



ABINGDON  
HOUSE SCHOOL

# SEND and EAL Policy

**Responsible Person:** Head of SEND

**Last Review Date:** June 2023

**Next Review Date:** June 2024

In all AHS Policies, unless the specific context requires otherwise, the word “parent” imports the meaning parent, guardian, carer or any other person in whom is vested the legal duties and responsibilities of a child’s primary caregiver.

If you require a copy of this document in large print, braille or audio format, please contact the main office.

**AHS employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:**

Peninsula HR Online  
Peninsula Business Safe (Health and Safety)  
Care Check (DBS)

---

**Educare (online CPD)****Introduction**

Abingdon House School is owned and operated by Cavendish Education; the Proprietary Body also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This policy document is one of a series of Abingdon House School policies that, taken together, are designed to form a comprehensive formal statement of the school's aspiration to provide an outstanding education for all its students. It references the procedures in place to achieve this, taking into regard to the advice contained in the updated SEND Code of Practice 2014 and the SEND and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015). The Proprietors, Governing Body and Senior Leadership Team are committed to providing an outstanding provision for students with SEND, in line with legislation and this policy.

Accordingly, this policy needs to be read in conjunction with other Abingdon House policies, with particular attention to the **Equality Policy**, the **Health and Safety Policy**, the **Promoting British Values Policy** and the **Safeguarding Children & Child Protection Policy**. All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole school is undertaking to ensure the implementation of its Core Principles:

**Self-belief/confidence****Respect****Perseverance****Kindness/empathy****Independence****Resilience****Overview**

All students at Abingdon House School and College are defined by the school as having Special Educational Needs which require special educational provision. They may or may not have an Education, Health and Care Plan (EHCP).

As all pupils come to Abingdon House School having undergone a process of diagnostic investigation it is not necessary for us to have a complex staged process for identification of need. Individual assessments of each pupil are made as part of the admissions process (see Admissions Policy). Upon entering the school, baseline screening in English and Maths is completed by teachers or the SENDCO. Speech and language therapy, occupational therapy

and physiotherapy observations and assessments are completed by the Speech and Language Therapists (SaLTs), the Occupational Therapists (OTs) and Physiotherapist (PT), which, in addition to Educational Health and Care Plans, Educational Psychologist and specialist reports inform the specific provision put into place for the student, over and above the Abingdon House School Core Offering [Abingdon House School Core Offer](#). An annual timetable of continued testing is in place to identify progress and inform provision as part of an ongoing process.

Educational Health and Care Needs Assessments are supported and managed by the school. In this instance, the SENDCO will liaise with the parents of the student and Local Authority to provide relevant information to support the process.

## **Parents and Student Consultation**

There are a number of opportunities throughout the year for parent consultations with regards provision for SEND:

- Preliminary meetings; as part of the admissions process a meeting takes place between the Head of Admissions and/or Headteacher and the parent to discuss specific provision available at Abingdon House School;
- Pupil profile; prior to an Annual Review meeting, students record their views aided by the LSA or Class Teacher. In accordance with SEND Code of Practice 2014 and the SEND and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015), this gives the student a voice and puts them at the centre of the process. These views may inform Section A of the EHCP;
- For students with EHCPs, the focus of an Annual Review is to discuss the provision in place to support the SEND of the student. The SENDCO chairs the Annual Review meetings and the pupil, parents and class teacher are invited to attend or contribute along with the pupil's LSA, SaLT, OT, PT and Local Authority representative;
- Three Individual Education Plans (IEPs) are written each year for every student. Long Term Outcomes as recorded in Section E of EHCP (where relevant), Steps towards Outcomes and the provision in place for pupils are reviewed and sent to parents at each half term. If parents wish to make an enquiry or an amendment to the IEP then they are able to contact their SENDCO;
- The school formally reports to parents each half term in one of the following ways: Parent/Teacher Meetings, Progress Reports, IEP updates and Full Written Reports

---

## Assessing and Reviewing Progress

There are a number of measures in place at Abingdon House School which help assess and review progress related to SEND as follows:

- Long Term Outcomes on IEPs (which usually represent Outcomes from Section E of EHCP where applicable) are reviewed annually. Steps towards Outcomes are reviewed termly at each half term by relevant teachers and therapists, and sent to parents. This review is used to inform the next set of IEP outcomes. Teachers (and in order to take ownership, pupils where appropriate) track their Steps towards Outcomes using a variety of recording methods.
- A number of standardised tests are administered on an annual basis by teachers and therapists, according to the assessment schedule. These results are recorded on the Student Progress Data document. Areas where significant or insufficient progress is being made are highlighted by the SENDCOs and used to inform provision. New pupils arriving by half term of the Spring Term are assessed on entry using these assessments in order to provide a baseline.
- With consideration around their normal ways of working, Senior School students are assessed for access arrangements to identify requirements for public examinations.
- In addition to other standardised assessments used throughout the school we complete other assessments and qualifications. For English baselines we use a teacher created creative writing assessment and in Maths we use White Rose Maths assessments in arithmetic and reasoning. In the Upper Senior School we work towards a range of qualifications which also help to track progress from Entry Level Certificates through to a range of Level 2 qualifications and GCSE's in Maths and English.

See the Assessment Policy for more information regarding assessments at AHSC.

## Teaching, Access and Adaptation to Curriculum

Due to the specialist nature of the school the following provision is in place for all Abingdon House School students:

- A school for students aged 5-19;
- Nurturing, low arousal environment with reduced visual and auditory distractions;
- Class size based on 10 students, often with smaller teaching groups;
- School size of 90 students on each site;
- Class visual timetables, visuals to support attention, planning, sequencing and organisation of tasks;
- Multisensory approach to all teaching;
- Daily timetabled Interventions sessions following individualised programmes based on priority of need;

- Pre-teaching and the repetition of instructions;
- Information technology available to support all aspects of teaching and learning including wireless enabled laptop computers/Chromebooks;
- Access to specialist software;
- Availability of large print formats for tasks;
- Classroom environments adapted as appropriate by Occupational Therapist/Physiotherapist e.g. adjustable tables, chairs;
- Timetabled daily Interventions lessons for every student across the school. These lessons are used to target support for the individual student in order to deliver the provision as stated on the EHCP or address needs as identified by professionals working with the student in school. Baseline and post intervention assessments allow for progress to be measured and impact to be evaluated.
- Online programmes such as Accelerated Reader, IDL and Dynamo Maths provide motivating reinforcement to reading, reading comprehension and Maths learning;
- Access arrangement testing to support Key Stage 4 and Post-16 examinations including additional time, reader, computer reader, scribe, prompt;
- Adjustments made for students sitting tests or examinations in school, in line with their granted Access Arrangements at Key Stage 4 and Post-16. For students who have not formally been assessed for access arrangements, the school makes provisions and adjustments to support their needs;
- Enrichment and Options programme of academic, creative, sporting, recreational and technological activities including ASDAN Key Steps, Focus and COPE award programme;
- Access to The Arts Award Programme for Key Stage 3 students;
- Collaborative teaching between class groups and across ages to expose student to larger learning environments;
- Compassionate and qualified teaching staff with subject specialisms, all of whom have a particular interest in working with students with additional needs;
- Comprehensive programme of CPD for staff, delivered both on and off site, as well as funded Postgraduate Qualifications for all teaching, support and therapeutic staff;
- Teaching programmes overseen by Specialist Teacher qualified to the Postgraduate Level;
- Classroom sensory diet and regular movement breaks;
- Zones of Regulation approach to support emotional and sensory regulation and behaviour;
- Wellbeing programmes delivered in the morning;
- Emphasis on pastoral care;
- Sessions with school dog available to students on a timetabled basis;
- Highly supported social environment that allows all our students to form strong bonds within the Abingdon House School community;
- Comprehensive transition plans for students moving to other schools or colleges for the next stage of their education;
- Comprehensive PSHE programme and Careers guidance.

---

## Therapy Provision

Therapy is provided as an integrated part of the education at Abingdon House School rather than as an additional service. Group therapy sessions of Occupational Therapy, Speech and Language Therapy and Physiotherapy are provided throughout the academic year. All therapies are provided by HCPC registered Therapists with experience of working in Paediatrics. This information is summarised in the [Abingdon House School Core Offer](#)

Therapy summaries produced as part of annual review documentation are included in the therapy service at Abingdon House School. Full professional reports by Abingdon House School therapists may be commissioned but incur a separate cost.

## Additional Therapeutic Interventions

### Speech and Language Therapy, Occupational Therapy and Physiotherapy

Additional Speech and Language, Occupational and Physiotherapy are included in the fees and can be provided as per individual needs as deemed by the AHS therapist, up to a maximum of:

Weekly paired / individual Speech and Language Therapy, Occupational and Physiotherapy sessions.

Factors which would result in withdrawal from the classroom for group or individual SaLT, OT and PT may include the following conditions:

- If the student has individual or paired Speech and Language Therapy, Occupational Therapy or Physiotherapy identified on their Educational and Health Care Plan;
- If the students' needs post assessment/reassessment are deemed to be significant enough to warrant 1:1 / paired SaLT/OT/PT intervention;
- If the specific intervention is not related to the appropriate curricular topics being covered in the classroom;
- If the student needs to be taught specific strategies to facilitate their ability to access the curriculum;
- If the type of intervention requires a quiet environment for an effective outcome;
- If the student needs to be given the opportunity to develop their social/interpersonal skills in a small group setting;
- If the student experiences attention/behaviour difficulties which prevent effective work being carried out in the classroom;
- If the needs of the student are so severe that drawing attention to them in a class of his or her peers would be detrimental to the student's self-esteem/learning;
- If the makeup of the class consists of a very disparate group where the focus on one skill area for a small group of students would be inappropriate for the remainder of the group;
- If the age of the student is a factor (e.g. if the child is required to complete work on some very basic skills), it may be inappropriate to carry out this work in the classroom;

- 
- If the type of input offered requires specialist or large equipment which would be impractical to bring into the classroom;
  - If the type of input requires specialist or large equipment and requires physical movement by the student or therapist;
  - If the type of input requires the student to move about physically within the classroom;
  - If the mode of intervention would be considered distracting to other students in the classroom;
  - If the student specifically requests to be seen outside the classroom situation for any particular reason;
  - If the quality/value of the therapy input would be prejudiced or lessened in effectiveness by being carried out in a classroom environment;
  - If the therapeutic input is in relation to self-care issues (e.g. dressing) and required privacy, it could not be carried out in the classroom;
  - If assessment or reassessment by use of standardised assessments was required, this could not be carried out in the classroom;
  - If the instructional format is predominantly oral or through modelling, it may not be appropriate for a classroom;
  - If the student's needs include attention to their social/emotional development it may initially be addressed in small groups and then integrated in a whole class session;
  - If a student requires mentoring or emotional support above/in addition to what can be offered by a Class Teacher, the students may be withdrawn from the classroom.

## Talking Therapies

Students who require direct support for their mental health and wellbeing may be withdrawn from class for talking therapies including Drawing and Talking and talk time sessions. This therapy will be delivered individually or in small groups as deemed appropriate by the therapist. Withdrawal from class for Drawing and Talking will be offered if a student's needs post assessment are deemed to be significant enough to warrant individual or small group intervention to support their mental health and wellbeing and where these needs can not be met through whole class interventions.

Students who require drop-in talk time with a trusted adult have access to a member of the Pastoral Team.

If students are assessed to require additional therapy outside of what the school can provide, we will support the use of outside professionals and work with them to ensure consistency of care. The Head of Specialist Education and Wellbeing at Cavendish Education is able to provide families with links to outside professionals where required.

## Expertise and Training of Staff

All teaching staff at Abingdon House School are experienced in working with students with special educational needs. Speech and Language Therapists, Occupational Therapists and

---

the Physiotherapist employed by the school all hold relevant qualifications in their field and are HCPC registered.

Abingdon House School is committed to ensuring its staff are well trained and that sharing of expertise and best practice is the norm. There is a comprehensive programme of CPD and training in SEND in place for all staff, both on-site and off-site. Many staff hold Postgraduate Qualifications in a variety of Special Educational Needs and staff without qualifications are offered funded places on courses to obtain qualifications. This ensures a wide variety of expertise across the staff in the areas of needs within our student cohort.

## **Social Emotional Development of Students with Special Educational Needs**

The school employs a full time Head of Behavioural Support and Wellbeing and a full time Head of Mental Health and Wellbeing. Pupils may be seen individually or in small groups for Drawing and Talking or talk time sessions. Strategies such as Comic Strip Conversations and Social Stories are also used in these sessions. All students attend three Wellbeing mornings each week, with activities such as mindfulness being used to prepare students for learning.

A programme of social and emotional development is delivered through PSHE lessons. Pupils are in small form groups and there is a strong pastoral focus within the school, class teachers and specialist teachers regularly liaise with teaching assistants, therapists and parents to ensure that the needs of the student are met.

## **More Able Students**

The term 'more able' applies to children who show exceptional potential in any school area.

### **Identification Procedures**

We identify these students so that we can provide effectively for them, and so that Teachers can plan appropriate work and stimuli for them. There is no single measurement with which to identify able, very able and exceptionally able students due to individuality. We use a combination of the following sources of information:

- Teacher observations and assessment;
- Standardised tests;
- Collation of evidence (i.e. individual student's work);
- Background knowledge from parents and past teachers and students themselves.

### **Aims**

Having identified our able and very able students we aim to provide:



- Entitlement to appropriate education for each individual;
- The opportunity to work at higher cognitive levels;
- The opportunity to develop specific skills or talents;
- Support and care for the whole child, both socially and intellectually;
- Opportunities during Enrichment Lessons to develop specific skills and talents, and engage in additional qualifications where appropriate.

**Strategies Include:**

- Varied and flexible grouping, providing opportunities for working with others of like ability;
- Streaming in Maths and English;
- Daily timetabled Interventions sessions
- Upward differentiation/extension in schemes of work, including differentiated homework;
- Teaching higher-level thinking skills in a subject context e.g. problem solving, decision making, critical thinking;
- Asking higher-order questions which encourage investigation and enquiry;
- Setting clear and challenging targets;
- Allowing the students to make choices about and organise their own work;
- Developing students' ability to evaluate and check their own work.

**Action, Monitoring and Review**

Once identified, the information will be noted on their IEP. The SENDCO works with the class teacher of the identified student to analyse areas of strength and areas needing development. On the basis of this needs analysis appropriate provision is planned.

Outcomes and Steps Towards Outcomes are reviewed on an on-going basis by class teachers and therapists. The SENDCO monitors the IEP on an on-going basis and reviews the IEP each term in collaboration with the all staff working with the student.

## English as an Additional Language

**Identification Procedures**

EAL students will be identified prior to entry to Abingdon House School through paperwork and professional reports that form part of the admissions process. If offered a trial day, their need and English fluency will be assessed by a Speech and Language Therapist to ensure that their acquisition to a sufficient level as to be able to access the curriculum. Abingdon House School does not employ a specific EAL teacher. While all efforts are made to support students with EAL, we are not able to support students for whom EAL is the primary need and require specific EAL teaching in order to access the learning on offer at school.

## **Aims**

Abingdon House School is committed to meeting the needs of students with English as an Additional Language, within our academic and therapeutic offering at the school. Whilst being clear that EAL is not SEND or a learning difficulty, the school acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers and related learning issues, which can lead to underachievement and isolation.

Abingdon House School will endeavour to:

- Ensure EAL students have full access to the Curriculum (and other school opportunities);
- Be proactive in removing any barriers that stand in the way of our EAL students fulfilling their potential;
- Provide our EAL students with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

## **Action, Monitoring and Review**

Once identified, EAL information will be noted and recorded on their IEP. The SENDCO works with the class teachers of identified students to analyse areas of strength and areas needing development. On the basis of this needs analysis, appropriate provision is planned in conjunction with the Speech and Language Therapist.

Outcomes and Steps Towards Outcomes are reviewed on an on-going basis by class teachers. The SENDCO monitors the IEP on an on-going basis and reviews the IEP each term in collaboration with the all staff working with the student.

## **Funding of SEND Provision**

The Abingdon House School operates on the basis of a standard termly fee which covers academic and therapeutic support as detailed in the Abingdon House School Core Provision document. If a student requires a 1:1 LSA in addition to the support offered at Abingdon House School, additional charges will be applied.

## **Requesting assessment from the local authority for an Education, Health and Care Plan (EHCNA)**

We will support families in the process of requesting a needs assessment for our students. It is important that we have the opportunity to establish a complete picture of the academic and therapeutic strengths and needs of the student, and for these reasons we are unable to instigate the process until a student has been on our roll for a minimum of a year.

## Use of External Agencies

On a case by case basis it may be in the interest of the child to work in collaboration with specialists outside the school in assessing or addressing needs as they arise. In this case the SENDCO would liaise the professional, parents of the pupil and other relevant members of staff. This may include working with both private and public Health, Social or Educational services.

## School Design

The School occupies buildings with teaching spaces and facilities across multiple floors, and there are no internal lifts. The school could not provide emergency evacuation in the event of fire or other emergency for a wheelchair user.

The School regularly revisits issues of disability access, within the limited scope offered by the physical constraints of the building and its listed building status,

## Evaluation of Effectiveness of Provision

The effectiveness of SEND provision is monitored and analysed in the following ways:

- Progress towards Long Term Outcomes as measured by Steps Towards Outcomes in IEPs and reviewed through multidisciplinary student case conferences, to monitor academic and personal development;
- Progress through the curriculum is tracked on Frog learning platform which measures progress against Key Performance Indicators;
- Results from annual standardised testing including York Assessment for Reading Comprehension, Helen Arkell Spelling Test 2 and the Wide Range Achievement Test,
- GCSEs, Functional Skills, Entry Level, ASDAN, Arts Award qualifications;
- Wellbeing Programme in place across the school with progress and personal development tracked (currently through use of questionnaires and during IEP and Annual review meetings);
- Progress in talking therapies is monitored through the use of a range of pre- and post-intervention questionnaires.

---

# Arrangements for Handling Complaints about Provision

Please see complaints procedure.

## Roles and Responsibilities

### The Head of SEND

The Head of SEND oversees the SEND Department.

The Head of SEND will:

- Work with the Headteacher and Governors to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision, alongside the Head of Therapy, made to support individual pupils with SEND, including those who have EHCPs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### The Board of Governors

The Board of Governors will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and the Head of SEND to determine the strategic development of the SEND policy and provision in the school

### The Headteacher and Senior Leadership Team (SLT)

The Headteacher and Senior Leadership Team will:

- Work with the Head of SEND and the Board of Governors to determine the strategic development of the SEND policy and provision in the school

- The Headteacher will have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SEND team to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **SEND Contact**

If parents have any concerns about issues relating to SEND, in the first instance they should contact the Head of SEND.