POLICY
for
Special Educational Needs and Inclusion

Amended

September 2019	**September 2022**	**September 2025**
September 2020	**September 2023**	**January 2026**
September 2021	**September 2024**	**February 2026 (name changes)**

Striving for excellence, caring for all
Within a loving and caring Christian environment.

UNICEF - Articles

Article 1: All children under 18 have rights.

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 20: Children who are disabled have the right to care and support.

Article 29: Every child has the right to be the best they can.

Mission statement

Abbey Acadmies Trust recognises that children are created in the image of God but also values their individuality as they explore their own God given talents and are treated with respect and dignity at all times. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all our children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of faith, ethnicity, attainment, age, disability, gender or background and has been developed in response to the Equality Act 2010.

Our school aims to be an inclusive school, "I know the plans I have for you, declares the Lord, plans to prosper you and not harm you, plans to give you hope and a future" Jeremiah 29:11. We actively seek to overcome the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individuals, and groups of children within our school. We aim to have inclusive classrooms where all children are supported through needs friendly strategies and peer support.

Our Academy Vision

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can."
John Wesley

We believe that:

- Our school will have children who, at some time or another in their school life, will have some form of Special Educational Need and/or Disability;
- All teachers need to be able to provide an adapted curriculum for a range of abilities;
- There should be a whole school approach to Special Educational Needs and Disability with the staff working together for the benefit of the children;
- Children with Special Educational Needs and/or Disability should be included in the life of the school as fully as possible;
- There should be close consultation and partnership with parents/carers of the children with Special Educational Needs and Disabilities;
- The views of the child should be sought and taken into account;
- The policy and practice promoted in the school must have regard to the 'Special Educational Needs and Disabilities Code of Practice'

Aims and objectives
We aim to provide every child with access to a broad and balanced education where Christian Values are central to all we do. This includes the National Curriculum in line with the Special Educational Needs and Disabilities Code of Practice 2014.

Our overall school aims include the following:
- To maximise each child's potential and progress in all areas;
- To continuously raise levels of pupils' attainment;
- To develop effective and enthusiastic learners;
- To promote constructive attitudes and values;
- To foster caring relationships in a secure environment

In order to promote these aims the Special Needs and Inclusion Policy seeks to:
- Implement a clear and consistent policy on the identification and assessment of individual needs;
- Maintain an accurate system of record keeping;
- Maintain an on-going process of review and evaluation;
- Ensure a differentiated curriculum for a range of abilities;
- Encourage positive parental involvement at all stages of a child's education;
- Ensure that there is a clearly identified channel of communication with the LA, family of schools and within the staff of this school;
- Make maximum use of the resources available for Special Educational Needs and Disabilities, both human and physical, making reasonable adjustments where necessary;
- Maintain an effective liaison with a range of external agencies;
- Make reasonable adjustments for disabled children and young people to deal with particular disadvantages, such as bullying.

Objectives
- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services and feeder schools or early years settings attended prior to the child's entry into school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum**. This will be co-ordinated by the Senior Leadership Team and SENCOs and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing a range of opportunities for pupils' opinions to be heard and taken into account. Pupil participation is a right. All children are encouraged to participate fully in the life of the school.

Legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. As a consequence of this the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England was reformed. A new SEND Code of Practice accompanied this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Government's website:

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have been replaced with an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view on Lincolnshire's approach to SEND on the Local Offer website:

https://www.lincolnshire.gov.uk/send-local-offer

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lincolnshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND 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 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Responsibility for the coordination of SEND provision

Miss Anna Thorpe (Abbey Ark – Bourne Abbey Church of England Primary Academy)

Miss Hollie Dalgleish (Abbey Ark – Bourne Abbey Church of England Primary Academy)

Mrs Danielle Gould (Bourne Abbey Church of England Primary Academy)

Miss Deborah Newnham (Bourne Abbey Church of England Primary Academy)

Mrs Louise Jordan, Executive Headteacher (Colsterworth Church of England Primary School)

Mrs Louise Jordan, Executive Headteacher (Bourne Elsea Park Church of England Primary Academy)

Mrs Anna Petrie, Head of School (Bourne Abbey Church of England Primary Academy)

Nominated Governor: Ms Louise Double (Bourne Abbey), Mrs Emily Anniss-Woods (Bourne Elsea Park) and Mrs Laura Holness (Colsterworth)

Additional professional SEND support at Bourne Abbey and Bourne Elsea Park is provided by external consultant Mrs Sam Bocock, SEND Inclusion Support.

Arrangements for coordinating SEND provision
The SENCO will hold details of all relevant SEND support records such as provision maps, IEPs or alternatives for individual pupils.

All staff can access:
- The Abbey Academies Trust SEND and Inclusion Policy
- A copy of the full SEND Register or alternative school document used for tracking this cohort
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans)
- Information on individual pupils' special educational needs and disabilities
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Lincolnshire's SEND Local Offer
- Information available through partnership with outside agencies

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, relevant staff will have complete and up-to-date information about pupils with special needs and disabilities and their requirements which will enable them to provide for their individual needs.

Admission and Transition arrangements
The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

The SENCO and Early Years Team liaise closely with other settings and outside agencies with regard to the transition of SEND children into Nursery and from early years settings into school.

The SENCO liaises closely with other settings where a pupil is admitted to Abbey Acadmies Trust at any point throughout their primary years.

Transition from KS2 to KS3
- Discussion about transition for SEND pupils with an EHCP begins at the Year 5 review meeting for transfer to KS3. Phased transfer reviews are held in the Summer term of Year 5; LA and potential secondary schools are invited to attend as appropriate
- Plans for those pupils with SEND requiring extra transition arrangements, in addition to the standard transition arrangements, will be planned and implemented on an individual basis
- Extra visits to schools can be arranged for pupils with SEND, where appropriate

- There is liaison between our schools and the receiving secondaries. This may be face-to-face or by telephone, as appropriate. A member of staff from the local secondary schools may be invited to their review meetings as appropriate
- At the end of Year 6 all SEND records are transferred to the receiving secondary school

Facilities for pupils with SEND
Reasonable adjustments have been made to improve accessibility. Our schools are single story buildings and are wheelchair accessible with a disabled toilet. Bourne Abbey, Bourne Elsea Park and Colsterworth each have a hygiene suite large enough to accommodate changing and physiotherapy. There is disabled parking at all sites. Each school also has a sensory room.

We strive to ensure that equipment and activities are accessible to all children regardless of their needs and take advice from appropriate specialist services with regard to accessibility. Please also see our Acessibility Plan.

Identification of pupils' needs
The school recognises the importance of the early identification and assessment of SEND. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

Staff assess each child's current attainment on entry to the school, either by carrying out their own assessments or by referring to information sent from the child's previous educational setting.

Identifying and teaching children with SEND is a whole school responsibility and each teacher is a teacher of every child, including those with SEND. The Board of Trustees, Local Governing Body, Executive Headteacher/Head of School, SENCo, and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. At each stage of support, the pupil's class teacher remains responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Parents may raise a concern for their child – with their child's class teacher initially - which leads to further consideration of possible SEND.

All information gained is used to inform planning in order to aid progress.

Areas of Special Educational Needs
Communication and interaction
Children with SEND may have difficulties in one or more of the areas of speech, language and communication. They need help to develop linguistic competence in order to support their thinking, as well as their communication skills. Children with communication and interaction difficulties are likely to need support in developing social relationships.

Cognition and learning
Children with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation.

Children with a Specific Learning Difficulty (SpLd) may have difficulty with one or more aspects of learning. A discrepancy between achievement and general intellectual ability may indicate that a child has a SpLD although they can occur across the whole ability range.

Social, emotional and mental health
For some children difficulties in their emotional and social development can mean they require additional and different provision in order for them to achieve.

A wide range and degree of mental health problems might require special provision to be made. These difficulties may be displayed through a child becoming isolated, withdrawn or exhibiting challenging, disruptive or disturbing behaviour.

Sensory and/or physical needs
There is a wide spectrum of sensory, multi-sensory and physical difficulties that affect children across the ability range. These children may require a variety of adaptations to ensure they have access to learning.

The school has a **Graduated Approach** to the management of Special Educational Needs
Quality First Teaching

Class teachers will:
- take responsibility for the initial identification of the needs of all their children by monitoring the progress of each child in their class
- plan and organise appropriately adapted work to meet each child's needs and aid the pupil's academic progression
- set suitable learning challenges, responding to pupils' diverse learning styles
- monitor any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators
- closely monitor any pupil who has been identified as *possibly* having SEND in order to gauge their level of learning and possible difficulties
- inform and engage with parents/carers about their child's progress and development and the circumstances under which they are being monitored
- continue to monitor any pupil who has recently been removed from the SEND list
- formally record that the child is under observation and parents will be informed of this
- share information about progress and development with the parent/carer(s) at pupil progress meetings. The frequency of these meetings is dependent on the individual child's needs and progress being made
- consult with the SENCO as needed for support and advice

SEND Support
Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCOs, should assess whether the child has a significant learning difficulty.

Where it is determined that a pupil does have SEND, this will be discussed with parents/carers and, with parental consent, the child's name will be added to the school's SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so overcome barriers to learning and enable the child to make progress. Identification of a disability would be discussed with the child's family and may lead to the child being placed on the SEND register if this affects their progress in one of the 4 areas of need and support listed above. The support provided consists of a four–part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

The pupil's needs will be assessed using a variety of sources: the class teacher's knowledge and assessment of the pupil's progress and attainment; comparisons with peers and national data; the parents' views and experience of the child; the pupil's views and if appropriate, the views of an external support service.

Review of the child's progress will take place at review meetings/parents' evenings and will take account of the impact and quality of support and interventions, the pupil's and parents' views. Where necessary and appropriate, in conjunction with the SENCO, support/ interventions will be revised based on the pupil's progress and development.



Teacher, SENCO, parent/carers and child (if appropriate) agree on interventions and support to be put in place. Expected impact and review are discussed. Staff who work with the child are informed of needs, support and teaching approaches/strategies required.

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with the classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Referral for an Education, Health and Care Plan (EHC Plan)
If a child has complex needs requiring complex arrangements they may undergo a Statutory Assessment Process which can be requested by the school, a parent or other professionals via the EHC Hub. This will occur where the complexity of need or a lack of clarity around the needs of the child is such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a request for an EHC Needs Assessment will be taken at a review meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/Carers
- Teachers
- SENCO
- Outside agencies such as Working Together Team, Educational Psychology, Specialist Teaching Team, Sensory Education and Support Team, Behaviour Outreach Support Service
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

https://www.lincolnshire.gov.uk/send-local-offer

or by contacting the Liaise on: **0800 195 1635/ liaise@lincolnshire.gov.uk**

Education, Health and Care Plans
a. Following Statutory Assessment, an EHC Plan may be provided by Lincolnshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan.
b. Parents/Carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Allocation of resources for pupils with SEND
Provision for pupils with SEND are funded through the General Annual Grant (GAG) of the school budget. Funding for EHC Plans is split between the school and the Local Authority with the school providing the first £6000 of support.

Access to the curriculum, information and associated services
Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents/carers and reasonable adjustments will be made to ensure pupils with SEND have access to a broad and balanced curriculum. This may be through the provision of additional support or equipment.

The school curriculum is constantly under review through the monitoring of planning, work scrutiny and data analysis. The school has a detailed provision map which is fluid to meet the needs of all pupils with SEND.

Details of the curriculum can be found on the website and in the prospectus.

Inclusion of pupils with SEND
The Executive Headteacher/ Head of School oversees the school's policy for SEND and Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by all staff to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice as appropriate around individual pupils from external support services for example, Speech and Language Therapy, The Working Together Team and Health Professionals.

Supporting pupils at school with medical conditions
The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have Special Educational Needs and Disabilities (SEND) and may have an Individual Education Plan, or EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to the school's policy for supporting pupils with medical conditions.

Evaluating the success of provision
The success of our provision for children with SEND is evaluated through the process of rigorous tracking, data analysis, scrutiny of planning and work and the involvement of school/curriculum consultants and OFSTED.

Complaints procedure
If there is a complaint related to SEND provision within the school, the following procedure will be adopted:

- Parents/carers are encouraged to discuss the problem with the class teacher
- If the problem is not resolved at this stage, the parents/carers would make an appointment to discuss the problem with the SENCO. The class teacher may or may not be present at this meeting. The Executive Headteacher/ Head of School or other member of the Senior Leadership Team would be present if requested at this meeting, or the matter reported to the Executive Headteacher/ Head of School, if the problem is unresolved
- If parents/carers continue to be dissatisfied, then a complaint should be made in writing to the named SEND Governor. They also have the right to discuss their problems with a Local Authority representative, with or without members of the school staff present
- We would always aim to resolve any dispute satisfactorily within our school.

Further information can be accessed via the school website. Please also contact Mrs Jill Bates (Executive Administrator) who is Abbey Academies Trust's Complaints Coordinator.

In-service training (CPD)
We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school takes part in training programmes including:

- Speech and Language: advice/intervention
- Courses related to pupils' particular needs i.e. Autism, dyslexia, epilepsy
- Safe Handling training
- Induction Training
- Intervention training

The SENCOs attend relevant SEND courses and facilitate/signpost relevant SEND focused external training opportunities for all staff.

All staff are positively encouraged to develop their professional expertise in the field of Special Needs by attending training courses and we have funding available to support this professional development. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities.

Links to support services, other agencies and voluntary organisations
The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Abbey Academies Trust invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCOs are responsible for liaising with outside agencies, including, but not limited to, the following:

- Education Psychology Service
- Behaviour Outreach Support Service (BOSS)
- Speech and Language Service
- Specialist Teaching Service
- Physical Development Outreach Team
- Pupil Reintegration Team
- Sensory Education and Support Team
- Health Professionals

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents/carers.

Working in partnerships with parents/carers
Abbey Academies Trust believes that a close working relationship with parents/carers is vital in order to ensure:

a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
b) continuing social and academic progress of children with SEND
c) personal and academic targets are set and met effectively

Parents/carers are kept up to date with their child's progress through parent's evenings, review meetings, IEPs where applicable and annual reports. In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

The school obtains feedback from parents/carers through parent questionnaires, responses to annual reports and termly parent/carers evenings and review meetings. The school operates an 'open door' policy and encourages parents/carers to discuss any concerns they may have, as and

when they occur, in person, with the child's class teacher. The SENCOs are also contactable through the school office.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The SEND Governor for Bourne Abbey CE Primary Academy Ms Louise Double, for Bourne Elsea Park CE Primary Academy Mrs Emily Anniss-Woods, and for Colsterworth Mrs Laura Holness, may be contacted via the school office at any time in relation to SEND matters.

Links with other schools
The school is a member of Keystone Teaching School Alliance, working in collaboration with the LEAD Teaching School Hub, which is a partnership of a number of local schools, working together to represent primary voice and to share primary pedagogy. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

See also 'Supporting Pupils with Medical Conditions' and 'Physical Handling' Policies

This policy will be reviewed annually.

Date of publication: January 2026 **Date of next full review**: January 2026