



Special Educational Needs and Disability

Related Documents Include:

This policy should also be read in conjunction with the following Abbey College policies:

- the Behaviour Policy
- the Anti-Bullying Policy
- the Safeguarding and Child Protection Policy
- the Complaints Policy
- the Accessibility Plan.

Legal Status:

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act, 2014
- The SEND Code of Practice: 0-25 Years, January 2015
- The Special Educational Needs and Disability Regulations under the Children & Families Act 2014
- The Equality Act 2010

Monitoring and Review

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
 - The Principal will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.
- The next official date for review is **October 2025**

Introduction

Abbey College in Malvern is committed to providing an inclusive learning environment for all students, including those with Special Educational Needs and Disabilities (SEND). This policy outlines our approach to supporting students with SEND, ensuring they have access to a high-quality education and are able to achieve their full potential.

Definitions

(Children and Families Act, 2014, Section 3 / SEND Code of Practice January 2015, P15-16)

- A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of

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educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

- A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Aims of the College SEND Policy

At Abbey College we provide an education that respects the individuality of each student and this is the foundation upon which our quality of teaching is based. Nevertheless, from time to time individual pupils may encounter learning difficulties linked to medical, sensory, physical, communication, emotional, social or other issues, and this policy aims to provide a framework for the support of learning in these situations.

Abbey College aims to avoid labelling a pupil unnecessarily. Rather we aim to enable a student with special educational needs or disabilities (SEND) to achieve their full potential by:

- working with the student to enhance their learning skills and abilities, from a starting point of what they *can* do, and setting targets that are specific, measurable, achievable, resourced and time-limited;
- working closely with their parents to ensure consistency between home and college;
- working with their teachers to ensure the best study solution for each individual student;
- working with outside agencies as necessary. This will include medical practitioners, speech and language therapists, physiotherapists, dieticians etc.

Where a young person has a formal diagnosis or a learning profile consistent with a diagnosis, it may be necessary or useful to use descriptors of difficulties, as used in the SEND Code of Practice:

- Communication and Interaction (e.g. Language delays, language disorders, the autistic spectrum);
- Cognition and Learning (e.g. Dyslexia, dyscalculia);
- Social or Emotional Difficulties (e.g. Behavioural difficulties, anxiety);
- Physical and Sensory (including hearing and visual impairment, medical conditions);

Objectives of the College SEND Policy

The Abbey college SEND policy reflects the expectations of the SEND Code of Practice, 2015: 'Where a student is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place.' This SEND provision should take the form of a four-part cycle': assess, plan, do, review.

- **Assess:** At Greenfields the aim is to identify the needs of pupils with SEND as early as possible by gathering information from parents, teachers, educational assessment, health and care services and early years settings. This information helps assessment of what may need to be put in place.
- **Plan:** The aim is to make appropriate provision to overcome barriers to learning and ensure that all students are able to access a curriculum appropriate to their ability.
- **Do:** Any teaching interventions that are additional to or different from those generally provided for within the pupil's classroom will be co-ordinated by the SEND Team. Parents will be provided with regular feedback on their child's progress. Students will be

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encouraged to participate in areas of school life where they have strengths, where they can support others, and where they can develop self-confidence through success.

- **Review:** Learning outcomes will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. Pupils will be encouraged to voice their opinions of their own needs.

Identification of SEND

The identification of SEND will be through:

- Information provided by parents/carers and previous schools.
- Regular assessments and teacher observations.
- Feedback from students and their families.
- External assessments and advice where necessary (e.g., educational psychologists, speech therapists).

Further Information on the Identification of SEND

- The staff and senior leadership team must feel confident from the time of admission that a pupil will be able to benefit from the education offered, and that they will have a happy and successful school career. Parents and carers are asked to tell the College of any health concerns, disabilities, special educational needs or other issues that may affect their child's ability to learn.
- If a student is accepted into the College with a known learning difficulty or disability, the College will make reasonable adjustments to meet his or her needs and will discuss with the parents and student how the needs of the student may best be met. If a student is accepted into the School and their needs become identified at a later stage, the College will assess how best to meet those needs in consultation with the parents and the pupil. See also the Greenfields Accessibility Policy.

The School will identify pupils with SEND as described in Section 4 above:

- by the receipt of information from a previous school or other educational establishment
- by the provision by parents of information relating to existing concerns, as described above
- by screening all new pupils who enter the school, as outlined below
- by the raising of concerns by members of staff about the learning progress of a pupil
- by reviewing the progress of all pupils within the School through the School's reporting and assessment systems.

Support for SEND Students

- The expectation is that, except in exceptional circumstances, a class teacher will use high quality teaching methods and differentiation before considering that an individual pupil may have special educational needs.
- If a teacher has a student who has some problems that do not seem to resolve in the classroom, despite the teacher's efforts to assist the child, the teacher will write up what is occurring and route the student to the Director of Academic Studies for assistance. After interview, a programme may be written and the student concerned receives one to one

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assistance an agreed schedule until the problem is handled. Most students will make good progress and one to one support will cease.

- However, if concerns persist and teachers suspect, or are certain, that a child meets the definition of SEND, the SEND Team and the parents will be consulted as the first step.
- **Individualised Support Plans:** Students identified with SEND will have an Individualized Education Plan (IEP) outlining specific support strategies, targets, and review dates. These will be developed in collaboration with students, parents, and teachers.
- **Classroom Adaptations:** Teachers will adapt their teaching methods and materials to suit the learning needs of students with SEND. This may include differentiated instruction, use of assistive technology, and visual aids.
- **Additional Support:** Where necessary, students with SEND may receive extra support from learning support assistants (LSAs), subject specialists, or external professionals (e.g., speech therapists, educational psychologists).
- **Small Group/One-on-One Instruction:** In certain cases, students may benefit from small group sessions or individual instruction to target specific learning difficulties.
- **External specialists:** External specialists, such as Speech and Language therapists, may be part of the child's individual programme. Progress is reviewed against targets regularly.
- **Access to the Curriculum:** Students with SEND will have access to the full curriculum, with reasonable adjustments made to remove barriers to learning. This may include modifications to teaching styles, assessment formats, or additional support in exams (e.g., extra time, use of a scribe).
- **English as an Additional Language (EAL)** Given that a significant proportion of our students are EAL learners, we recognise that some may have overlapping SEND and EAL needs. We will ensure that students' language needs are assessed separately from any potential SEND, and appropriate support will be provided for both EAL and SEND students.
- **Partnership with Parents and Carers:** We recognise that the active involvement of parents and carers is crucial in the development and success of students with SEND. We will: 1) Regularly communicate with parents/carers regarding their child's progress 2) Involve parents/carers in the decision-making process regarding SEND support 3) Provide opportunities for parents/carers to meet with teachers, support staff, and external professionals.

Support for Students with Behavioural Difficulties

Abbey College is committed to supporting students with behavioural difficulties, as long as those difficulties do not impact significantly on the education or welfare of other students. Support will be co-ordinated by the Welfare Manager, working together with class and subject teachers, other staff members, and parents. The views of individual students will be considered at all times.

Support for Students who are More Able

Some students may be more able in one or more areas of school life. In general, we consider students to be more able if they have a significantly faster learning speed, if they are academically high-achievers and/or if they have high-level skills in practical, sporting, arts or technology subjects.

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Teachers understand the need to consider the learning requirements of such students in their lesson planning, ensuring that extension material is available and that students are stretched by differentiated questioning and expectations. Some young people may be fast-tracked in some subjects, spending some or all of their study time with older children. Others may be mentored by older students or may be provided with extended literature reading lists or access to national or international Maths challenges, for example through the UK Mathematics Trust or 'Mathletics'.

Training and Support for Teaching staff

Teachers are supported in their teaching of pupils with special educational needs, by whole-school or individual staff training sessions. The SEND Team will meet to review the progress of any individual child referred to them and advise teaching staff on the particular needs of the pupil and the recommended strategies for teaching them.

To ensure that students with SEND receive the best possible support, the school will: Provide regular training for staff on SEND awareness and effective teaching strategies. Ensure that staff have access to resources and professional support to address the needs of students with SEND.

- Encourage collaboration among staff to share best practices and support each other in addressing SEND challenges.

Access Arrangements for Examinations

- Where pupils have English as an additional language and have been taught in English for less than three years, they may be entitled to use a simple, paper translator dictionary, except in language examinations and if the syllabus they are using says that they may not use them. This will depend on the examination regulations of the examination bodies in any academic year. Full details are contained in the handbook of the Joint Centre for Qualifications (JCQ).
- If necessary, the SEND Team will review the needs of identified pupils for access arrangements in both public and internal examinations, working closely with the Examinations Officer to ensure that any 'reasonable adjustments' allowed by the examination boards are the candidate's 'normal way of working'.
- in accordance with the regulations set out by the Joint Council for Qualifications (JCQ), or any other awarding body, an assessment for these 'access arrangements' will be carried out by a specialist assessor. It should be noted that such an assessment is non-diagnostic as the examination bodies only require that there is evidence that the provision of access arrangements, for example, additional time, the assistance of a prompter, or access to a reader or scribe, is required in order that the candidate be given a fair opportunity to demonstrate the true extent of their competence whilst not being given an unfair advantage.

Monitoring and Review of SEND Provision

The SEND provision will be regularly monitored and reviewed to ensure its effectiveness. This includes:

- Regular reviews of IEPs and student progress.
- Feedback from students, parents, and staff.

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Reviewing SEND data to inform future planning and development.

Complaints Procedure

If parents/carers have concerns about the SEND provision, they are encouraged to discuss these with the school's SEND Team. If the issue remains unresolved, the school's formal complaints procedure can be followed.

The SEND Team

The SEND Team consists of the College Principal, Director of Academic Studies, The Welfare Manager, and teaching staff responsible for SEND support in specific subjects.

Confidentiality

All matters to do with a SEND child are confidential, even if SEND is suspected but not yet confirmed. The SENCO will become familiar with all relevant reports and arrange for assessments and programmes. These remain confidential. Teachers and staff will be informed of these matters on a strictly "Need to Know" basis for the purpose of teaching and assisting the child. The SENCO liaises regularly with the parents.

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