

Abingdon Primary School



This school is an academy within The Legacy Learning Trust.



SEND Policy

Status & review	Term	Year
Last review date/Policy adopted	Autumn	2026
Next review	Autumn	2027
Lead	Mrs Davies	

1. Our vision for SEND and inclusion

At Abingdon Primary School, inclusion is not a separate initiative or a pathway that sits alongside school improvement. It is our operating model. We believe every child has the right to belong, participate, learn and achieve within a safe, respectful and ambitious school community.

Our Inclusion Strategy places belonging first and describes a Team Around the Child approach in which children and families, pastoral and safeguarding support, SEND, teaching and learning, curriculum and achievement work together. The strategy states that the school adapts systems around children rather than expecting children to adapt around systems. This SEND Policy translates that principle into day-to-day SEND identification, provision and review.

- maintain high expectations and aspirations for every child, including children with SEND;
- remove barriers to learning and participation through high-quality teaching and reasonable adjustments;
- provide ordinarily available provision within mainstream classrooms wherever this can meet need effectively;
- listen to children and families and involve them in assessment, planning, provision and review;
- use specialist advice proportionately and purposefully to strengthen the school's response rather than replace teacher responsibility;
- provide highly personalised and, where necessary, bespoke provision for children whose significant needs require it;
- promote independence, participation, communication, wellbeing and preparation for adulthood alongside academic progress.

2. Legislative and professional framework

This policy has regard to the SEND Code of Practice: 0 to 25 years, the Children and Families Act 2014, the Equality Act 2010 and relevant statutory guidance. The SEND Code establishes a graduated approach based on Assess, Plan, Do and Review, with children, young people and parents involved in decision-making. The current GOV.UK publication remains the principal statutory guidance for schools in England. The policy also reflects current professional guidance from Nasen, including the emphasis on inclusive teaching, adaptive practice, reasonable adjustments, scaffolding, teacher responsibility, the graduated approach and effective work with the SENCO and external professionals.

It is aligned with the Middlesbrough SEND Ranges Guidance 2025. The Ranges are a needs-led framework based on the four areas of need and the Assess, Plan, Do, Review cycle. They emphasise ordinarily available provision, reasonable adjustments, evidence of provision and impact, pupil and family voice, and the principle that every teacher is a teacher of SEND. The school will use the Middlesbrough SEND Ranges as a professional reference point when considering need, provision and evidence. The Ranges are not a replacement for professional judgement, diagnosis or the graduated approach, and a child may have a spiky profile across more than one area or Range.



3. What we mean by SEND

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

SEND may arise in one or more of four broad areas of need:

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

The presence or absence of a diagnosis does not determine whether a child needs additional support. Provision is based on the child's identified needs, barriers to learning and participation, and the impact of those needs on their education and wider school life.

4. Admissions, belonging and participation

The school welcomes children with SEND in accordance with its admissions arrangements. Admission decisions will not be based on an assumption that a child's SEND prevents them from belonging in a mainstream school.

Inclusion extends beyond lessons. Children with SEND should have equitable access, with appropriate adjustments, to playtimes, lunchtimes, assemblies, educational visits, clubs, leadership opportunities, personal development, trips and the wider life of the school. The school will consider what adults, environments, routines, resources and reasonable adjustments are needed to make participation possible.

5. Ordinarily Available Provision in mainstream

Our starting point is that children with SEND should be supported within the mainstream classroom through high-quality, adaptive teaching and ordinarily available provision wherever this is appropriate and effective. Middlesbrough's SEND Ranges describe Ordinarily Available Provision as support schools should be able to provide within their own resources, with a particular focus on Quality First Teaching and inclusive practice.

Ordinarily available provision may include, according to individual need:

- clear routines, predictable structures and explicit teaching;
- adaptive teaching, including chunking, modelling, worked examples, repetition and opportunities for overlearning;
- carefully designed scaffolding which is reduced as independence develops;
- responsive questioning and frequent checks for understanding;
- pre-teaching and re-teaching of key vocabulary, concepts and background knowledge;
- visual supports, communication supports, now-and-next structures and accessible instructions;
- adapted resources, recording methods, equipment, seating and classroom environments;



- reasonable adjustments to sensory load, transitions, noise, lighting, movement and access to learning;
- planned use of adults which promotes independence rather than dependence;
- flexible grouping and short, purposeful targeted interventions where these add value;
- support for emotional regulation, relationships, communication and participation;
- adapted assessment arrangements and ways for children to demonstrate what they know;
- support to access playtimes, lunchtimes, clubs, visits and other wider opportunities.

6. The graduated response: Assess, Plan, Do, Review

The graduated response is the core of our SEND practice. It is a continuous cycle rather than a one-off process. The class teacher remains responsible for the child's day-to-day teaching and learning, supported by the SENDCO and other professionals as appropriate. The cycle may operate at different timescales depending on the child's needs.

ASSESS	PLAN	DO	REVIEW
Build a holistic picture of strengths, needs and barriers. Use teacher assessment, progress and attainment information, observation, attendance/behaviour information where relevant, child and family views, previous provision and advice from professionals.	Agree a small number of clear outcomes. Identify the adaptations, resources, teaching approaches, interventions and specialist input required. Record responsibility, frequency, timescale and intended impact.	Implement the agreed provision consistently. The class teacher leads teaching and remains accountable for the child's learning.	Evaluate progress, participation and independence. Consider what worked, what did not, what changed, and what the child and family think. Continue, adapt, reduce, increase or replace provision as evidence indicates.

7. Identifying needs and deciding provision

Early identification is a shared responsibility. A concern may arise through classroom assessment, observation, progress information, behaviour or attendance patterns, family information, the child's own views, transition information or professional advice.

The school will avoid a diagnosis-led approach. A child does not need a diagnosis before adults make appropriate adaptations. Equally, the existence of a diagnosis does not automatically prescribe a particular intervention. Decisions will be based on functional need, barriers, evidence and the child's response to provision.

Where a child is not making expected progress despite appropriate adaptations, or where their needs are more complex, the SENDCO will work with the class teacher, child and family to consider further assessment, targeted provision and/or specialist advice. Where needs remain significant and long-term, the school will work with the Local Authority and family regarding EHC needs assessment and/or other appropriate provision.



8. Our response to SEND needs and the Middlesbrough SEND Ranges

The Middlesbrough SEND Ranges provide a common needs-led language. They describe universal provision at Ranges 1–2, targeted provision at Ranges 3–4b and specialist provision at Range 5 and beyond. The school will not treat these Ranges as fixed stages through which children must pass; children may have needs across more than one Range and provision is determined by functional need and impact.

Middlesbrough framework	Typical school response	What this means in practice
Ranges 1–2: universal / ordinarily available	Strong mainstream provision, adaptive teaching and reasonable adjustments	The child learns primarily through the mainstream curriculum and wider offer with adaptations, resources and scaffolding embedded into everyday teaching.
Ranges 3–4b: targeted	Enhanced, planned and monitored provision alongside mainstream teaching	Additional targeted teaching, interventions, environmental adjustments, pastoral/regulation support and/or specialist advice are introduced according to assessed need and reviewed for impact.
Range 5+: specialist/bespoke	Highly personalised and/or specialist provision	Provision may involve intensive support, specialist teaching, significant environmental adaptation, specialist equipment, high-needs funding, an EHCP and/or access to a bespoke environment where this is required to meet significant needs.

10. External agencies and specialist support

External agencies add specialist knowledge, assessment, advice, modelling and/or direct intervention where this is required. Specialist involvement does not remove the responsibility of school staff to implement recommended strategies within everyday teaching.

Depending on need, the school may work with:

- Educational Psychology (EP) – consultation, assessment, advice on learning, cognition, communication, social-emotional needs, teaching approaches and provision planning;
- Children with Disabilities Team – where children and families meet relevant social care criteria and require coordinated support;
- Speech and Language Therapy (SALT) – assessment and advice regarding speech, language, communication, interaction and functional communication;



- STARS / specialist teaching and advisory services – specialist advice, environmental adaptations, communication, sensory and access support as appropriate;
- Occupational Therapy (OT) – advice relating to functional skills, sensory processing, access, equipment and participation;
- Physiotherapy – advice relating to physical development, mobility, positioning, movement and access;
- School Nursing – support and advice relating to health needs and the management of conditions that affect access to education;
- Inclusion and Outreach Team – specialist inclusion advice, observation, modelling, staff support and strategies for removing barriers;
- CAMHS and other mental health services – where clinically appropriate and where referral criteria are met;
- other health, social care, education and specialist services where these are relevant to the child's needs.

Advice from external agencies will be incorporated into the child's provision where it is relevant, proportionate and practicable.

11. Working with alternative provision

Alternative provision may be considered where a child's assessed needs cannot currently be met effectively through the school's mainstream offer and/or where a time-limited, specialist or complementary placement would improve access to education, engagement, wellbeing or preparation for the next stage.

Any use of alternative provision will be needs-led, purposeful and reviewed. It will not be used simply because a child has SEND.

- the reason for the placement and intended outcomes are clearly defined;
- the child and family are involved in planning and review;
- the provision is appropriate, safe and suitable for the child;
- the relationship between school and provider is clear, including curriculum, safeguarding, attendance, communication and information sharing;
- the placement is monitored for attendance, engagement, learning, wellbeing and progress;
- reintegration, increased mainstream participation or transition to an appropriate next setting is considered where this is the desired and appropriate outcome.
- The school will continue to hold responsibility for ensuring that the child's education is coherent and that provision is contributing to agreed outcomes.

12. Curriculum, teaching and assessment

All children are entitled to a broad, balanced and ambitious curriculum. SEND provision will not be defined by reduced expectations. Instead, adults will identify and remove unnecessary barriers through adaptive teaching, scaffolding, reasonable adjustments and appropriate resources.

For children with complex needs, curriculum planning may prioritise communication, attention, interaction, independence, life skills, physical development and regulation alongside academic learning. Preparation for Adulthood begins early and is considered through the four areas of Education, Employment and Training; Independence; Good Health; and Community Inclusion.



Assessment will be appropriate to the child's curriculum and outcomes. Progress may be demonstrated through academic attainment, communication, independence, engagement, participation, regulation, physical development, functional skills and other agreed outcomes. Baseline and review information will be used to demonstrate the impact of provision.

13. Staff roles, expertise and professional development

Every teacher is a teacher of SEND and every leader is a leader of SEND. Staff are expected to understand the needs of the children they teach and to use adaptive approaches as part of everyday practice. Middlesbrough's SEND Ranges explicitly identifies high-quality adaptations, staff training, reasonable adjustments and the involvement of support staff in planning and assessment as characteristics of effective provision.

The SENDCO coordinates SEND provision, advises staff, monitors the graduated response, liaises with families and external agencies, oversees the SEND register and supports EHCP processes and reviews.

Class teachers retain responsibility for teaching, assessment, planning, implementation and review for pupils with SEND, supported by the SENDCO and wider team.

Teaching assistants and support staff contribute to planning, delivery, assessment and evaluation and use agreed strategies to build independence.

Senior leaders monitor the quality of inclusive teaching, the impact of SEND provision, staff confidence, deployment of resources and outcomes.

Governors/trustees receive appropriate information about SEND provision, outcomes, funding and improvement priorities.

Professional development will include inclusive teaching, adaptive practice, scaffolding, communication, neurodiversity, sensory needs, SEMH, physical needs and effective collaboration with specialists.

14. Working with children and families

Children and families are partners in the graduated response. Their views, experiences and aspirations inform assessment, planning, provision and review. Middlesbrough's SEND Ranges emphasise that children and families should be listened to throughout the process and that their views should influence provision.

- Children will be supported to communicate their strengths, needs, preferences, aspirations and experiences in ways appropriate to them.
- Parents/carers will receive clear information about identified needs, agreed outcomes, provision, specialist involvement and review arrangements.
- Meetings will be planned so that families understand their purpose and can contribute meaningfully.
- Professional advice will be explained in accessible language and coordinated wherever possible.
- Transition information will be shared appropriately so that children experience continuity between settings.

15. Monitoring, accountability and evidence

The school will monitor whether SEND provision is making a meaningful difference. Evidence will include:

- progress and attainment from individual starting points;



- progress towards personalised outcomes;
- engagement, participation and independence;
- attendance and access to the wider school offer;
- quality and consistency of adaptive teaching;
- implementation of agreed reasonable adjustments;
- impact of interventions and specialist recommendations;
- pupil and family voice;
- staff confidence and professional development;
- provision mapping, resource use and the impact of funding.

16. Transition

Transition is planned as a continuous process, not a single event. The school will share relevant information, involve children and families and work with receiving settings and services to understand strengths, needs, successful strategies and barriers.

17. Review of this policy

This policy will be reviewed through the school's normal cycle of self-evaluation and SEND improvement planning. It will be updated where there are changes to statutory guidance, Middlesbrough Local Authority expectations, school provision, external services or the needs of our pupils.

The school will review not only whether the policy is being followed, but whether it is improving children's experience of belonging, participation, learning, independence and achievement.

Appendix 1 – Practical examples of ordinarily available provision

The examples below are illustrative rather than exhaustive. Staff should select adaptations based on the individual child's strengths, needs and barriers.

Area of need	Possible ordinarily available adaptations	Evidence of impact
Communication and interaction	Visual timetable; reduced language load; pre-teaching vocabulary; explicit modelling; communication supports; processing time; structured turn-taking; predictable routines; opportunities for supported interaction.	Increased understanding, communication, participation, reduced reliance on adult prompting.
Cognition and learning	Chunking; worked examples; retrieval and overlearning; concrete resources; guided practice; scaffolded recording; alternative ways to demonstrate understanding; repetition and consolidation.	Improved independence, accuracy, retention, task completion and progress from starting points.
Social, emotional and mental health	Predictable routines; relational support; co-regulation; planned	Improved regulation, attendance, engagement,



	movement breaks; regulation strategies; safe space; reduced cognitive/sensory load; restorative approaches; supported transitions.	relationships and access to learning.
Sensory and/or physical	Seating and environmental adjustments; sensory breaks; adapted equipment; accessible resources; movement opportunities; positioning; reduced visual/auditory clutter; specialist advice incorporated into classroom routines.	Improved access, participation, physical independence, comfort and engagement.

Appendix 2 – Key reference documents

Department for Education and Department of Health and Social Care, SEND Code of Practice: 0 to 25 years (current GOV.UK publication):

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Middlesbrough Council, SEND Ranges Guidance (0–25 years), 2025, and associated Ordinarily Available Inclusive Provision guidance.

nasen, A Graduated Approach and Teacher SEND Handbook / inclusive teaching resources:

<https://nasen.org.uk/>

School documents: Abingdon Primary School Inclusion Strategy; SEND Information Report; Accessibility Plan; Equality Policy; Behaviour Policy; Attendance Policy.