

# Policy for Inclusion and Special Educational Needs

Abigail's Place



Education Lead: Nina Stone  
SENCO Nina Stone

Approved by: Yaf Yafai and Nina Stone

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### 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
  - Set out how our school will:
    - o Support and make provision for pupils with special educational needs and disabilities
    - o Provide pupils with SEND access to all aspects of school life#
    - o Help pupils with SEND fulfil their aspirations and achieve their best
    - o Help pupils with SEND become confident individuals living fulfilling lives
    - o Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
  - Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
    - Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
    - Make sure the SEND policy is understood and implemented consistently by all staff

### 2. Vision and Values

At Abigail's Place we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

### **3. Legislation and guidance**

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational need

### **4. Inclusion and equal opportunities**

At Abigail's Place we strive to create a teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

### **5. Definitions**

#### **5.1 Special educational needs**

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. They have a learning difficulty if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### **5.2 The 4 areas of need**

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time. Interventions

will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul>
	<p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

## 6.1 The Headteacher (Education Lead) The Education Lead at our school is Nina Stone [nina.stone@abigailspplace.co.uk](mailto:nina.stone@abigailspplace.co.uk)

They will:

- Liaise with parents about the pupils' needs and any provision made
- 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 provisions made
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils up to date and accurate
- Monitor to identify any staff who have specific training needs and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for any updates to this policy
- Identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.2 The Proprietors

The proprietors are responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil gets the support they need
- Make sure that pupils engage in the range of activities offered at the school
- Inform parents when the school is making changes to the provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress

- Record accurately and keep up to date the provision made for pupils
- Publish information on the school website about how the school is implementing its SEND policy
- Determine their approach to using their resources to support the progress of pupils

### 6.3 The Education Lead

The Education Lead will:

- Work with the deputy headteacher and SEND link governor to determine the strategic development of the SEND policy and provision within the school

- Work with the school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils and their progress
- Have an overview of the needs of the current cohort of pupils
- Advise the LA when an EHC plan needs an early review
- Monitor to identify any staff who have specific training needs regarding and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the support the school offers or can access
  - Identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### 6.4 Teachers

Teachers are responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in the school
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions
- Reviewing each pupil's progress and development, and decide on any changes to provision
  - Ensuring they follow this SEND policy
  - Communicating with parents regularly to:
    - o Set clear outcomes and review progress towards them
    - o Discuss the activities and support that will help achieve the set outcomes
    - o Identify the responsibilities of the parent, the pupil and the school
    - o Listen to the parents' concerns and agree their aspirations for the pupil

### 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil at Your Ideas School will always be given the opportunity to provide information and express their views about the support

provided to their child. They will be invited to participate in discussions and decisions about this support. They will be:

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

- Given an annual report on the pupil's progress The school will take into account the views of the parent or carer in any decisions made about the pupil.

## **6.7 The pupil**

Pupils will always be given the opportunity to provide information and express their views. They will be invited to participate in discussions and decisions. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Giving feedback on the effectiveness of interventions The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **7. Our approach to SEND support**

7.1 Evaluating the effectiveness of provision We evaluate the effectiveness of provision by:

- Tracking pupils' progress, including by using provision maps
- Using pupil questionnaires
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

## **8. Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The headteacher and deputy headteacher will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **9. Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## **10. Complaints about provision**

Where parents have concerns about our school's provision, they should first raise their concerns informally with the headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complaints about provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

## **11. Monitoring and evaluation arrangements**

11.1 Evaluating the effectiveness of the policy We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1. We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils' needs at the start of the autumn term
- Pupils' progress and attainment
- Whether pupils feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

### **11.2 Monitoring the policy**

This policy will be reviewed by Nina Stone and yaf Yafai every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the governing board.

## **12. Links with other policies and documents**

This policy links to the following documents:

- Accessibility plan
- Regulation policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy