

SEND Information Report

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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SEND Information Report

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

The Abbey School strives to be a fully inclusive school. All students are welcomed, including those with special educational needs, as defined in the Special Educational Needs and Disabilities (SEND) Code of Practice 2014, and in accordance with admission arrangements as outlined in the schools admission policy.

2. Legislation and guidance

This SEND Information Report has been prepared in accordance with the statutory requirements and guidance relating to special educational needs and disabilities (SEND) in England.

It should be read alongside the school's SEND Policy, Accessibility Plan, Equality information and objectives and other relevant school policies.

- **Children and Families Act 2014 - Part 3**
This provides the statutory framework for supporting children and young people with special educational needs and disabilities, including duties relating to SEN Support, Education, Health and Care needs assessments and Education, Health and Care Plans (EHCPs).
- **Special Educational Needs and Disability Regulations 2014**
These regulations set out requirements relating to SEND, including Education, Health and Care Plans, the role and responsibilities of the SENCo and the information that schools are required to publish within their SEN Information Report.
- **Special Educational Needs and Disability Code of Practice: 0 to 25 years**
The SEND Code of Practice provides statutory guidance for schools, Local Authorities, health bodies and other organisations. The school has regard to the Code when identifying, assessing and making provision for students with SEND.
- **Equality Act 2010**
The Equality Act provides protection from discrimination for disabled children and young people. Schools have duties towards disabled students, including the duty to make reasonable adjustments where a disabled student would otherwise be placed at a substantial disadvantage.
- **Equality Act 2010 - Accessibility Planning Duties**
The school is required to have an Accessibility Plan which considers how, over time, it

will increase disabled students' access to the curriculum, improve access to the physical environment and improve the accessibility of information.

In addition to these statutory requirements, the school has regard to current Department for Education guidance and evidence-informed approaches relating to SEND and inclusion.

This includes current national guidance and training relating to inclusive teaching, adaptive approaches, universal provision, reasonable adjustments and additional or targeted support.

The school's approach is based on the principle that SEND is a whole-school responsibility. We aim to identify and remove barriers to learning and participation, provide appropriate support and reasonable adjustments, and enable students with SEND to achieve positive educational and wider outcomes.

This SEND Information Report is reviewed annually and updated during the year where significant changes to provision, legislation or statutory guidance make this necessary.

3. Definitions

Special Educational Needs and Disabilities (SEND)

A child or young person has **special educational needs (SEN)** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have 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 or mainstream post-16 institutions.

Special educational provision

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.

At The Abbey School, we recognise that students' needs are individual and may change over time. A student does not need to have a formal diagnosis in order to be identified as having SEN or to receive SEN Support where special educational provision is required.

Equally, having a diagnosis or disability does not automatically mean that a student has SEN. Some students with a disability may have their needs met through high-quality inclusive teaching and reasonable adjustments without requiring special educational provision that is additional to or different from that ordinarily available.

Disability

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A student may therefore be considered disabled under the Equality Act 2010 without having SEN, and some students will meet the definitions of both disability and SEN.

The school has duties towards disabled students under the Equality Act 2010, including the duty to make reasonable adjustments to prevent disabled students from being placed at a substantial disadvantage.

4. Roles and Responsibilities

The Special Educational Needs Coordinator (SENCo)

The school's Special Educational Needs Coordinator (SENCo) is **Mrs S Frorath**.

The SENCo provides strategic leadership for SEND and inclusion within the school and works closely with the Principal, Senior Leadership Team, Local Advisory Board (LAB), teaching and support staff, students, families and external professionals.

The SENCo will:

- work with the Principal, Senior Leadership Team and SEND link governor to determine the strategic development of SEND and inclusive practice across the school;
- oversee the day-to-day operation of the school's SEND Policy and coordinate provision for students with SEND, including students with Education, Health and Care Plans (EHCPs);
- promote SEND and inclusion as a whole-school responsibility and support the development of inclusive and adaptive classroom practice;
- provide professional guidance, advice and support to teaching and support staff to develop their confidence and expertise in meeting the needs of students with SEND;
- advise staff on the graduated approach of **Assess-Plan-Do-Review** and support the identification, assessment and review of students' needs;
- work with curriculum and pastoral leaders to identify and reduce barriers to students' learning, participation, attendance and wider inclusion;
- oversee and contribute to the monitoring and evaluation of SEND provision, considering its impact on students' progress, participation, wellbeing and independence;
- support the effective deployment of Teaching Assistants and other SEND resources, with a focus on promoting access to learning and student independence;
- advise on the use of the school's delegated SEND budget and other resources to meet identified needs effectively;
- work collaboratively with students and their parents or carers, ensuring that their views are considered when planning and reviewing support;

- act as a key point of contact for the Local Authority and relevant education, health, social care and other external professionals and services;
- coordinate and contribute to statutory processes relating to EHCPs, including consultations and annual reviews;
- liaise with previous and future education providers to support effective transition into, within and beyond the school;
- work with the Principal, Senior Leadership Team and Local Advisory Board to support the school's compliance with its duties under the **Children and Families Act 2014** and **Equality Act 2010**, including duties relating to reasonable adjustments and accessibility;
- work with the school's Exams Officer and relevant staff in relation to appropriate access arrangements, in accordance with current JCQ regulations and evidence of students' normal way of working;
- ensure that records relating to students with SEND are accurate, appropriate, securely maintained and reviewed;
- contribute to staff professional development and identify priorities for SEND and inclusion training;
- use SEND information and evidence to identify patterns, evaluate provision and inform priorities for whole-school improvement; and
- contribute to the development and review of the school's SEND Information Report, SEND Policy and wider inclusion priorities.

The SENCo works as part of the school's wider leadership of inclusion. **Teachers remain responsible and accountable for the progress and development of the students in their classes, including where students access support from Teaching Assistants or specialist staff.**

The SEND Governor

The SEND Governor provides strategic oversight and challenge in relation to SEND and inclusion on behalf of the Local Advisory Board (LAB).

The SEND Governor will:

- champion the needs, experiences and outcomes of students with SEND at Local Advisory Board level;
- help ensure that SEND and inclusion remain a strategic priority within the school's wider improvement planning;
- work with the Principal, Senior Leadership Team and SENCo to understand the school's approach to SEND and the development of inclusive practice;
- monitor the effectiveness of the school's SEND provision and consider the impact of provision on students' progress, participation, attendance, wellbeing and wider outcomes;
- seek assurance that the school is meeting its statutory responsibilities towards students with SEND and disabled students;
- consider how effectively the school identifies and removes barriers to learning, participation and inclusion;
- monitor, at a strategic level, the use and impact of resources allocated to SEND;

- consider relevant SEND information and trends, including progress, attendance, suspensions, exclusions and other indicators of inclusion, where appropriate;
- seek assurance that students with SEND and their parents or carers have opportunities to contribute their views and that these are considered within the development and evaluation of provision;
- provide appropriate support and constructive challenge to school leaders regarding SEND and inclusion;
- report relevant SEND matters to the Local Advisory Board and support the LAB in fulfilling its strategic oversight responsibilities; and
- maintain appropriate knowledge and understanding of SEND through relevant information, guidance and training.

The SEND Governor's role is **strategic rather than operational**. The SEND Governor does not make decisions about the provision or support for individual students and would not normally become involved in individual cases or complaints. These matters are managed through the school's established SEND, pastoral and complaints procedures.

The Principal and Senior Leadership Team

The Principal and Senior Leadership Team (SLT) have strategic responsibility for ensuring that SEND and inclusion are embedded within the culture, policies, curriculum and day-to-day practice of the school.

The Principal and Senior Leadership Team will:

- work with the SENCo and SEND Governor to determine the strategic direction and development of SEND and inclusive provision across the school;
- ensure that SEND and inclusion are integral to whole-school improvement planning and are not viewed as the responsibility of the SEN Department alone;
- promote a culture of high expectations, ambition and inclusion for students with SEND;
- ensure that students with SEND have access to a broad, balanced and ambitious curriculum and are supported to participate meaningfully in the wider life of the school;
- ensure that high-quality inclusive and adaptive teaching is developed consistently across curriculum areas;
- support the identification and removal of barriers to learning, attendance, participation and achievement;
- ensure that appropriate systems are in place for the identification, assessment, provision and review of support for students with SEND;
- oversee the effective deployment of staffing, funding and other resources available to support SEND and inclusion;
- monitor and evaluate the experiences and outcomes of students with SEND, including progress, attainment, attendance, behaviour, suspensions, exclusions, participation and preparation for adulthood;
- ensure that appropriate professional development enables teaching and support staff to develop the knowledge, skills and confidence required to support students with SEND;

- ensure that the views of students with SEND and their parents or carers are considered in the development and evaluation of provision;
- work with the SENCo to ensure that statutory responsibilities relating to Education, Health and Care Plans (EHCPs) are fulfilled;
- ensure that the school meets its duties towards disabled students, including those relating to reasonable adjustments and accessibility under the Equality Act 2010; and
- provide appropriate information to the Local Advisory Board to enable it to exercise effective strategic oversight of SEND and inclusion.

The Principal has overall responsibility for the provision made for students with SEND and for ensuring that the school's statutory responsibilities are fulfilled.

This responsibility is shared across the school. Teachers remain responsible and accountable for the progress and development of the students they teach, including students who receive additional support from Teaching Assistants, intervention staff or specialist professionals.

Class Teachers

Every teacher is a teacher of students with SEND and has responsibility for creating an inclusive learning environment in which all students are supported to access, participate in and make progress through the curriculum.

Class teachers are responsible and accountable for the progress and development of every student they teach, including where students receive additional support from Teaching Assistants, intervention staff or specialist professionals.

Class teachers will:

- maintain high expectations and ambition for students with SEND and ensure that they are appropriately challenged and supported;
- know and understand the needs of students with SEND in their classes and be familiar with relevant student profiles, support plans, EHCP provision, reasonable adjustments and recommended strategies;
- use high-quality, inclusive and adaptive teaching as the first response to identified barriers to learning;
- anticipate potential barriers to learning and participation and make appropriate adaptations to teaching, resources, communication and the learning environment;
- implement agreed reasonable adjustments consistently and ensure that students are not placed at a substantial disadvantage because of a disability;
- regularly assess students' understanding, progress and engagement and use this information to adapt subsequent teaching;
- identify and communicate concerns where a student is experiencing persistent or emerging barriers to learning, participation or progress;
- contribute to the **Assess-Plan-Do-Review** cycle and provide relevant evidence and information to support reviews of SEND provision;

- work collaboratively with the SENCo, SEN team, pastoral staff and other relevant colleagues when reviewing a student's needs and determining appropriate next steps;
- work effectively with Teaching Assistants and other support staff, ensuring that additional adult support complements high-quality teaching and promotes student independence;
- support students to understand and communicate what helps them to learn successfully and take account of student voice when considering classroom strategies;
- contribute to the implementation and review of provision specified within Education, Health and Care Plans (EHCPs), where relevant;
- engage with SEND professional development and apply relevant learning within their classroom practice; and
- follow the school's SEND Policy and contribute to the school's wider commitment to inclusive practice.

Where a student is not making expected progress, the class teacher should consider the student's strengths, needs and potential barriers to learning and adapt their teaching accordingly. Where concerns persist despite appropriate classroom strategies and reasonable adjustments, these should be discussed through the school's SEND identification and referral processes so that further assessment or support can be considered.

Additional intervention or Teaching Assistant support **does not replace the class teacher's responsibility for the student's learning, progress and inclusion within the classroom.**

5. SEND Information Report

5.1. Types of Special Educational Needs and Disabilities (SEND) provided for

The Abbey School is an inclusive mainstream secondary school. We support students with a broad range of special educational needs and disabilities (SEND), in accordance with the four broad areas of need identified in the SEND Code of Practice (2015).

These are:

Communication and interaction

This may include students with autism and students with speech, language and communication needs (SLCN), including difficulties with social communication and interaction.

Cognition and learning

This may include students with specific learning difficulties (SpLD), such as dyslexia and dyscalculia, as well as students with moderate learning difficulties (MLD) and those with more complex or multiple learning needs.

Social, emotional and mental health (SEMH)

This may include students who experience difficulties with emotional regulation, anxiety, attention, concentration or social and emotional development. This can include students with

attention deficit hyperactivity disorder (ADHD), as well as students whose mental health or emotional needs affect their access to learning and participation in school.

Sensory and/or physical needs

This may include students with hearing or visual impairments, physical disabilities, sensory needs and medical conditions that have an impact on their access to education.

The needs of individual students may fall within more than one of these areas and may change over time. Support is therefore planned according to the individual student's identified needs, strengths and barriers to learning rather than solely on the basis of a diagnosis.

Where appropriate, the school works in partnership with parents and carers, the student, the Local Authority and relevant external professionals to identify needs and determine the provision and reasonable adjustments required to support access to education.

5.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- 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.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the parents' concerns and the student's voice.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and the information given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The student's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

5.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students according to their need.

We will also provide the following interventions:

- Daily Reading
- Maths/numeracy intervention
- 1:1 Mentoring
- English Support and intervention
- Emotional wellbeing interventions

- Keyboard/Touch Typing Skills
- Social Communication Skills groups
- Friendship Skills groups
- Emotional Regulation groups

5.7 Adaptations to the curriculum and learning environment

At The Abbey School, we are committed to ensuring that students with SEND are able to access a broad, balanced and ambitious curriculum alongside their peers. We recognise that students may require different approaches, reasonable adjustments or additional support to enable them to participate fully in learning and wider school life.

Teachers use adaptive teaching strategies to respond to students' individual strengths, needs and barriers to learning. Information about appropriate strategies and reasonable adjustments is shared with relevant staff and reviewed as students' needs develop or change.

Adaptations and support may include:

- **Adaptive teaching approaches**, such as breaking learning into manageable steps, modelling, scaffolding, checking understanding regularly and adapting the pace or method of instruction.
- **Supporting communication and understanding**, including the use of clear and concise language, visual prompts, chunked instructions, repetition and additional processing time where appropriate.
- **Developing vocabulary and literacy**, for example through explicit teaching and pre-teaching of key vocabulary, supported reading, accessible texts and alternative ways of presenting information.
- **Adapting resources**, including changes to font size, layout or presentation, use of visual supports and appropriately modified learning materials where required.
- **Assistive technology and specialist equipment**, where this is identified as appropriate to the individual student's needs. This may include the use of laptops or other technology to support access to learning.
- **Adaptations to the learning environment**, which may include consideration of seating, sensory needs, movement, accessibility and reducing environmental barriers where reasonably practicable.
- **Support with organisation and independence**, such as visual timetables, task planners, checklists, prompts and structured routines.
- **Reasonable adjustments to classroom practice**, including additional processing time, opportunities for movement or regulated breaks and alternative methods of recording work where these are appropriate to the student's identified needs.
- **Targeted or specialist support**, where appropriate, informed by the Assess-Plan-Do-Review cycle and, where relevant, advice from external professionals or provision specified within an Education, Health and Care Plan (EHCP).

Adaptations are determined according to the individual student's needs and are regularly reviewed to consider their effectiveness and impact. The aim of support is to remove barriers to learning and participation while promoting students' independence, confidence and preparation for adulthood.

We work collaboratively with students and their parents or carers when considering appropriate adjustments and provision. Where specialist advice is available, this is considered alongside the school's knowledge of the student and their presentation within the school environment.

5.8 Additional support for learning

At The Abbey School, additional support for students with SEND is planned according to their individual needs and identified barriers to learning. Support is provided through a combination of high-quality classroom teaching, reasonable adjustments, targeted interventions and, where appropriate, specialist advice or provision.

The SEN Department includes a team of Teaching Assistants (TAs), intervention tutors and Higher Level Teaching Assistants (HLTAs), who work alongside teaching staff to support students across the curriculum.

Teaching Assistants may provide support within lessons and deliver targeted interventions, depending on the needs of individual students and the nature of the provision required. Our approach is designed to promote students' independence and engagement with learning rather than creating unnecessary reliance on adult support.

Targeted interventions may be delivered individually or in small groups and are selected according to identified need. These may include support for literacy, communication and interaction, emotional regulation, social skills, organisation and other areas of learning or development. Interventions are reviewed to consider their impact and whether they remain appropriate.

Where a student has an Education, Health and Care Plan (EHCP), the school works to secure the educational provision specified within Section F of the plan. Provision is reviewed as part of the school's ongoing monitoring and through the statutory annual review process.

Working with external professionals

Where appropriate, and subject to referral criteria and service availability, the school may seek advice or support from external professionals and services. This helps us to develop our understanding of a student's needs and consider appropriate strategies, reasonable adjustments and provision.

Services we may work with include:

- Kent Educational Psychology Service (KEPS)
- Occupational Therapy services

- Child and Adolescent Mental Health Services (CAMHS)
- School Nursing services
- NHS health services, including North East London NHS Foundation Trust (NELFT), where relevant
- Kent and Medway Communication and Assistive Technology Service (KM CAT)
- Kent Health Needs Education Service
- Local Authority SEND services and other specialist education services
- Early Help, social care and other children's services, where appropriate
- Local schools and education networks through collaborative working arrangements.

Involvement from external services is determined by the individual student's needs and the eligibility or referral criteria of the relevant service. Where appropriate, parents and carers are involved in discussions about referrals and recommendations.

Advice received from external professionals is considered alongside the school's own assessment and knowledge of the student and, where appropriate, incorporated into the student's support and reviewed through the Assess-Plan-Do-Review cycle.

Our aim is to ensure that additional support is purposeful, proportionate and focused on improving access to learning, participation, progress and independence.

5.9 Expertise and training of staff

The Abbey School is committed to developing the knowledge, confidence and skills of all staff in supporting students with SEND. SEND is a whole-school responsibility, and continuing professional development (CPD) is used to ensure that teaching and support staff are equipped to identify and respond effectively to a range of needs.

All staff participate in a programme of professional development throughout the academic year. SEND training is informed by the needs of our current student population, developments in national and local guidance, and priorities identified through monitoring of teaching, learning and provision.

Training may include areas such as autism, ADHD, speech, language and communication needs, literacy and specific learning difficulties, social, emotional and mental health needs, sensory needs, emotional regulation and adaptive teaching.

All staff receive annual training relating to neurodiversity and inclusive classroom practice. Further targeted training is provided where a particular need is identified within the school or where specialist knowledge is required to support an individual student or group of students.

The SENCo and members of the SEN team provide ongoing advice, guidance and professional development for teaching and support staff. We also offer bookable SEND drop-in sessions, enabling staff to discuss individual students, barriers to learning, reasonable adjustments and appropriate classroom strategies. This provides more personalised support in response to the needs of staff and students.

Where appropriate, the school also draws upon the expertise of external professionals and specialist services. Advice and training from external professionals may be used to develop staff knowledge and inform the provision and strategies used to support individual students.

The impact of SEND training is considered through the school's monitoring and evaluation processes, with the aim of ensuring that professional development translates into effective inclusive classroom practice and improved outcomes for students with SEND.

5.10 Securing equipment and facilities

The Abbey School seeks to ensure that students with SEND have access to the equipment, resources and facilities they require to participate in education and wider school life.

Equipment and resources are considered according to the individual needs of students and are reviewed as needs change. Where appropriate, the school may seek advice from specialist professionals, such as Occupational Therapists, sensory impairment services, physiotherapists or assistive technology specialists, to help identify appropriate equipment, resources or adaptations.

Provision may include specialist or adapted resources, assistive technology, accessibility equipment, adapted learning materials or changes to the physical learning environment where these are identified as necessary and reasonable.

Where specialist equipment or facilities are specified within an Education, Health and Care Plan (EHCP), the school works with the Local Authority and relevant professionals to ensure that appropriate provision is considered and secured in accordance with the plan.

Specialist Resource Provision (SRP)

The Abbey School has a Specialist Resource Provision (SRP) commissioned by Kent County Council to support students with an identified profile of need appropriate to the designation of the provision.

Students accessing the SRP have an Education, Health and Care Plan (EHCP). Placement within the SRP is determined through the Local Authority's statutory EHCP placement and consultation processes and is based upon consideration of the individual student's needs and whether the provision is able to meet those needs.

The SRP provides a specialist environment alongside opportunities for students to access and participate in the wider mainstream school community, according to their individual needs, strengths and level of independence.

Admission to the SRP is not determined directly by the school and parents cannot apply to the SRP through the school's usual admissions process. Parents considering specialist provision for their child should discuss this as part of the EHCP process with their Local Authority.

5.11 Evaluating the effectiveness of SEND and inclusive provision

At The Abbey School, we evaluate the effectiveness of our SEND and inclusive provision by considering the difference that support, adaptations and interventions make to students' access, participation, progress, wellbeing and independence.

Our evaluation considers not only individual interventions, but also the effectiveness of inclusive classroom practice and the extent to which barriers to learning and participation are identified and reduced.

We evaluate the impact of SEND and inclusive provision through a range of measures, including:

- **Academic progress and achievement** - monitoring the progress and attainment of students with SEND and identifying patterns or areas requiring further action.
- **Progress towards individual outcomes** - reviewing progress towards identified targets and, where applicable, outcomes within Education, Health and Care Plans (EHCPs).
- **Impact of interventions** - using appropriate baseline, midpoint and endpoint measures to evaluate whether targeted interventions are achieving their intended outcomes and whether provision should continue, change or cease.
- **Attendance, engagement and participation** - considering attendance, persistent absence, engagement with learning and participation in the wider life of the school.
- **Behaviour and inclusion information** - monitoring patterns including suspensions, internal suspensions, removals from lessons and other indicators that may identify barriers to successful inclusion.
- **Student voice** - seeking the views of students about their experiences of learning, the support they receive, the barriers they experience and what helps them to participate and succeed.
- **Parent and carer voice** - working with families to understand their views of provision, progress and emerging needs.
- **Quality of inclusive classroom practice** - monitoring how effectively adaptive teaching, reasonable adjustments and inclusive strategies are embedded across curriculum areas.
- **Deployment and impact of support staff** - considering how Teaching Assistants and other support staff contribute to access, participation, progress and the development of student independence.
- **Provision mapping** - reviewing the range, quality and impact of additional provision across the school to ensure that resources are appropriately targeted towards identified needs.
- **Assess-Plan-Do-Review** - using the graduated approach to review support for individual students and make evidence-informed decisions about next steps.
- **EHCP annual reviews** - completing statutory annual reviews for students with EHCPs and considering whether needs, outcomes and provision remain appropriate.
- **Transition and preparation for adulthood** - considering how effectively provision supports students at key transition points and develops independence and preparation for their next stage of education, employment or training.

The SENCo and wider leadership team use this information to identify strengths, areas for development and priorities for improvement. SEND and inclusion information is considered alongside wider school improvement information so that the experiences and outcomes of students with SEND form part of whole-school evaluation and development.

The effectiveness of provision is also considered through staff professional development, curriculum and departmental review processes, student and parent feedback and the school's wider quality assurance arrangements.

Where provision or an intervention is not having the intended impact, we review the student's needs and barriers, consider what needs to change and, where appropriate, seek further advice or specialist input.

Our aim is to ensure that inclusion is measured by **impact rather than simply by the amount of support provided**: whether students are able to access learning, participate meaningfully in school life, make progress, develop independence and achieve positive outcomes.

5.12 Enabling students with SEND to participate fully in school life

At The Abbey School, we are committed to ensuring that students with SEND are able to participate as fully as possible in the academic, social and wider life of the school.

Students with SEND have access to the same range of opportunities as their peers, including extracurricular activities, before- and after-school clubs, educational visits, residential experiences, sporting activities, performances, workshops, enrichment activities and other school events.

We recognise that simply making an activity available does not necessarily make it accessible. We therefore consider the individual needs of students and, where appropriate, make reasonable adjustments to remove or reduce barriers to participation.

This may include:

- adapting activities, resources or the environment;
- providing additional preparation or information before an activity or visit;
- considering sensory, communication, physical, medical or emotional needs;
- providing appropriate adult support where this is identified as necessary;
- considering accessibility when planning educational visits and residential experiences;
- adapting arrangements for unstructured times, enrichment activities and whole-school events;
- working with students and their parents or carers to identify potential barriers and appropriate adjustments.

Students with SEND are actively encouraged to participate in the wider life of the school. SEND or disability will not, in itself, be a reason for preventing a student from taking part in an activity, visit or opportunity.

Where there are concerns about a student's ability to participate safely or successfully, these will be considered on an individual basis. The school will work with the student, their parents or carers and, where appropriate, relevant professionals to consider reasonable adjustments and identify ways of enabling participation wherever reasonably practicable.

Student voice and participation

We recognise that students themselves are important partners in identifying barriers to inclusion. Students with SEND are encouraged to express their views about the support and adjustments that help them to participate successfully in lessons and the wider life of the school.

We use student voice, alongside information from families and staff, to help us identify barriers to participation and evaluate the effectiveness of our inclusive practice.

Admissions

Students with disabilities are considered for admission in accordance with the school's published admissions arrangements and relevant statutory requirements. A student will not be treated less favourably in the admissions process because of a disability.

Where a student has an Education, Health and Care Plan (EHCP), admission and the naming of a school within the EHCP are determined through the statutory EHCP consultation and placement process.

Further information about the school's admission arrangements and rights of appeal can be found within our Admissions Policy.

Accessibility and equality

The school is committed to preventing discrimination, promoting equality of opportunity and making reasonable adjustments for disabled students.

Our Accessibility Plan sets out how we work to improve access to the curriculum, the physical environment and information for disabled students over time.

Further information about our approach to supporting students with SEND and disabled students can be found within the school's SEND Policy, Accessibility Plan and relevant equality policies.

5.13 Support for improving emotional and social development

At The Abbey School, we recognise that emotional wellbeing, positive relationships and a sense of belonging are important foundations for successful learning. We are committed to creating an inclusive school environment in which students feel safe, valued and able to participate in school life.

Our pastoral structure, including the House and tutor systems, provides students with consistent points of contact and opportunities to develop positive relationships with staff and their peers. Personal, Social, Health and Economic (PSHE) education also supports students to develop their understanding of wellbeing, relationships, resilience, personal safety and emotional health.

We recognise that some students with SEND may experience additional barriers relating to emotional regulation, communication, social interaction, anxiety, self-esteem, friendships or a sense of belonging. Support is therefore based on the individual student's needs rather than diagnosis alone.

Support may include:

- regular pastoral check-ins with a trusted adult;
- targeted interventions to develop emotional regulation, resilience, social communication or relationship skills;
- mentoring or other individualised pastoral support;
- support with understanding and managing emotions;
- structured support during less predictable or unstructured parts of the school day;
- reasonable adjustments to reduce identified barriers to participation;
- support with transitions, changes to routine and other situations that may cause anxiety;
- opportunities to develop positive relationships, independence and self-advocacy;
- individualised strategies and plans where a student requires additional support to access school successfully;
- referrals to, or advice from, external professionals and services where appropriate.

Where a student's behaviour communicates an unmet need or indicates that they are experiencing difficulty, we seek to understand the factors contributing to this and consider appropriate support and reasonable adjustments, while maintaining clear and consistent expectations for behaviour and safety.

Student voice and belonging

Student voice is an important part of our approach. Students with SEND are encouraged and supported to express their views about their education, the support they receive and any barriers they experience.

Students with SEND are encouraged to participate fully in opportunities for leadership and involvement across the school, including the School Council, student leadership, peer support and other activities, according to their interests and strengths.

We aim to ensure that students with SEND feel that they belong within the wider school community and have opportunities to develop friendships, confidence and positive relationships with others.

Preventing and responding to bullying

The Abbey School does not tolerate bullying, harassment or discrimination. We recognise that students with SEND can be particularly vulnerable to bullying, social isolation or misunderstanding and take steps to identify, prevent and respond to these concerns.

Students are encouraged to report concerns to a trusted member of staff, and concerns about bullying are addressed in accordance with the school's behaviour and anti-bullying procedures.

Where bullying involves a student with SEND, we consider the student's individual communication, emotional and support needs when investigating concerns and planning appropriate support.

We monitor patterns of behaviour, bullying and peer relationships where appropriate and work with students, families and relevant staff to promote safety, inclusion and positive relationships.

Our overall aim is not simply for students with SEND to be present in school, but for them to feel **safe, included, understood and able to participate meaningfully** in the life of the school.

5.14 Working with other agencies

At The Abbey School, we recognise that effective support for students with SEND may require collaborative working between the student, their family, school and professionals from education, health and social care.

Where appropriate, and with regard to relevant consent and information-sharing requirements, we work with external professionals and specialist services to support the identification, assessment and provision for students with SEND.

Depending upon the individual student's needs, this may include working with:

- Kent County Council SEND services;
- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- Child and Adolescent Mental Health Services (CAMHS);
- School Nursing and other NHS health professionals;
- social care and Early Help services;
- specialist teachers and advisory services;
- Kent Health Needs Education Service;
- specialist communication and assistive technology services; and
- other relevant education, health, social care and voluntary-sector organisations.

Advice from external professionals is considered alongside the school's knowledge of the student and, where appropriate, is used to inform reasonable adjustments, teaching strategies, targeted interventions and individual provision.

Where recommendations are made by external professionals, the school considers how these can reasonably be implemented within the school environment and how their impact can be reviewed through the Assess-Plan-Do-Review cycle.

For students with an Education, Health and Care Plan (EHCP), the school works collaboratively with the Local Authority and relevant professionals as part of the statutory annual review process and whenever a significant change in need or provision is identified.

Parents and carers are important partners in this process and, where appropriate, are kept informed about referrals, professional advice and how recommendations are being used to support their child.

5.15 Complaints about SEND provision

The Abbey School aims to work collaboratively with students and their families and encourages parents and carers to raise concerns at an early stage so that they can be discussed and, wherever possible, resolved.

Where a concern relates specifically to a student's special educational needs or SEND provision, parents and carers are encouraged to contact the SENCo in the first instance.

If the concern cannot be resolved informally, or the parent or carer wishes to make a formal complaint, this should be made in accordance with the school's published Complaints Policy. The policy explains the stages of the complaints process and how a complaint will be considered and responded to.

Complaints relating to matters that are the responsibility of the Local Authority, including certain decisions relating to Education, Health and Care needs assessments or Education, Health and Care Plans (EHCPs), may need to be raised directly with the Local Authority or through the appropriate statutory process.

Disability discrimination

The Equality Act 2010 protects disabled students from unlawful discrimination. Schools also have a duty to make reasonable adjustments to prevent disabled students being placed at a substantial disadvantage.

Where a parent or carer believes that their child has been unlawfully discriminated against because of disability, they may be able to make a disability discrimination claim to the First-tier Tribunal (Special Educational Needs and Disability).

Claims may relate to aspects of school life including the provision of education and associated services, suspensions or permanent exclusion, or an alleged failure to make reasonable adjustments, including the provision of auxiliary aids and services.

There are statutory time limits for making a disability discrimination claim, and families may wish to obtain independent information and advice before doing so.

Further information about raising concerns or making a complaint can be found within the school's Complaints Policy. Independent SEND information, advice and support is also available through Information, Advice and Support Kent (IASK).

5.16 Information and support for parents, carers and young people

Parents, carers, children and young people can obtain free and impartial information, advice and support from **Information, Advice and Support Kent (IASK)**.

IASK supports children and young people aged 0-25 with special educational needs or disabilities, as well as their parents and carers.

The service is free, confidential and impartial and can provide information and support relating to SEND, including:

- SEN Support in schools;
- Education, Health and Care needs assessments and EHCPs;
- preparing for and participating in meetings and annual reviews;
- understanding SEND processes and options;
- communicating views and concerns;
- preparing paperwork;
- mediation and SEND Tribunal processes; and
- information about other relevant services and sources of support.

Information, Advice and Support Kent (IASK)

Telephone: 03000 41 3000

Email: iask@kent.gov.uk

Further information about SEND services, support for families and local organisations is available through the **Kent SEND Information Hub and Local Offer**.

The school is also happy to help families identify appropriate sources of information and support where they are unsure which service to approach.

5.17 Contact details for raising concerns

SEND Team		SEND@abbeychoolfaversham.co.uk
SENCO	Mr S Frorath	01795 532633 sfrorath@abbeychoolfaversham.co.uk
SRP Lead	Mr M Green	01795 532433 mgreen@abbeychoolfaversham.co.uk
Assistant SENCo	Mrs K Holliday	01795 532633 kholliday@abbeychoolfaversham.co.uk

5.18 The local authority Local offer

This information is regularly reviewed and links with our local authority's local offer is published here:

[About the SEND local offer - Kent County Council](#)

6. Monitoring Arrangements

This policy and information report will be reviewed by Mrs S Frorath SENCO **every year**. It will also be updated if any changes to the information are made during the year.

7. Links with other Policies and Documents

This policy links to our policies on:

- Disability Discrimination Policy (which includes our Accessibility Plan) Special Educational Needs & Disability Policy.