader, Headteacher, SENCo and/or another member of Senior Leadership Team. Together we consider all of the information gathered alongside national expectations and expectations of progress.

The school takes great care over the identification and assessment of children whose first language is not English. We do not assume that lack of progress in English means that a child has a special educational need. However, we are aware that for some children new to English, slow progress may be a result of a special educational need.

Quality first teaching is the primary means of addressing the needs of all learners at our school. Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. When class teachers share a concern about the learning of a child in their class, the school has a graduated response. Three 'waves' of support are available for

pupils, as described below:

Wave 1: Quality First Teaching

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants and the Language Resource Provision. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. Staff have identified the ways in which the curriculum can be differentiated (see **Appendix A** for a summary compiled by staff at Sir Thomas Abney).

Any pupils who are identified as falling significantly outside of expected academic achievement, either by the teacher, parents, or through one of the monitoring processes discussed above, the first response will be high quality teaching. The Inclusion Manager or SENCo will meet with the teacher and support staff and discuss appropriate strategies and in class support that the pupil might benefit from (See **Appendix B** for a full list of Wave 1 – 3 interventions and strategies). The pupil will be carefully monitored and assessed to ensure that they are making sufficient progress.

Wave 2: Special Educational Needs: School Support (SS)

A child will be considered for **Special Educational Need Support (SS)** if the concerns continue for a period of longer than one term and the Wave 1 intervention provided by the class teacher is not having a sufficient impact. Generally, a child's attainment will be below national expectations in one core subject and/or they may exhibit difficulties in one of the following areas:

- Speech and Language difficulties
- Inability to focus and attend in class
- Significant gross and fine motor difficulty
- Significant physical or medical difficulties
- Significant social, emotional or mental health difficulties.

Targeted action is taken. This is additional to or different from those normally provided as part of the school's differentiated curriculum. Parents will be invited to meet with a member of the Inclusion Team and the class teacher. The class teacher and Inclusion Leader or SENCo will decide on appropriate support in collaboration with parents/carers. This may include:

- Wave 2 interventions: see **Appendix B**
- Increased liaison with parents/carers
- Special equipment or materials (e.g. handwriting grips, coloured overlays or sensory aids)
- Support Plans (which clearly outline strategies, targets and provision for the pupil)
- Support from the Pastoral Team
- Deployment of staff to provide additional support to individuals or groups

The provision we make will be recorded and shared with the parent/carer and the child.

Wave 3: Special Educational Needs: School Support (SS)

If a child continues to make little or no progress despite interventions, our school will draw on one or more specialised assessments from external professionals and agencies. These could include:

- Speech and Language Therapist
- Educational Psychologist
- Specialist Teams for visual, hearing and physical impairment
- First Steps (CAMHS)
- Pastoral Support Team
- Re-Engagement Unit
- Complex Communication Clinic.
- Occupational Therapist

New targets are written for the child in consultation with the parents to incorporate the advice from the external agencies.

Pupil Voice

Pupils described as having SEND are actively involved in making decisions about their own learning and support. Our aim is to invite children (where appropriate) to termly review meetings to review their progress, update support plans and set new targets. Children may also express their views on their likes/dislikes, progress and support through a 'One Page Profile' – especially prior to key transitions.

Support Plans

Support Plans are currently written for all children with an EHC Plan, LRS children and children who need Wave 3 interventions. They are reviewed termly by the class teacher/class TA and SENCo, in consultation with parents/carers and the pupil where appropriate. Support Plans should outline key strategies and a timetable of provision. There is generally a maximum 2/3 targets on a Support Plan and these should relate to learning behaviours – e.g. independence, attention and listening.

Class teachers can all reports or documents relating to children's SEND in a designated SEND folder on the Teachers' Drive, and copies of EHC Plans/Reports are stored on the school's central database (Arbor). Individual children's files are kept centrally in a secure location (currently in the SENCo's office).

If we feel that the child is making adequate progress, s/he may no longer need to receive SEND provision. We consider a child to have made adequate progress when s/he no longer meets our criteria for SEND. We will record this discussion in the child's SEND file. We will keep these records for reference and pass them on when s/he transfers to another school.

Statutory Assessment/Education Health and Care Plans

If following further intervention and review in consultation with parents/carers and external agencies, the child does not make adequate progress and is thought to have significant, lifelong and complex needs, the school will consider requesting a Statutory Assessment for

an Educational, Health and Care (EHC) Plan. An EHC Plan is a legal document that describes a pupil's special educational, health and social care needs. It explains the extra help that will be given to meet those needs, and how that help will support the pupil to achieve what they want to whilst at school, and as they transition into adulthood.

A child will only obtain a Statutory Assessment or EHC Plan if the school is able to ascertain that the child has significant, long term and complex needs. The Local Education Authority (Hackney Education) sets out the criteria for this.

The 'Assess, Plan, Do, Review' cycle at Sir Thomas Abney:

Sir Thomas Abney follows a graduated response of support to pupils with SEND, following the four step process (assess, plan, do, review) set out in the SEND Code of Practice.

1. Assess

Where a pupil has been identified as having SEND, the Inclusion Manager or SENCo will carry out an analysis of the pupils needs in collaboration with the class teacher, TA/EYE and parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

2. Plan

Where it is decided that Wave 2 or 3 interventions are necessary, the school will work with the parents/carers and pupil to agree on a set of targeted outcomes for the pupil, and the interventions and support to be put in place to support the pupil in achieving these outcomes.

3. Do

Class teachers remain responsible for working with the children on a day-to-day basis and tracking progress. They will work closely with TAs to plan and assess the impact of support and interventions. The interventions and support plan agreed in the planning stage will be put into action and regularly reviewed. Support might include:

- Intervention groups run by TAs (including specialist TAs)
- TAs supporting individual work
- Small group teaching of individuals and groups
- Social skills groups – e.g. Lego therapy
- Support from Pastoral Team for individuals, groups and whole classes
- Booster classes for English and Maths
- Inclusion Leader planning alongside Teacher to help develop teacher's understanding of strategies to support vulnerable children

3. Review

Support Plans assist class teachers and Teaching Assistants in differentiating the curriculum. Through this varied provision and with high expectations, we aim to maximise progress

whatever a child's starting point.

Pupils in the LRS will have termly SEND review meetings with the Inclusion Manager or SENCo, parents/carers and their Speech and Language Therapist. The Speech and Language Team write individual programmes and set individual targets for each pupil in the LRS, and these are reviewed as often as necessary (at least once per term).

Termly pupil progress meetings and SEND review meetings for pupils receiving Wave 3 support are held. Targets are assessed, and new targets are set as appropriate. Provision is adjusted as appropriate following the review meetings.

Annual Reviews for children with EHC plans are held once a year. For children under 5, EHC plans are reviewed every 6 months. If there are significant concerns around the progress of a pupil with an EHC plan, an emergency annual review may be held, in order to ensure the provision outlined in the plan is meeting the pupils needs.

Interventions are monitored and tracked to ensure that they are effective and having the maximum impact possible on pupil progress.

How we train our teaching and support staff:

We understand the importance of training in special needs, inclusion and disability equality. We recognise that teaching and support staff will need regular training on aspects of SEND and inclusion in order to update policy and inform practice.

- We keep training needs under review. All staff discuss their individual training needs at performance management review meetings;
- A member of the Inclusion Team meets regularly with TAs;
- We hold regular SEND training sessions for all staff – at least once each term;
- All members of the Inclusion Team are available for informal discussions during the school day. This includes Speech and Language Therapists.
- The school regularly provides training on Speech and Language strategies, which further supports the Language Resource School.
- At times, we also have whole school training on particular issues and we invite external trainers into school to provide training and support to staff.
- Staff can request to attend training at any time.
- A member of the Inclusion Team can meet with staff at any time to advise on best practice.

Recent training includes:

- Running Language Groups (Support Staff)
- Positive Interaction – supporting children with DLD (formally SLI)
- LaunchPad (Early Years)
- Understanding Autism
- Positive Handling
- Mindfulness and yoga training to support children with social and emotional difficulties

- Effective differentiation and sharing good practice
- Running Language Groups in the Foundation Stage
- Word Aware (teaching vocabulary)
- Working with children with Autistic Spectrum Conditions
- Colourful Semantics
- Supporting pupils with SEND in Maths and Literacy
- Memory Magic
- Picture Exchange Communication System (PECS)
- Attention Autism and Intensive Interaction interventions

We also work closely with other professionals such as specialist teachers and therapists who provide advice and guidance to staff for supporting children with specific needs.

How we work in partnership with parents and carers:

We understand the importance of working in close partnership with parents and carers of children with SEND and work hard to ensure good communication. Parents/carers are valued as the people who know their children best and their views and needs are taken into consideration.

Parents/carers are also involved in making a positive contribution to the education of their children through:

- Good communication including telephone, video, email and face to face conversations;
- Working towards person-centred planning for SEND and Annual Review meetings;
- Home visits for all new pupils;
- Home-school communication books (where appropriate);
- We regularly meet parents/carers to discuss any questions and/or concerns that they may have about their children's education;
- Coffee mornings for parents of children with SEND;
- A systematic effort to support parents/carers through periods of transition – e.g. by clearly explaining procedures, paying visits to new settings (internal or external), having interviews with newcomers and making sure that all needs are communicated effectively so that they can be followed up successfully. The Inclusion Team and Phase 2 Leader play an important role in supporting both children and parents/carers in transition to secondary school;
- Parents/carers of pupils with SEND can approach school staff to discuss the progress of their children and to seek information and advice and are also given the space to express concerns and complaints about any issue around their children's provision formally and informally. The school responds to these concerns by arranging meetings with the stakeholders and external professionals where appropriate to clarify matters;
- Signposting parents/carers to appropriate services to address their needs;

- Good links with SENDIAGS (The Hackney SEND Information, Advice and Guidance service) to support communication with parents/carers;
- A link to the local offer is available on our website for parents and carers and the SEND Information Report explains what is ordinarily available at Sir Thomas Abney.

How we work with external agencies:

The school works successfully with many outside agencies:

- The Educational Psychologist (EP) meets regularly with the Inclusion Team during termly Multi-Agency Planning (MAP) meetings to agree a programme of support for the school and advice on individual children. Sometimes this will involve statutory assessment work and participation in assessments and reviews for children with statements. However, it is the intention of the school that the EP should be provided with an overview of the school's special educational needs and may be engaged in other forms of intervention such as support for parents and training for staff.
- As we are a Language Resourced School (LRS), we have Speech and Language Therapists (SaLTs) on site for most of the week. The SaLTs work with all the children in the LRS, as well as children in the mainstream school who have been identified as needing support with their speech, language or communication.
- The Speech and Language Therapists (SaLTs) provide regular staff training and daily advice to teaching and support staff. They also provide resources for interventions and on a bespoke basis.
- We also work with highly specialist SaLTs to support children with eating/drinking difficulties and those with Autistic Spectrum Conditions.
- The School Nurse meets regularly with a member of the Inclusion Team to review medical needs, concerns and update Medical Care Plans. The School Nurse is able to liaise with parents to offer advice around pupil's medical needs.
- We have visits from specialist teachers who work with children with Statements/EHC plans and provide advice for class teachers and TAs.
- We work closely with professionals from CAMHS to ensure thorough assessments of the needs of children who have been referred to the service. We ensure that we provide accurate and meaningful information to support the assessments. We currently have a WAMHS team working in school.

There are also links and collaboration with the following agencies that make a contribution to the efforts of the school to create a happy, inclusive and meaningful environment for all:

- The Attendance Officer - providing attendance support
- Health Service - particularly through the school nurse, Occupational and Physio-therapists
- Social Services
- Drama Therapists
- WAMHS
- Specialist Teams for visual and hearing impairment, physical disability and autistic spectrum conditions

- Traveler/Roma Support Service
- Re-engagement Team

How we support pupils with SEND in their transition to secondary school

- Children from Sir Thomas Abney Primary School move on to a variety of secondary schools. We carry out a transition project for all children in Year 6, led by the Phase 2 Leader. Additional support for individual children will be provided as necessary.
- As part of the transition project, the Inclusion Team will try to arrange an additional visit to their new school for any vulnerable children. The Inclusion Team also arrange visits to appropriate specialist schools/provisions for parents/carers of the most vulnerable children with SEND.
- For children with an EHCP, or for those children who are part of the LRS, we run an additional Transition Group in the Summer term which is led by the Speech and Language Team.
- When children with EHCPs are in Year 5, the Inclusion Team meet with the child and the parents/carers to discuss possible secondary school provision in the summer term. The SENCo of the new school is invited to attend either an Annual Review or SEND review in the Summer Term when the pupil is in Y6.
- For children with special educational needs who do not have statements, the Year 6 teacher/Phase Leader will meet with the Y7 transition teacher of the new school to discuss the child's particular needs with this teacher. We pass on all the records to the receiving school.
- When a child transfers to another primary school we pass on the SEND records and a member of the Inclusion Team will, if possible, speak to the teacher with responsibility for SEND at the new school. We send our pupil Transition Form to new schools which summarises key needs and provision.

How we support pupils with SEND in their transition between year groups:

There are a number of measures in place that support a smooth transfer of **all** children to the next school year. In addition to these, we have the following measures for children with SEND:

- The Inclusion Team ensures that all **records** are passed to the next class teacher
- At the **hand-over meeting** in the summer term the current class teacher shares detailed information with the new class teacher and support staff.
- Personalised '**One Page Profiles**' are completed by the most vulnerable children with SEND with a member of staff in order to share information with their new teacher or TA.
- **Behaviour plans** are communicated with the class teacher and if needed with the whole school
- We put in place **additional strategies** for individual children - e.g. extra visits to the new classroom, photo books, buddying with older child, extra opportunities to work with new teacher or support staff prior to transition.
- Use of **social stories** for within school transitions – such as a change of teacher or TA

etc. during the year (especially for children who work one-to-one with adults)

How we fund our SEND provision:

The school receives funding for pupils with SEND from the Local Authority. In addition, the school is committed to using part of its delegated budget to support children with SEND. The school receives funding for each pupil who attends as part of the LRP. We endeavour to meet the needs of all children with SEND from within our allocated resources. The school requests Statutory Assessment/Education Health and Care Plans for any child we believe has significant, lifelong and complex needs in order to receive additional funding to better meet the pupil's needs.

How we monitor the impact of our provision for pupils with SEND:

Pupil progress and the effectiveness of our provision is monitored in a number of ways:

- Teachers are able to identify pupils early who need additional support
- Teachers and teaching assistants can provide support using a range of intervention programmes
- Teachers show clear differentiation in their planning, which also reflects high but realistic expectations of pupils' progress
- Regular SEND reviews to monitor the effectiveness of provision
- Analysis/tracking of data
- Pupil feedback
- Formal assessments carried out by the Inclusion Team
- Inclusion Learning Walks
- Lesson observations
- Data related to specific interventions – e.g. on-entry/exit assessments
- Reports and assessments from outside agencies
- Teaching Assistant feedback on intervention programmes and progress
- Teacher assessments
- Monitoring of Support Plan targets by teachers and Teaching Assistants
- Parents views - formal and informal
- Use of P-levels for children with SEN working at pre-national curriculum levels
- Evaluation of Support Plans
- SEND link Governor liaises with the Inclusion Team to have an understanding of how the relevant policies are being implemented.

Complaints

If a parent/carer has any concerns, questions or complaints around SEND, they should first discuss these with either the SENCo, Inclusion Manager or Headteacher. The Inclusion team will endeavor to resolve the issue or provide reassurance as necessary.

If a parent/carer is not satisfied with the response to their complaint, they may wish to make a formal complaint. This can be done by following the school's Complaints Procedures. These procedures are available from the school office or on the school's website:

<http://sirthomasabney.hackney.sch.uk/parents/care-of-your-child/complaints-procedure/>

Links with other policies:

This SEND policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Accessibly Plan
- Equality and Inclusion Policy
- SEN Information Report
- Behaviour Policy

Copies of these policies are available from the school office or on the school's website:

<http://sirthomasabney.hackney.sch.uk/about-us/school-policy/policies/>

Date ratified: January 2021

Reviewed annually

APPENDIX A

Staff list of some of the ways in which we may differentiate the learning in the classroom for children at Sir Thomas Abney Primary School:

Pupil grouping:	Environment:
<ul style="list-style-type: none"> • Mixed ability groups (role models) • Focus groups (Class teacher/TA) • Smaller groups to focus support • Pairs (role models; friendships) • Give each child in the group a role • Review groupings regularly • Adults monitor behaviour and dynamics in the group/s • Clear rules and expectations • Adults monitor pupil participation in groups (e.g. dominant/passive) • Supportive peer/buddy • Adult led or independent • Equal adult attention and praise to all children • Being aware of distractions nearby 	<ul style="list-style-type: none"> • Use of real objects and concrete materials • Visual supports – e.g. pictures of tricky words; visual timetable; pictures of tasks/instructions; visual reminders/prompts • Wordbanks – accessible, clear and easy to use • Word Aware words on display – e.g. Goldilocks/Anchor words • Motivating displays – representing ALL the children • Children seated appropriately – e.g. those with attention difficulties near the teacher/front of class • Use of indoor/outdoor areas
Language:	Support:
<ul style="list-style-type: none"> • Key vocabulary displayed (+ Word Aware) – use colours and pictures • Adapt language (stick to essential words) • Wordbanks – in books or at tables • Use of Makaton (if appropriate) • Reinforce and model language – and repeat as needed • Pre-teach key language • Home languages represented • Use of ‘Communication in Print’ • Relate questions to ‘real’ life • Sentence starters • Carefully formed questions – targeted appropriately • Give instructions in correct order 	<ul style="list-style-type: none"> • Extra support from teacher • Support from TA • Peer/buddy support • Scribing • Liaise with Speech & Language Therapist or Specialist Teacher • Pre- or post- teaching of key concepts/language • Teach children how to help themselves if stuck – e.g. 5B’s • Support during whole class sessions as well as independent tasks • Carefully managed transitions • Open-ended extensions (depth)
Timing:	Resources:

<ul style="list-style-type: none"> • Visual timetables of the day and/or lesson • Allow children enough time to answer questions • Break activities down into smaller or shorter tasks • Use timers to motivate or ensure children know length of activity • Time for questions • Time to reflect • Visible time (IWB/timers) • Carefully managed transitions • Balanced sessions – not too long/short on some activities (appropriate pace) • Time prompts 	<ul style="list-style-type: none"> • Use concrete resources where possible – link these to things that motivate children • Use children’s ideas or interests when planning • Use everyday, familiar objects • Ensure resources are visible and have an obvious purpose • Demonstrate resources • Ensure resources are of an appropriate size • Ensure there are enough resources for all children • Use ‘Colourful Semantic’ resources to help with sentence order and construction • Scaffolded writing frames • Use word mats/sentence starters • Use multiple choice questions with resources • Adapted worksheets • Have extension work ready (depth)
<p>Marking:</p>	<p>Other:</p>
<ul style="list-style-type: none"> • Give verbal feedback (not always written) • Use annotated photographs • Scribe children’s responses • Differentiated ‘Next steps’ • Use symbols/stickers • Opportunities for self-assessment • Careful use of peer assessment • Marking should be written clearly and in child-friendly language • Marking should reflect WILF/WALT • Ask children to teach/show or explain their understanding (use iPad) 	<ul style="list-style-type: none"> • Praise <i>effort</i> and give rewards accordingly • Being aware of the social/emotional aspects of learning – children with SEND need plenty of self-esteem boosting • Sometimes, even the way that you greet children can make a big difference • Allow children with SEND to take part in whole class discussions

APPENDIX B

Interventions, strategies and support for pupils at Waves 1, 2 and 3.

Early Years Foundation Stage Intervention menu:

Wave 1 – Quality First Teaching	Wave2 – Interventions & Groups	Wave 3 – External Support (Statements/EHC Plans/LRS)
<p>Know SEN history from previous class/setting</p> <p>Monitor attendance/punctuality</p> <p>Class visual timetable</p> <p>Individual visual timetable</p> <p>Visual task board: Now/next/then...</p> <p>Sit child at front during w/c or carpet sessions</p> <p>Adult support on carpet</p> <p>Targeted support from adult (in/outside)</p> <p>Visual prompt cards/keyring</p> <p>Verbal prompting</p> <p>Calming/fiddle toys</p> <p>Monitoring of play skills, specific behaviours or speaking/listening</p> <p>Behaviour reward chart (linked to clear targets)</p> <p>Motivation/celebration chart/book</p> <p>Daily liaison with parent/carer</p>	<p>Language vocabulary group</p> <p>Motor skills group</p> <p>Social Stories</p> <p>Additional 1:1 reading</p> <p>Additional phonics catch-up</p> <p>Extra key worker nurture sessions</p>	<p>Own workstation</p> <p>Support Plan and targets</p> <p>Individual Speech & Language referral</p> <p>School Nurse</p> <p>CAMHS</p> <p>Educational Psychologist</p> <p>Occupational Therapy referral</p> <p>Referral to Hackney Ark (Paediatric referral)</p> <p>Application for EHC Plan</p> <p>Specialist teacher/package</p> <p>Therapy referral</p> <p>Social Worker</p>

Phase 1 Intervention menu:

Wave 1 – Quality First Teaching	Wave2 – Interventions & Groups	Wave 3 – External Support
<ul style="list-style-type: none"> • Know SEN history from previous class/setting • Monitor attendance/punctuality and home reading • Class visual timetable • Individual visual timetable • Visual task board: Now/next/then... • Sit child at front during w/c or carpet sessions • Planned targeted support for specific group • Adult support on carpet – visual and verbal support • Targeted support and/or questions from adult in class • Differentiated and/or scaffolded tasks • Calming/fiddle objects – e.g. stress balls • Extra response or processing time • Visual prompt cards/keyring • Verbal prompts from adult • Designated ‘buddy’ in class and/or in the playground • Sentence starters • Word banks/lists • Monitoring of specific learning behaviours or speaking/listening • Behaviour reward chart (linked to clear targets) • Motivation/celebration chart/book • Daily liaison with parent/carer 	<ul style="list-style-type: none"> • Language vocabulary group – e.g. Word Aware • Memory group – e.g. Memory Magic • Motor skills group • Social Stories • Additional 1:1 reading • Additional phonics catch-up • Additional handwriting practice • Socially Speaking • Talking Partners • Circle of friends • Lego therapy 	<ul style="list-style-type: none"> • Own workstation • Support Plan and targets • Individual Speech & Language referral • School Nurse • First Steps/CAMHS • Educational Psychologist • Occupational Therapy referral • Referral to Hackney Ark (Paediatric referral) • Apply for Education Health Care Plan • Specialist teacher/package • Therapy referral • Social Worker

Phase 2 Intervention menu:

Wave 1 – Quality First Teaching	Wave2 – Interventions & Groups	Wave 3 – External Support
<ul style="list-style-type: none"> • Know SEN history from previous class/setting • Monitor attendance/punctuality, home reading and/or homework • Class visual timetable • Individual visual timetable • Visual task board: Now/next/then... • Sit child at front during w/c or carpet sessions • Planned targeted support for specific group • Adult support on carpet – visual and verbal support • Targeted support and/or questions from adult in class • Differentiated and/or scaffolded tasks • Use of practical resources • Extra response or processing time • Visual prompt cards • Verbal prompts from adult • Designated 'buddy' in class and/or in the playground • Sentence starters and writing frames • Word banks/lists • Monitoring of specific learning behaviours or speaking/listening • Behaviour reward chart (linked to clear targets) • Motivation/celebration chart/book • Regular liaison with parent/carer 	<ul style="list-style-type: none"> • Language vocabulary group – e.g. Word Aware • Memory group – e.g. Memory Magic • Lego Therapy Group (social skills) • LEXIA • Individual tutoring for Literacy and/or Numeracy (Year 6) • Numeracy booster group (pm) • Toe-by-toe (1:1 phonics) • Motor skills group • Social Stories • Additional 1:1 reading • Additional phonics catch-up • Additional handwriting/spelling practice • Socially Speaking • Talking Partners • Circle of friends 	<ul style="list-style-type: none"> • Own workstation • Support Plan and targets • Nurture SEND Literacy group (am) • Nurture SEND maths group (am) • Individual Speech & Language referral • School Nurse • First Steps/CAMHS • Educational Psychologist • Occupational Therapy referral • Referral to Hackney Ark (Paediatric referral) • Apply for Education Health Care Plan • Specialist teacher/package • Therapy referral • Social Worker