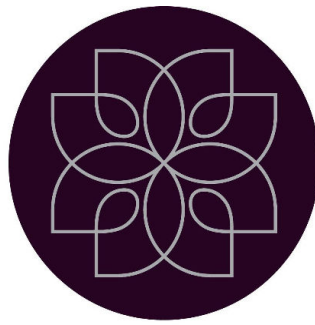




ABINGDON
HOUSE SCHOOL

SEND and EAL Policy

Responsible Person: Head of SEND

Last Review Date: June 2026

Next Review Date: June 2027

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 account the advice contained in the updated SEND Code of Practice 2014, Schools: Guide to the 0 to 25 SEND Code of Practice 2014, SEND and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015), and the research paper Research and Analysis: Supporting SEND. 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 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 SENCO. 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). These assessments, in addition to Educational Health and Care Plans, Educational Psychologist reports, 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](#)).

There is an annual timetable of continued assessment against these baselines that monitors progress and informs provision.

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

Parent and Student Consultation

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

- Preliminary meetings: as part of the admissions process, a meeting takes place between the Head of Admissions and/or the 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 SENCO chairs the Annual Review meetings and the student, parents, and class teacher are invited to attend or contribute along with the student's LSA, SaLT, OT, PT and Local Authority representative.
- Three Individual Education Plans (IEPs) are written each year for every student. Steps towards the Long Term Outcomes (as written in the EHCP, if applicable), and the provision in place in order for students to achieve them, are reviewed and sent to parents at each half term. If parents wish to make an inquiry or an amendment to the IEP, they are then able to contact their SENCO.

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- 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 (usually Outcomes from Section E of the EHCP where applicable) are reviewed annually. Steps towards Outcomes are reviewed termly by teachers and therapists working with the student, and sent to parents. Staff (and in order to take ownership, students where appropriate) track their Steps towards Outcomes using a variety of recording methods.
- A number of standardised assessments are administered to all students 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 SENCOs and are used to inform provision. New pupils arriving before half term of the Spring Term are assessed on entry using these assessments in order to provide a baseline.
- With consideration around their normal way of working, Senior School students are assessed for access arrangements to identify requirements for public examinations.
- In addition to standardised assessments, students complete a range of other formal and informal assessments. These, as well as qualifications, further inform progress.

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

Teaching, Access, and Adaptation to the 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.
- A nurturing, low arousal environment with reduced visual and auditory distractions.
- Class size based on 10 students, often with smaller teaching groups.
- A maximum of 90 students on each site.
- Class visual timetables, with additional visuals to support attention, planning, sequencing, and organisation of tasks.

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- A multisensory approach to all teaching.
 - Daily timetabled Interventions sessions which follow individualised programmes based on priority of need.
 - Pre-teaching and the repetition of instructions and key information.
 - Information technology available to support all aspects of teaching and learning, including wireless-enabled laptop computers/Chromebooks.
 - Specialist software and accessibility features.
 - Availability of large print formats for tasks.
 - Classroom environments adapted as appropriate by an Occupational Therapist – e.g., adjustable furniture.
 - 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 in 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, Bedrock, and Dynamo Maths provide motivating reinforcement to curriculum learning.
 - Additional time for planning, organisation, and completion of novel motor and handwriting tasks.
 - Access arrangement testing to support Key Stage 4 and Post-16 examinations, including additional time, reader, computer reader, scribe, and 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.
 - Collaborative teaching between class groups and across ages to expose students to larger learning environments.
 - Compassionate and qualified teaching staff, many with subject specialisms, all of whom have a particular interest in working with students with additional needs.
 - A 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 a Specialist Teacher qualified to postgraduate level.
 - Communication and sensory-friendly environment facilitated by a Speech and Language Therapist and Occupational Therapist.
 - A classroom sensory diet and regular movement breaks.
 - Zones of Regulation approach to support emotional and sensory regulation and behaviour.
 - Wellbeing and form time programmes delivered in the morning.
 - Emphasis on pastoral care.
 - A supported social environment that allows all our students to form strong bonds within the Abingdon House School community.
 - Support from OT/SaLT during unstructured times of day (e.g., lunch or play at the park).
 - A Wellbeing Team, including trained ELSA to deliver talk-time sessions to students.
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- Comprehensive transition plans overseen by transition lead and Senior SENCO 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 Speech and Language Therapy, Occupational Therapy, and Physiotherapy are provided throughout the academic year. 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 Therapy, Occupational Therapy, and Physiotherapy are included in school fees and can be provided as per individual needs as deemed by AHS therapists, up to a maximum of:

Weekly individual, paired, or small group Speech and Language Therapy, Occupational Therapy, and Physiotherapy sessions.

Factors which would result in a student being withdrawn from the classroom for individual, paired, or group SaLT, OT, or Physiotherapy may include the following:

- If the student has individual, paired, or small group Speech and Language Therapy, Occupational Therapy, or Physiotherapy identified on their Educational and Health Care Plan.
- If the student's needs post assessment/reassessment are deemed to be significant enough to warrant 1:1, paired, or small group Speech and Language Therapy, Occupational Therapy, or Physiotherapy intervention.
- If the specific intervention is not related to the appropriate curricular topics being covered in the classroom.
- If the student requires 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 or requires physical movement by the student or therapist.
- 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 requires privacy, it could not be carried out in the classroom.
- If assessment or reassessment by use of standardised assessments is 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 or in addition to what can be offered by a Class Teacher, the student 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, paired, 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 beyond 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 need within our student cohort.

Social and 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. Students 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 chosen to prepare students for learning. A trained Emotional Literacy Support Assistant develops and delivers emotional literacy support resources for students who have difficulties understanding, identifying, and managing their emotions.

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 every 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. As 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., an individual student's work).
- Background knowledge from parents and past teachers and from the 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 to engage in additional qualifications where appropriate.

Strategies Include:

- Varied and flexible grouping, providing opportunities for working with others of similar ability.
- Streaming in Maths and English lessons.
- Daily timetabled Interventions sessions that include debating and philosophy programmes.
- 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, and 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

The SENCO works with the class teacher of identified students to analyse particular areas of strength that require fostering. Appropriate provision is planned based on this needs analysis.

Outcomes and Steps Towards Outcomes are reviewed on an ongoing basis by class teachers and therapists. The SENCO monitors the IEP on an ongoing basis and reviews the IEP each term in collaboration with 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 is at a sufficient level to enable them to access the curriculum. 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 who require specific EAL teaching in order to access the learning on offer at school. Abingdon House School does not employ a specific EAL teacher.

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. They may also have related learning challenges, which might 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 the student's IEP. The SENCO works with the class teacher of identified students to analyse areas of strength and areas requiring 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 SENCO reviews the IEP each term in collaboration with the academic staff and therapists that are working with the student.

Funding of SEND Provision

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 needs 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 may be 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 student to work in collaboration with specialists outside the school in assessing or addressing needs as they arise. In this case, the SENCO will liaise with the parents of the student and with professional 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.

Evaluation of Effectiveness of Provision

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

- Progress towards Long Term Outcomes is measured by Steps Towards Outcomes in IEPs and reviewed through multidisciplinary student case conferences, to monitor academic, therapeutic, and personal development.
- Progress through the curriculum is tracked on internal systems which measure progress against the curriculum.

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- Through GCSEs, Level 2, Level 1, and Entry Level Qualifications (for specifics, please see our Curriculum Policy).
 - Through results from annual standardised testing, including York Assessment for Reading Comprehension, Helen Arkell Spelling Test 2, and the Wide Range Achievement Test 5.
 - Therapy input is monitored for impact through formal and informal assessment, as well as through observation.
 - Progress within the Wellbeing Programme is tracked through the use of questionnaires and feedback as part of the Case Conference and Annual Review cycle.
 - 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 our Complaints Procedure.

Roles and Responsibilities

The Head of SEND

The Head of SEND oversees the SEND Department, and will:

- Work with the Headteacher and Governors to determine the strategic development of SEND policy and provision in the school.
- Alongside the Headteacher, have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision to support individual students with SEND, including those with and without 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 local authorities and their 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 that 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.
- 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 teaching assistants and/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.