



**The Abbey
School**

Special Educational Needs Policy

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Document Management Information

Applicable to:	All staff and pupils at The Abbey School, Faversham
Dissemination:	The document will be available to staff via the Academy’s Policy Centre on the shared area of the IT system. The document will also be published and shared electronically within the school.
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Special Educational Needs Policy

1. Introduction

This policy is written in line with the requirements of:-

- ❖ Children and Families Act 2014
- ❖ Special Educational Needs and Disability Code of Practice: 0-25 years Jan 2015
- ❖ Equality Act 2010
- ❖ School Admissions Code, DfE September 2021

This policy should be read in conjunction with the following school policies: Behaviour Policy, Equalities Policy, Safeguarding Policy, Homework Policy and Complaints Policy. Feedback from all relevant stakeholders will be taken into consideration at each review period of this policy.

2. Definition of Special Educational Needs & Disability (SEND)

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 him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) has a significantly greater difficulty in learning than the majority or others of the same age; or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. [SEND code of Practice 2015, p15.]

3. Definitions of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 -that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many may realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. [SEND Code of Practice 2015, p16.]

4. Provision for SEND

At The Abbey School we can make provision for each category of need as defined in the SEND Code of Practice 2015:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The Abbey School currently meets the needs of students with an Education, Health and Care Plan [EHCP] with needs from each of the four categories above.

Decisions on the admission of students with an EHCP are made by the Local Authority.

The admission arrangements for students without an EHCP do not discriminate against or disadvantage disabled students or those with special educational needs.

5. Identification and Assessment of Pupils with SEND

At The Abbey School every student has their progress tracked termly with week 3 assessments throughout the course of the academic year. There are also 2 data collection points which report back to parents. In addition, students including those with SEN, may have more frequent assessments of reading age, spelling age etc. Where progress is not sufficient, even if a special educational need has not been identified, the graduated approach as outlined in the SEND Code of Practice 2015 p100 will be recommended. Additional advice and assessment may be sought as appropriate.

The SEND Code of Practice [2015, 6.17, p95] describes as inadequate, progress which

- ❖ is significantly slower than that of their peers starting from the same baseline
- ❖ fails to match or better the child's previous rate of progress
- ❖ fails to close the attainment gap between the child and their peers
- ❖ widens the attainment gap.

6. Evaluating the effectiveness of the provision for students with SEND, including students with a EHC Plan

For students with an EHCP there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. This information will be included in the annual report to governors. For students with SEN but without an EHCP, Provision Maps are reviewed and adjusted as appropriate at each assessment point.

7. The School's approach to teaching students with SEND

At The Abbey School the quality of teaching is judged to be good. Teaching is judged in line with Ofsted criteria and Teaching Standards [DfE 2021]. In addition, the school employs additional teaching approaches, as advised by external and internal assessments e.g. one to one tutoring/mentoring/small group teaching. These may be delivered by additional staff employed through the funding provided to the school as 'notional SEND funding'. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in the EHCPs.

As part of our budget we receive 'notional funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEND support. The amount of support required for each student to make good progress will be different in each case. In very few cases a high level of intervention and resource is required. The funding arrangements require schools to provide up to £6000 per year of resources for students with a high level of need and above that amount the Local Authority may provide high needs funding, subject to an annual application by the school.

All clubs, trips and activities offered to students at The Abbey School are available to students with SEND either with or without an EHCP. Where it is necessary the school will use the resources available to it to provide additional adult support to enable safe participation of the student in the activity.

At The Abbey School we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching - for instance in PSHE, appropriate interventions, and in tutor time; and indirectly with every conversation adults have with students during the day adhering to our whole school culture.

For some students with the most need for help in this area we can also provide the following:

- ❖ Access to a range of mentoring programmes, interventions and 1:1 support
- ❖ External referral via Early Help & Preventative Services (EH&PS)
- ❖ Referral to the Communities of Schools for access to advice and support or to NELFT [Kent Children & Young People's Mental Health Service CYPMHS]
- ❖ Pastoral work room space within school for those students with an appropriate level of need
- ❖ Access to the school's PEC (Personal Education Centre) with bespoke timetables and provision for those students with an appropriate level of need

The SEND provision in The Abbey School is run by the Assistant Principal/SENCO, Mrs Frorath who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination (Postgraduate Certificate in SEN Coordination and National Award for SEN Co-ordination).

Mrs Frorath is available on 01795 532633 or sfrorath@abbey-school-faversham.co.uk. If you are unable to contact Mrs Frorath, the SRP Lead, Mr M Green can be contacted on 01795 532633 or mgreen@abbey-school-faversham.co.uk.

Alternatively, a message can be left with the Assistant SENCO, Mrs K Holliday, on 01795 532633 or kholliday@abbey-school-faversham.co.uk.

To build expertise in our teaching and non-teaching staff our Professional Development Programme for 2025/2026 has continued to include training focused on SEND and anticipating the needs of future cohorts. All teaching staff receive updated training on relevant issues throughout the academic year. The SEN department also operate a 'drop-in' system for teachers and support staff to support in the delivery of curriculum for our SEN/EHCP students on a whole class and individual level.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will aim to purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of KCC Communication and Assistive Technology Team.

8. Involvement of Parents

All parents/carers of students at The Abbey School are invited to discuss the progress of their children at parents' evenings and receive a report showing attainment and attitude levels and learning targets twice a year. The school will of course be happy to meet with parents/carers at other times as required. As part of our normal teaching arrangements all students will access some additional intervention to help them catch up, if the progress monitoring indicates this is necessary; this will not imply that the student has SEND. All such provision will be recorded, tracked and evaluated.

If following this normal provision, improvements are not seen, we will contact parents/carers to discuss the use of internal and external assessments which will help us to more effectively address these needs. If the pupil is then identified as having SEND because SEND provision is being made, the parent/carer will be informed.

Parents/carers of students with an EHCP will be invited to contribute to and to attend the annual review which, where possible, will also include other agencies involved with the student. All information relevant to the review will be made accessible for parents/carers.

9. Complaints Procedure

The normal arrangements for the treatment of complaints at The Abbey School are used for complaints about provision for SEND. We encourage parents/carers to discuss their concerns with the following parties as appropriate: subject teacher and their Director of Learning/Head of Subject, Form tutor, Pastoral co-ordinators, Head of year, SENCO, Director of Student Welfare and Conduct, Assistant Head Teacher, Deputy Head teacher or Head teacher to resolve the matter before making a formal complaint to the governing body.

If a complaint is not resolved after it has been considered by the governing body then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this the complainant can appeal to the First-tier Tribunal [SEND], if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for students who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10. Support Services and Voluntary Organisations

The school engages with the following bodies to support them to meet the needs of students with SEND.

- ❖ Communities of Schools for access to advice and support
- ❖ Professional networks such as NASEN and County SENCO forum
- ❖ Parent support and advocacy groups such ISAK (Independent Support and Advice Kent) and Kent Pact
- ❖ Communication and Assistive Technology Team- provision is available if we wish to make ad hoc requests

11. Support for Parents/Carers

Information, Advice and Support Kent (IASK), provides free, impartial, confidential advice, support and options around educational issues for parents who have children with SEND [0-25]. They empower parents to play an active and informed role in their child's education. They can be contacted on:

- ❖ HELPLINE: 03000 413000
- ❖ Email: iask@kent.gov.uk
- ❖ Website: [Home](#) | [IASK](#)

The Kent Parent Carer Forum (Kent PACT) is also available, which is a network of parents and carers who have children with additional needs and disabilities. Details of which can be found here: [Home - Kent PACT \(kentpactnew2022.co.uk\)](http://kentpactnew2022.co.uk)

12. Transition Arrangements

At The Abbey School we work closely with educational settings used by students prior to transfer to us in order to seek the information that will make transfer as seamless as possible. A full programme is in place to ensure a smooth transition from year 6 to 7, which includes transition days and meetings with parents and close liaison with feeder schools. At the end of KS4, students are well supported to make appropriate choices post 16. In KS5 the tutor is pivotal in supporting the student in preparation for university, college or the world of work. An enrichment programme in KS5 provides skills for independent living.

We also contribute to students' onward destinations by providing information to the next setting.

The Local Authority has also now published its 'Local Offer', details of which can also be found below. Parents /carers without internet access should contact Mrs Frorath, SENCO, for support to gain the information they require.

❖ Kent County Council Local Offer: [About the SEND local offer - Kent County Council](#)

13. Examination Access Arrangements

The Abbey School follows the protocols laid out in the JCQ guidance 'Access Arrangements and Reasonable Adjustments.' For further information on both internal and external examination arrangements, please refer to the school's Examinations Policy.

Exam Access Arrangements 2025-2026

It is important to note that a diagnosed condition, such as dyslexia, Autism etc., does not necessarily mean an entitlement to an EAA. The over-riding requirement is the student's 'normal way of working'. Students are considered on individual need and on a subject by subject basis.

The Rationale for Exam Access Arrangements (EAA)

- EAAs are designed for candidates with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment in its normal format due to a difficulty or disability.
- EAAs should reflect the normal way of working for which there is evidence of need, unless such arrangements would affect the integrity of the assessment.

- EAAs are intended to increase access to assessments but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment.
- Credit is only given for skills demonstrated by the candidate working independently.
- EAAs are not intended to give an unfair advantage.
- EAAs will not be permitted if they compromise the assessment objectives of the specification in question.
- EAAs may vary between subjects because different subjects and methods of assessments may have different demands.
- An alternative assessment route may be available within the specification.
- The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010 would be at a substantial disadvantage in comparison to someone who is not disabled.

The Exam Access Arrangements that are available

- ❖ Supervised rest breaks
- ❖ Extra time
- ❖ Computer reader/reader /reading pen
- ❖ Scribe
- ❖ Word processor
- ❖ Prompter
- ❖ Live speaker for pre-recorded examination components
- ❖ Alternative site for the conduct of examinations

Other arrangements for candidates with disabilities

- ❖ Bilingual translation dictionaries
- ❖ Modified papers (e.g. coloured/enlarged paper)
- ❖ A reasonable adjustment may be unique to an individual and may not be included in the list of available access arrangements.

All of the above EAA must be a student's normal way of working with evidence provided.

Evidence needed for Exam Access Arrangements

Depending on the arrangement required, various pieces of evidence are required to apply for an Exam Access Arrangement from JCQ. These include:

- ❖ Form 8 report from Access Arrangements Assessor
- ❖ Previous Access Arrangements from other schools
- ❖ Subject teachers - examples of work as appropriate

- ❖ Results of assessments by the school appointed assessor. e.g. reading/comprehension scores, writing tests and tests of processing speed

14. Staff roles in determining and managing EAA

Examinations Officer

- ❖ To ensure that the agreed EAA provisions are in place for exams and are communicated to the invigilators.
- ❖ To ensure the agreed EAA provision is updated on school systems.
- ❖ To put in place (in conjunction with the SENCO) any on day provisions - such as medical emergencies.
- ❖ To ensure students are roomed suitably for their Access Arrangement, and to ensure zero disruption for other students also sitting exams.

SENCO

- ❖ To ensure there is a 'whole centre' approach to access arrangements. It is therefore the responsibility of the head of centre, members of the senior leadership team and the specialist assessor(s)/SENCO within the centre to familiarise themselves with the entire contents of the latest JCQ guidance.
- ❖ To manage any on the day questions and queries regarding EAA provision
- ❖ The SENCO, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within his/her centre.
- ❖ Teaching staff and members of the senior leadership team must support the SENCO in determining and implementing appropriate access arrangements.
- ❖ Ideally, the SENCO will also be the in-house specialist assessor and will thus assess candidates, process applications on-line and hold the evidence for inspection purposes for GCSE and/or GCE qualifications. At present, the specialist assessor is Mrs S Frorath.

Specialist Assessor

- ❖ To monitor students at KS3, provide strategies for class teachers and build a picture of need and provision.
- ❖ To administer recognised psychometric testing after gathering evidence from teachers, student interviews and classroom observations.
- ❖ To assist the SENCO role in the decision-making process about EAA.

Teaching Staff

- ❖ To provide relevant information/evidence of the candidate's persistent and significant difficulties.
- ❖ To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom. Provide evidence of this for the SENCO.
- ❖ Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement. For example, teaching staff must record any support regularly provided in the classroom.
- ❖ To ensure that the correct EAA are in place for termly assessments where practicable and mock examinations

Procedure for medical letters

- ❖ Letters from medical professionals will trigger an investigation but the medical condition also needs to be supported by evidence from within the school otherwise it is considered malpractice. EAAs cannot be awarded purely based on a medical letter.
- ❖ Students requesting separate invigilation for anxiety related conditions will require medical evidence of a diagnosed condition.

Private assessments/Educational Psychologist reports

Private assessments from any professional **cannot** be used as evidence towards access arrangements. Assessments must be administered by a qualified assessor affiliated to the school.

Policy for the use of Word Processors

A word processor cannot simply be granted to a candidate because they wish to type rather than write in examinations or can work faster on a keyboard, or because they use a laptop at home. The word processor must reflect the candidate's normal way of working within the centre. Candidates who would benefit from the use of a word processor might have:

- ❖ A learning difficulty which has a substantial and long -term adverse effect on their ability to write legibly
- ❖ A medical condition
- ❖ A physical disability
- ❖ A sensory impairment
- ❖ Planning and organisational problems when writing by hand
- ❖ Poor handwriting

This list is not exhaustive.

Further Information

Further information can be found at the Joint Council for Qualifications (JCQ) website:
<http://www.jcq.org.uk/>