



LOCATION: SCHOOL HANDBOOK, SECTION I, DOCUMENT 19

## **SPECIAL EDUCATIONAL NEEDS POLICY**

(Also refer to the careers policy, behaviour policy, transition policy and mental health and wellbeing within the PSHE policy)

### **SECTION I**

#### **SPECIAL EDUCATIONAL PROVISION AT ABBEY COURT SCHOOL**

Abbey Court is a day special school for pupils aged 3-19 years. All pupils at Abbey Court have severe / profound and multiple learning difficulties. All pupils possess a Statement of Special Educational Need. Many pupils have complex needs with additional difficulties (e.g., physical, sensory, communication and emotional/behavioural).

It is recognised that implementation of the Medway SEN Policy will continue to have an impact on the range of need the school addresses. Pupil needs have and will continue to become increasingly complex. However, continued dialogue with the Local Authority regarding the change of the SLD/PMLD pupil population should allow the school to prepare in advance for this.

Admissions to the school are managed via the Special Education Department at the Medway Council Children's Services Office. The decision making group refers pupils to the school for placement. Pupils are accepted throughout the academic year. Pupils are admitted from the age of 3. We implement transition programmes for all pupils prior to placement. Placement at Abbey Court is kept under constant review and specifically through the Annual Review process which monitors the pupils Education and Healthcare Plan. The school admits pupils from the Medway Authority. Pupils from other areas, eg. Kent, however, are considered if placement is felt to be appropriate and places are available. (See Admissions Policy, Staff Handbook, Section I, Policy No. 13).

### **AIMS**

The Governors and Staff at Abbey Court have developed shared aims and values:

- To know each individual child/pupil as thoroughly as we can, including any circumstances which might affect their well-being, behaviour and performance at any moment in time. This includes taking a long-term view of each child, visualising the best possibilities for each, and knowing when they are ready to take the next (challenging) step.
- To maintain high but realistic expectations for each pupil, enabling the development of independence

- To ensure we always see, first and foremost, the child not the disability and to ensure that education (and not care) remains paramount. This will include identifying what motivates each child, and use that knowledge to encourage them to “have a go” for themselves.
- To ensure that pupils feel safe, secure and comfortable to enable them to focus on learning, ensuring staff have clarity and act on policies and procedures.
- To give great emphasis to the celebration and communication of pupil achievements, thus enabling a positive impact on parents, the local community and the pupils themselves.
- To have and realise a bespoke vision for each and every pupil and each and every member of staff.
- Do everything we can to ensure that people in the local community see our school and pupils in a positive and informed light in order to close the gap between the community’s perceptions of the school and its pupils and what they are really like.
- To enable our pupils to develop into good citizens and to participate actively in their local communities finding ways to encourage those in the wider community to notice what they have in common with the pupils as much as what makes them different.
- To offer opportunities and experiences for pupils to learn in a multitude of different ways and through a rich, varied and individualised curriculum.
- To give pupils an equal voice in and ownership of their education so that they are able to express opinions, choices and preferences, promoting their independence, confidence and self-efficacy.
- To use individuals' interests, skills and experiences to enhance the education of pupils and staff.
- To ensure that leadership is in the hands of as many staff as possible; to have high expectations of all staff and enable career progression.
- To learn and share information, to the benefit of our pupils through mutually supportive relationships with parents, specialists and outside agencies.
- Through self-evaluation methodologies, seek to know our school better to inform focussed school improvement, and so that others can know us better.
- To function and be recognised as an authentically exemplary school in its field.

### **Governor Involvement**

The Governors, along with the Headteacher, are responsible for ensuring the aims of the school are achieved. This is realised by

- Governor involvement in School Development Planning and the monitoring/evaluation of the plan.
- termly Governors Meetings at which School Development is always a priority focus.

- the detailed work of Governors: eg links with subject leaders, pupil shadowing, participation in school events, Governor training, classroom observation, attendance at staff training and the delivery of the Governors monitoring plan.

### **School Staff**

The individual needs of the pupils at Abbey Court require that staff have an understanding of child and adolescent development, and experience and expertise in the following areas:

- Severe and Profound Developmental Delay
- Social Communication Disorder
- Physical Disability
- Multi-sensory Impairment
- Challenging Behaviour
- Complex Learning Difficulties
- Working with parents and support professionals
- Medical needs
- Language Development

Professional Development opportunities are available to all staff to meet the needs of the pupils. Staff are encouraged to support each other and to share expertise. (See Staff Development Policy (Staff Handbook, Section 2, Policy No. 11) for all staff groups).

The school employs some therapists; currently 2 Speech and Language Therapists and an assistant, and an Occupational Therapy Assistant.

### **External Support**

Professional support is available to pupils, staff parents/carers and Governors from a broad range of agencies. These include:

- Advisory Teacher for Hearing Impaired
- Advisory Teacher for Visually Impaired
- LA Consultants
- Physiotherapists (additional Health Authority provision)
- School Nurse (based at the school)
- Speech Therapist (additional Health Authority provision)
- Occupational Therapist (additional Health Authority provision)
- Educational Psychologist
- Kent Association for the Blind
- General LA Advisers
- Attendance Advisory Practitioner

## **BUILDINGS AND FACILITIES**

Abbey Court is located on two sites:

### **Primary Site:** (Cliffe Road, Strood)

This caters for pupils aged 3 – 11 years. All areas of the school are accessible to all pupils, with wheelchair access throughout (see Accessibility Policy – School Handbook, Section 1, Policy No. 35).

This site is purpose built and opened in April 2017. It is an 8 acre site with extensive facilities

- Interactive Soft Play Room
- 2 Sensory Stimulation Rooms
- Art/Technology Room
- Disabled toilets and personal needs areas
- Food Technology Room
- Therapy Rooms
- Library
- Medical / Consulting Room
- Kitchen with meals prepared on site / large dining area
- Large hall
- Room for interactive racemaster horse
- Two minibuses + 1 people carrier with tail lifts (and minibus garage)
- Adventure playground and School Field
- 2 Interactive / sensory courtyards
- Art room
- Meeting rooms
- A school farm

**Secondary Site:** (Rede Court Road, Strood)

This caters for pupils aged 11-19 years. The building was purpose built approximately 35 years ago but has been re-furbished and extended. All pupils have access to all areas of the school.

Abbey Court School is purpose built. All areas of the school are accessible to all pupils, with wheelchair access throughout (see accessibility policy – School Handbook, Section I, Policy No. 35).

Specialist facilities include: (see appendix I: Secondary Site floor plan)

- Hydrotherapy pool (refurbished January 2007)
- Hall
- Kitchen with meals prepared on-site
- Music Therapy Room
- Art / Craft Room
- Food Technology / Life Skills Room
- Science / Technology Room
- Sensory Room
- Disabled toilets and personal needs areas
- Library
- Therapy Room
- Sports field
- Adventure playground and “trim trail” assault course
- Medical / Consulting Room
- Two minibuses and garage
- AVA Resource room
- An interactive sensory courtyard
- ICT Suite

Additionally the refurbishment of both sites has catered for the needs of pupils with visual impairment and those with challenging behaviours.

## **SECTION 2**

### **Planning, Assessment, Recording and Reporting Policy**

#### **INTRODUCTION:**

##### Formative Assessment

At Abbey Court formative assessment is used to monitor pupil progress in order to provide ongoing feedback that teachers can use to improve the effectiveness of their teaching and support pupils to improve further. Formative assessments:

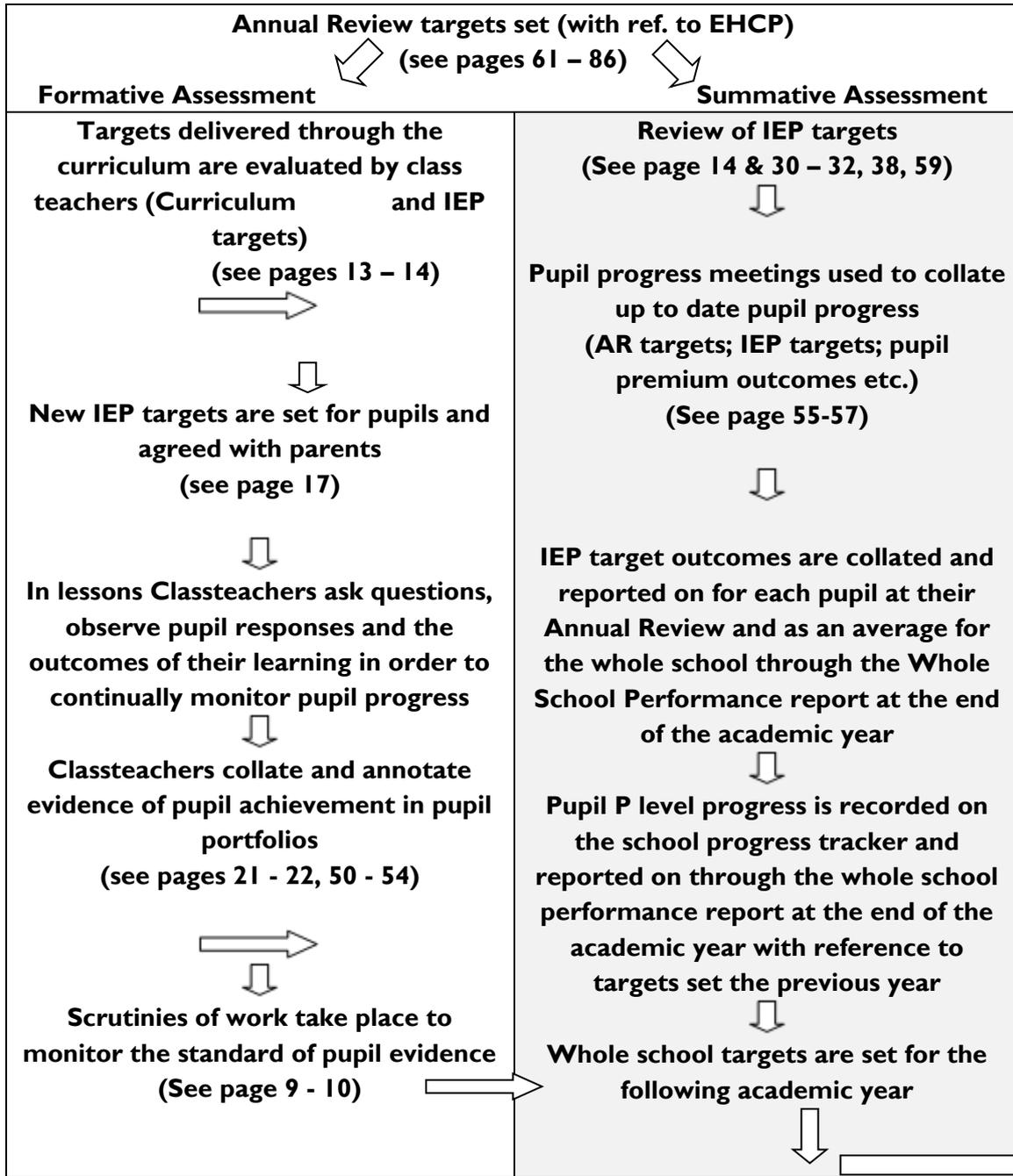
- Help pupils identify their strengths and weakness and focus on what needs improving
- Help teachers identify where pupils are struggling and enable them to address those difficulties

##### Summative Assessment

At Abbey Court summative assessments are the methods used to review student learning at the end of a period of time (end of term or academic year for example). These evaluations are compared to standards and benchmarks – for example the P levels.

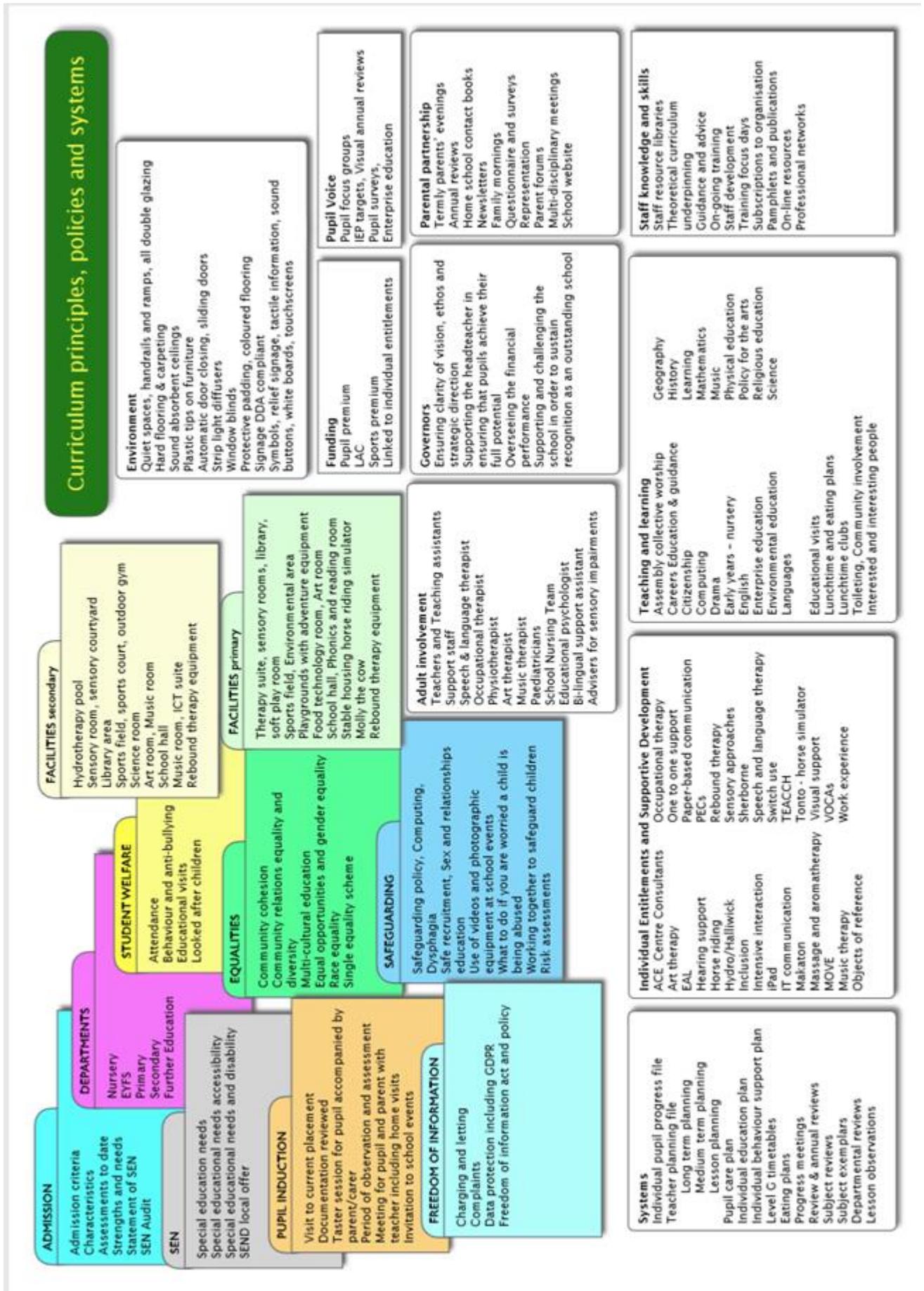
This policy includes a comprehensive system of assessment that ensures that the formative and summative approaches are effective and used consistently across the school. This policy is used as a key document in the face to face induction of new teaching staff by SMT in the school to make sure that approaches remain consistent.

**What this looks like at Abbey Court School**



Abbey Court School aims to provide a broad, balanced, relevant and progressive curriculum for each pupil. The aim of which is to include all of the pupils in the process wherever possible. Agreed and implemented systems of Planning, Assessment, Recording, and Reporting are a pre-requisite to delivering this curriculum in a professional, efficient, effective and consistent manner throughout the pupils' school years.

In planning and assessment particular consideration is given to relevance and progression in order to meet the severe learning difficulties and disabilities of the pupils at our school.



## DEFINITION:

This policy endeavours to ensure that it's systems for PARR support the school in offering an Outstanding learning context where:

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

## Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, 79 and good progress has been made towards this ambition. Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. 79 This ambition applies to secondary schools only, and does not apply to university technical colleges, studio schools, alternate provision or special schools.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. Impact
- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.

- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

(OFSTED Handbook May 2019)

## **AIMS**

### **KEY PRINCIPLES:**

*In our school - pupils have an entitlement to an assessment process which:*

- accurately identifies and tracks their progress;
- highlights strengths and difficulties together with strategies to manage them;
- raises the expectation of success and celebrates a broad range of achievements;
- provides reliable and credible information to support progression in learning;
- is motivating and actively involves them in review and target setting.

*In our school – Pupils and staff have an entitlement to assessment and recording procedures which:*

- are based on clear and shared criteria;
- are manageable, sustainable, consistent and useful;
- meet statutory requirements;
- support quality teaching and learning;
- yield reliable and valid assessments.

*Accountability - Parents have an entitlement to assessment and reporting practice which:*

- highlights their child's success and progress;
- identifies weaknesses and how they will be addressed;
- provides them with opportunities to review and discuss their child's achievements;
- involves them in helping to meet learning targets;
- ensures information about their child is detailed, specific and easy to understand.

## **Entry Assessment**

Our assessment process begins before the pupil starts at school with baselining and moderation meetings taking place. A formal entry assessment is compiled following agreed baselining with teachers, parents and other specialists through an individual pupil progress meeting and with specific reference to the pupils EHCP. This information is used to formulate the first Individual Education Plan targets and an initial baseline across all subjects of the National Curriculum recorded on the School Progress Tracker.

The progress data enables a projection to be made for pupil progress that expects outstanding progress at the end of each Key Stage – this sets the standard for pupil progress for all pupils including any pupils from specific cohorts of need, gender, ethnicity or background.

Abbey Court has developed a school standard for expected progress based on P levels. For PMLD pupils the achievement of 40% of a P level is judged good and above 40% is judged as outstanding, this standard is raised to 60% of a P level for SLD pupils and 80% of a P level for higher achievers. These standards are moderated against progress measures nationally and in comparison to other special schools nationally and for example locally with St. Nicholas School in Canterbury and enable the school to demonstrate outstanding progress for pupils.

The school pupil progress tracker identifies the small steps progress that each pupil makes across all subjects of the National Curriculum, plus RE and PSHCE. The system enables the school to set rigorous and challenging targets measured against the school standard which expects a better rate of progress than other special schools do: an outstanding standard of achievement.

The progress is monitored multi-professionally through termly individual pupil progress meetings alongside progress with pupil IEP targets which are levelled to match the data in the progress tracker. The progress and achievements of pupils identified both in the progress tracker and through their IEPs is used to demonstrate the outcomes of the targets within each pupil's EHC Plan.

The Abbey Court curriculum has a significant impact upon the accreditation pupils work towards and achieve, for detail on these please see the School Development Plan and Whole School Performance report.

### **Moderation & External Validation**

Moderation cycles are built into the assessment schedule to ensure the consistency and accuracy of judgements made. This includes the moderation of IEP target achievement across departments and with other schools (including local mainstream provision) and the moderation of pupil progress across the school. The achievements link directly to the proposed outcomes of the pupils EHCP. In addition external moderation takes place for all external accreditation mentioned above.

An Assessment timetable has been designed that schedules:

- Teacher assessment / Planning.
- Pupil progress meetings
- Timing of Annual Review & IEP Reports.
- Parents consultation evenings.
- Examination board moderation/assessment meetings
- Progress Files - Evaluation and moderation.
- Moderation of IEP's and Pupil portfolios relating to P level attainment

### **Target Setting**

Target setting takes place within a cycle of planning, delivering, recording and evaluation. This begins with the IEP targets agreed for each pupil by a multi-professional panel in the pupil progress meeting. Targets are agreed with parents/carers at a parent meeting (and this may include adjustments to targets or the addition of further targets). Targets are worked on during the term, both in school and at home. These are monitored, should they need to be modified if they may be unrealistic or too easily achieved. This involves the support, where pertinent, of other co-providers (The therapy team or Educational Psychologist for example).

Towards the end of the term pupil progress is assessed and their outcomes recorded ready for review at the next Pupil progress meeting where next steps will again be considered and agreed.

### **Reviewing Pupil Progress**

Monitoring and review of individual pupil's learning needs takes place formally through the progress meetings in terms, 1, 3 and 5 and annually in the pupil's annual review of their EHCP with the support and advice of therapists and other specialists where appropriate. Pupils contribute (there is a pupil generated target) and are also targets particularly linked to 'home-working' to involve and engage parents/carers (in addition to agreement by parents/carers of all targets set). But the progress meeting agenda also focuses on reviewing progress in, and setting targets for:

- The child's EHCP and any reports by for example, the Educational Psychologist and/or other professionals.
- Communication and Literacy
- Numeracy
- PSHCE
- Problem solving / Working with others
- Behaviour / Learning and performance
- Computing
- Physical Development/Mobility (inc. Leisure and Recreation Studies)
- This review of each pupils' IEP includes setting targets relating to employability, healthy living, independence and behaviour
- Pupil progress in all curriculum areas.
- Language records (e.g. Derbyshire Language Assessment Record, Actions/targets from Speech and Language Therapist.)
- On-going assessment of physical, visual, or hearing impairment, with supporting reports from Teacher Advisers and Therapists.
- Further assessment of any specific difficulty, e.g. behaviour, feeding, toileting.
- Daily/weekly subject recording and regular summaries of learning activities undertaken.
- The data also include behaviour and attendance information as pertinent to the pupil

### **Parent & Pupil Involvement**

At Abbey Court pupils are given a voice, they are listened to and their views acted upon. The skills they learn, with a focus on British values, enable them to play an effective role in the school community, helping to shape their learning and preparing them for their future life. At Abbey Court School we aim to create an environment where we are all proud of our achievements and respect for one's self and others is at the centre of our community.

Pupils have opportunities to develop knowledge, skills and understanding to enable them to become informed, active, caring and responsible citizens who lead healthy and confident lives. We provide an ethos where everyone is valued and where personal development and achievement is celebrated.

Annual Reviews are timetabled to take place on the anniversary of the pupils EHCP. Parents and Pupils will contribute and comment on the report and review. Parents are also encouraged to comment specifically on pupil progress, whether they agree with the judgements that the school is making about their child's progress and what standard of progress they consider their child to be making. Ongoing communication takes place between parents and class teachers through the daily home-school contact book and this also provides opportunities to refine the learning for pupils through agreed target setting and monitoring progress.

Informal assessment by the class teacher takes place during the course of learning activities. Class teachers and classroom assistants record and store this by keeping daily notes of observations and the outcomes of learning activities on recording sheets that will be linked to the pupil progress scores and supply evidence of the attainment made by pupils. These notes are summarised regularly and used to inform future planning and target setting at the progress meetings and Annual Review. Annotated photographic, audio or video records also provide alternative or additional assessment methods and records.

The Progress Tracker scores for each pupil, and the scoring system devised to score progress with IEP's enables teachers to see the rate of progress a pupil is making and identify any dips. This allows for adjustments to be made if a pupil is not achieving at the school standard by identifying the potential cause of the dips (e.g. attendance or behaviour) and what can be done to turn this around.

This same data is used as part of the triangulation of activities for assessing teaching performance and identifying any potential practice that needs further development.

## **STYLE OF TEACHING**

### **MARKING POLICY.**

At Abbey Court we believe that marking should:-

- Identify attainment
- Recognise achievement
- Highlight areas for improvement
- Encourage self-evaluation and future learning
- Be capable of easy interpretation by pupils and parents
  
- Consistency of approach is fostered through discussion at department and/staff meetings, informal consultation with the pupils previous teacher and through reference to formal recording and evaluation methods adopted in school.
  
- The annotation sheets provide records of achievement for pupils and next steps in learning. They ensure that there is consistency of marking by staff.

- A variety of methods are used which are pertinent to each pupils' individual abilities, needs and ways of understanding and communication. These include, verbal response, visual - facial expression. Encouragement and support, Makaton signs, stickers, ticks, Happy / sad faces, merit certificates. Displays of work, good work / Certificates of Achievement board in the reception area. Showing work to the Head / Deputy Head Teacher or Department Co-ordinator, praising achievement at Assembly and a fortnightly Departmental Achievement assembly are some of the methods used. End of year "Celebration of Achievement" event for each Key Stage.

## **STANDARD OF TEACHING - Triangulation**

Teaching is not just what takes place in a lesson it is about the Triangulation of information to enable the school to more clearly assess teacher performance (other than just lesson grades).

An observation of a lesson provides an emerging judgement about the standard of teaching and learning but inevitably also raises unanswered questions - what more do I need to know?; What opportunities and activities can be carried out in order to determine an overall teaching judgement ...Triangulation.

The PARR policy ensures that there is information in school to enable triangulation alongside observations:

Scrutiny of work (Identifying the responsibility of the current class teacher)

Pupil Progress data (P levels and IEP progress)

Teaching planning (Lesson observations, targets, IEPs)

Teacher reporting (Evaluated IEPs and Annual review reports)

These things allow us, for each teacher, to:

1. Propose Emerging Judgements for an observation (as we currently do)
2. Make a Judgement for PARR; looking at the scrutiny of work info, teacher planning/reporting info is the school standard met.
3. Make a Judgement for Pupil outcomes (Progress tracker and IEP targets)

This approach is incorporated into

1 External observations

(The adviser and Joint observers agree 'Emerging Judgements' from the observations but agree an overall judgement when they look at 2 and 3 above)

2. Performance management

(The reviewer takes account of 1, 2 and 3 above to make an overall judgement - the reviewee would bring the evidence)

The following chart will be used to record the outcomes of the information in terms of whether or not the standard expected is achieved.

## Abbey Court school reporting and planning standards

| <b>KEY</b><br>Quality of evidence<br>✓ = meets school standards<br>✗ = below school standards | Outcomes of Scrutiny of Work |          |          |  | Outcomes of monitoring of planning |          |          |  |
|---|------------------------------|----------|----------|--|------------------------------------|----------|----------|--|
|   | Outcome and date             |          |          |  | Outcome and date                   |          |          |  |
|   | EG.                          | ✓ 1.1.18 | ✗ 1.2.18 |  |                                    | ✓ 6.2.18 | ✗ 1.3.18 |  |
| Teacher 1   |                              |          |          |  |                                    |          |          |  |
| Teacher 2   |                              |          |          |  |                                    |          |          |  |
| Teacher 3   |                              |          |          |  |                                    |          |          |  |
| Teacher 4   |                              |          |          |  |                                    |          |          |  |
| Teacher 5   |                              |          |          |  |                                    |          |          |  |
| Teacher 6   |                              |          |          |  |                                    |          |          |  |
| Teacher 7   |                              |          |          |  |                                    |          |          |  |
| Teacher 8   |                              |          |          |  |                                    |          |          |  |
| Teacher 9   |                              |          |          |  |                                    |          |          |  |
| Teacher 10  |                              |          |          |  |                                    |          |          |  |
| Teacher 11  |                              |          |          |  |                                    |          |          |  |
| Teacher 12  |                              |          |          |  |                                    |          |          |  |
| Teacher 13  |                              |          |          |  |                                    |          |          |  |
| Teacher 14  |                              |          |          |  |                                    |          |          |  |
| Teacher 15  |                              |          |          |  |                                    |          |          |  |
| Teacher 16  |                              |          |          |  |                                    |          |          |  |
| Teacher 17  |                              |          |          |  |                                    |          |          |  |
| Teacher 18  |                              |          |          |  |                                    |          |          |  |
| Teacher 19  |                              |          |          |  |                                    |          |          |  |
| Teacher 20  |                              |          |          |  |                                    |          |          |  |
| Teacher 21  |                              |          |          |  |                                    |          |          |  |
| Teacher 22  |                              |          |          |  |                                    |          |          |  |
| Teacher 23  |                              |          |          |  |                                    |          |          |  |
| Teacher 24  |                              |          |          |  |                                    |          |          |  |

### STYLE OF LEARNING

#### PUPIL SELF ASSESSMENT

- At Abbey Court we are committed to a child centred approach to learning. We strive to make each pupil aware of the value of self assessment.
- Pupils are involved in self assessment throughout their time in school Involvement at Key Stage 1 is different in nature than at Key Stage 4. It is seen as a gradually developing process which is monitored by the class teacher and discussed with other staff regularly both informally and through class and department meetings.
- The language and criteria used in the assessment is made clear to the pupils.
- Involvement in target setting is seen as a valuable way to promote self assessment with all pupils in an appropriate and relevant way. Weekly timetabled sessions in the Secondary and FE departments are organised to further develop pupil involvement in assessing their progress and achievements.
- Self assessment is commented on and acted upon within classroom and school contexts.
- Ipsative assessment is encouraged i.e. the student measuring his / her current performance against own past performances resulting in assessment that is motivational rather than judgmental.

## **EVALUATION AND REVIEW**

This Policy will be reviewed bi-annually in the light of:

- The evaluation of its use and comments from staff consultation.
- Self-monitoring of the policy by staff.
- Feedback from Head, Governors, Senior leadership team and other staff and pupils.
- Classroom observations (SMT monitoring and evaluation).
- External consultants' advice.
- Changes in the curriculum.
- OFSTED requirements.

## **ROLES AND RESPONSIBILITIES**

The Head Teachers' responsibilities are as set out in the current assessment arrangements. The senior leadership team, supported by subject leaders, are responsible for keeping all staff updated on any new or changed directives concerning Assessment, Recording and Reporting. To inform staff involved in FS E-Profile & SATS of the arrangements and to circulate all the necessary printed materials needed to carry out the FS E- Profile & SATS.

The Annual Assessment Timetable is kept up to date by the senior leadership team and circulated to all staff.

New members of staff will be informed of the schools assessment procedures by the Senior leadership team and training in their use is given during the Class Teacher and Teaching Assistant Induction Programmes.

The Senior leadership team is responsible for the implementation of the policy and have a monitoring responsibility for it.

The Key Stage Leaders liaise with the Senior leadership team to ensure the smooth running of all assessment procedures within their department.

The Class teacher's role is in the implementing of all assessment procedures in their class and core group and informing any supply teachers taking the class of the procedures.

The remainder of this policy is divided into four sections;

- **Planning**
- **Assessment**
- **Recording**
- **Reporting**

Each section has an introduction followed by readily accessible procedures and systems so that staff can quickly remind themselves of the PARR procedures, readily access the relevant up to date proformas and ensure that they are working to the school's standard within planning, assessing, reporting and recording.

### **SECTION 3**

#### **CURRICULUM PROVISION FOR PUPILS AT ABBEY COURT**

##### **RESOURCE ALLOCATION:**

All curricula operating within the school are adapted to meet the needs of pupils with Special Educational Needs. They all meet National Curriculum Criteria but are adapted to deliver subject content at a rate and level appropriate to individual need.

All staff with a subject responsibility are annually required to outline and cost areas of development for which they are responsible. These are then considered by the Leadership Group who allocate resources in accordance with the School Development Plan and against available Funding.

##### **ACCESS TO A BALANCED AND BROADLY BASED CURRICULUM**

Abbey Court School is organised into Departments:

|  |               |               |
|--|---------------|---------------|
| The Nursery/Early Years and Foundation Stage | 3 – 5 years   | } - Primary   |
| Key Stage 1                                  | 5 - 7 years   | } - Primary   |
| Key Stage 2                                  | 7 - 11 years  | } - Primary   |
| Key Stage 3                                  | 11 – 14 years | } – Secondary |
| Key Stage 4                                  | 14 – 16 years | } - Secondary |
| Further Education (Key Stage 5)              | 16 - 19 years | } – F.E.      |

Pupils are grouped according to age. Each Department is led by a Senior Teacher who leads the Department.

The National Curriculum applies to all schools and Abbey Court works to National Curriculum programmes and standardised Assessment Tasks. In planning the curriculum, therefore, care has been taken to ensure that pupils are able to access the National Curriculum together with Personal, Social and Health and Citizenship Education and Religious Education. The National Curriculum is supplemented where appropriate with additional curricula, for example, the Derbyshire Language Programme and the Social Use of Language Programme supplement the Speaking and Listening content of the English National Curriculum and allows programmes of study to be accessed more readily.

The School Development Plan has as a priority the continuing review of the Abbey Court Curriculum. Curriculum development is on-going and subjects are addressed on a 3 year cycle. When the content of the curriculum is being planned attention is given to the following:

- the individual pupil remains at the centre of the learning
- pupil timetables are planned individually to ensure breadth and balance and coverage of all National Curriculum subjects.
- content is matched to pupil age and ability.
- activities are varied and are taken at an appropriate pace.
- activities are planned to include a range of skills.
- progression is the key element of planning.
- pupils work individually or in a variety of groups, according to the nature of the task.

- pupils are led to understand what they are doing and why.
- regular evaluation of activities and pupil progress is part of the curriculum management process.

The enjoyment of learning through a challenging curriculum is the central aim of all subject delivery.

Pupils are able to experience a wide range of learning styles which are designed to enable them to access the curriculum at a suitable level. These opportunities include the acquisition of skills and knowledge, didactic teaching approaches, directed group work, working in friendship groups, access to a wide variety of resources, flexible experiential learning, regular and meaningful feedback from teachers, individual learning programmes, encouragement of independent learning and the opportunity to celebrate and share success.

Equally there is a range of teaching styles adopted by staff and they will include didactic teaching, individual learning tasks, working with small groups, team teaching, individual support for specific difficulties and resource led/facilitating teaching. (Teaching & Learning).

### **EVALUATING SUCCESS**

An integral part of the school's evaluation process includes monitoring by the Leadership Team of all curriculum delivery and planning and assessment files. In addition to this the SMT and subject leaders make regular visits to classrooms whilst teaching is in progress. The outcomes of these practices are then discussed at Leadership meetings and evaluated. Attention is then drawn to examples of good practice and areas where improvement can be made. This information is shared with teaching staff. Agreed Action Plans for improvement are written and monitored termly.

Advisers and Consultants are used regularly to assess the success of the education offered by the school. They provide a valuable external perspective.

Termly priorities (taken from the School Development Plan) are agreed by the Head and Senior Management Team and reviewed at the end of each term. Successful completion of targets, indicates the success of work undertaken. Targets are agreed for individual Leadership Team members, the Senior Management Team, the work of the Departments, the work of individual subject leaders and all teaching staff. The completion of developments as highlighted in the School Development Plan, in accordance with the stated performance indicators is an element of quality control. The school undertakes a range of quality assurance tasks. (See Monitoring and Evaluation Policy, Curriculum Handbook, Policy No. 23).

## **SECTION 4**

### **STAFFING, STAFF DEVELOPMENT AND PARTNERSHIP WITH BODIES OUTSIDE ABBEY COURT**

Staffing at Abbey Court is organised as detailed in the diagram Appendix 2. Teaching staff work within the Key Stage Departments. Support staff are used to enable all pupils to access the curriculum. Their roles are clearly defined and evaluated annually. Support staff are allocated to Departments according to pupil need. This is also reviewed annually as pupil groupings are reviewed for the start of the Academic Year. The school undertakes an SEN Audit (see SEN

Audit Policy) annually to ensure that the school receives funding appropriate to the needs of the pupils.

All members of staff at Abbey Court School are entitled to personal and professional development in order to enable them to:

1. "Carry out the Job" which they are contracted to do and as formalised in their Job Descriptions.
2. To equip themselves for future professional and career responsibilities whether with the school or elsewhere.

The aims of the staff development policy are:

1. To improve the quality of educational provision for the pupils by fostering the professional and personal development of the staff.
2. To establish a process of planning and review which gives due consideration to the needs of the school and the needs and interests of the staff.
3. To involve every staff member in the school in the staff development process.
4. To create a climate of communication consultation and shared decision-making within which staff will be able to participate in and influence the development of the school.
5. To direct financial resources towards identified staff development priorities.
6. To promote the value and self-worth of each individual to enhance the morale of the staff team thus influencing, positively, the ethos of the school. All staff undergo regular Appraisal and all staff new to the school participate in induction programmes. (See Abbey Court Staff Development Policy, Staff Handbook, Section 2, Policy No. 11, for further detail).

**Teaching staff hold the following qualifications:**

| <u>Name</u> | <u>Title</u>   | <u>Date</u> |
|-------------|--|-------------|
| John Bosley | BA (Hons) Communication Studies                                    | 1983        |
|             | PGCE Drama and PE  | 1984        |
|             | DPSE (Distinction) in Severe Learning Difficulties                 | 1987        |
|             | Advanced Certificate in Managing Challenging Behaviour             | 1991        |
|             | Strategies in Crisis Intervention and Prevention (SCIP) Instructor | 1999        |
|             | NPQH   | 1999        |
| Vicky Aspin | BA Hons – Social Policy  | 2002        |
|             | Post Graduate Certificate in Education                             | 2003        |

|                    |   |              |
|--------------------|---|--------------|
| Rebecca Clark      | BA (Sc) Early Childhood Studies and<br>English Literature               | 2001         |
| Rachel Levy        | BA Hons – Child Development<br>Post Graduate Certificate in Education   | 2006<br>2007 |
| Zoe Silvester      | BA (Hons) with QTS  | 2008         |
| Sam Frankum        | BA (Hons) – Childhood Studies   | 2010         |
| Jacqui Rudden      | BA (Hons) – Childhood Studies<br>Post Graduate Certificate in Education | 2002<br>2006 |
| Jackie Bright      | BA (Hons)<br>Post Graduate Certificate in Education                     | 2006<br>2009 |
| Sue Mortimer       | Diploma in Higher Education<br>Schools Direct                           | 1995<br>2015 |
| Samantha Bell      | BA (Hons) – Public Service Management<br>Schools Direct                 | 2011<br>2015 |
| Evelyn Charlton    | BA (Hons) – English Language and Linguistics<br>Schools Direct          | 2013<br>2016 |
| Alex Scott         | BA (Hons) – Dance & Culture<br>PGCE – Dance                             | 2016<br>2017 |
| Isabel Marshall    | BA (Hons) – Early Childhood Studies<br>PGCE – Primary                   | 2016<br>2017 |
| Hope Allman        | BA (Hons) – Primary   | 2018         |
| Jessica Flanagan   | BA (Hons) – Primary   | 2018         |
| Catherine Prescott | Bsc Psychology<br>PGCE  | 2017<br>2018 |
| Maureen Reed       | BA (Hons) – Childhood Studies<br>Schools Direct                         | 2017<br>2018 |
| Sian Hayre         | BA (Hons) – Primary   | 2018         |
| Chantay White      | BA (Hons) – Primary   | 2018         |
| Claire Wilson      | BA (Hons) - English   | 2003         |
| Sigourney Ferigan  | BA (Hons) - Primary   | 2019         |
| Sara Whillans      | BA (Hons) – Professional Education                                      | 2017         |

|                     |  |      |
|---------------------|--|------|
| Suzie Delaney       | Schools Direct                         | 2019 |
| Louisa Leach        | Post Graduate Certificate in Education | 2020 |
| Geraldene Jefferson | Bachelors Degree – Physical Education  | 1997 |
|                     | Diploma in Higher Education            | 1997 |
| Emma Williams       | Post Graduate Certificate in Education | 2008 |
| <u>Therapists</u>   |  |      |
| Lynsey Cook         | BSC Hons – SALT                        | 2006 |

## **SECTION 5**

### **MULTI-DISCIPLINARY WORKING**

A variety of structures and systems are in place to provide opportunities for joint/team planning and review. The following list details the formal meetings but all opportunities are utilised for regular on-going support and co-operation.

#### **Schedule of Meetings**

- Teaching Staff Meetings are held weekly for 1½ hours. These are business and curriculum development meetings. These are chaired by the Head/Deputy Headteachers.
- Department Meetings are weekly for one hour and are chaired by the Key Stage Leader or his/her representative. The purpose of these meetings is to plan and evaluate the work of the Department and to implement policies and practice as agreed at whole staff meetings.
- Class Team Meetings are held weekly, for all classroom staff. These meetings discuss all classroom issues as appropriate. They are chaired by the class teacher.
- Leadership Group/Senior Management Team Meetings are held weekly. They are chaired by the Headteacher.
- Briefing meetings for all staff are held 3 times/week for 15 minutes.
- Meetings with therapists working in the school, and their line managers termly (eg. Educational Psychology, Education Welfare Office, Speech and Language Therapy etc).
- Meetings between the SMT and the school nurse are held at least half-termly.

## **DEPLOYMENT OF TEACHERS AND FACILITIES FROM OUTSIDE THE SCHOOL**

The school makes use of the support and advice that is available from the Medway Children's Services. The school has its own "pool" of external consultants appropriately experienced and qualified in SEN.

**Additional Speech and Language Therapy** (These staff are additional to staff employed by the school.)

Coverage permits a mix of class based support, small groups and individual support from both therapist and assistant. (Communication skills are supported throughout the school day by all staff). The SALT supports both staff development and the implementation of the Derbyshire Language Scheme/Makaton/PECs in the school.

**Physiotherapy (these staff are additional to staff employed by the school)**

High level intervention for pupils who have more complex physical needs. Other pupils seen on a regular basis by both therapist and assistant. (For those pupils with a high level of need routine physiotherapy is also provided by class teams). The MOVE approach is implemented throughout the school.

**Occupational Therapy** (These staff are additional to staff employed by the school.)

Visiting therapists work with pupils and advise staff on programmes accordingly.

**Educational Psychologist**

Staff have open access to the Educational Psychologist when required. The school buys additional educational psychology hours.

**Visiting Teachers for the Sensory Impaired (Visual, Hearing)**

All pupils with sensory impairments are seen regularly and monitored by these teachers.

**School Nursing Team**

Staff have open access to the school nursing team who are based on site and available whenever the school is in session.

**Attendance Advisory Practitioner**

Is available at any time for advice/referrals.

It is a principle of the school that where circumstances dictate and the school is of the view that it lacks the necessary expertise to adequately inform, advice will be sought from the relevant agency.

## **SECTION 6**

### **LINKS WITH OTHER SCHOOLS/COMMUNITY**

All pupils have an inclusion plan. Integration is facilitated should a child have a need for it. Annually, at the statutory Annual Review, integration plans are reviewed and new placements actioned appropriately via the decision-making group. Strong links have been formed with local schools. There are close links with neighbouring SLD schools. Links with Primary Schools are continually being developed (e.g., Brompton Westbrook School, Cliffe Woods School and Temple Mill School.) Students from local secondary schools attend to undertake work experience placements and key stage 3 / 4 pupils from Abbey Court undertake project work

with Secondary schools as and when appropriate – eg. Art projects, Technology projects, etc. (See Integration Policy).

## **LINKS WITH AND USE MADE OF THE LOCAL COMMUNITY**

These are extensive and include:

- Local shops and the Medway Shopping Centre for independence programmes.
- Hoo Gillingham and Strood Leisure Centres for swimming.
- Work experience with local companies, shops, playgrounds, etc.
- Local churches - support from local ministers and school chaplains for assemblies and celebrations and use of local churches for Services.
- Community Policing Section.
- Local public transport.
- Theatre visits.
- Educational visits to places of relevance to schemes of work eg. museums, galleries, etc.
- Mother and Toddler Groups
- Several volunteers work regularly in the school. This is encouraged (refer to Students/Volunteers Policy).
- The school is part of the local Neighbourhood Watch Scheme.

### **Monitoring, Review and Evaluation of Links**

The process is dependent on the nature of the link and includes the following processes:

- School approach to curriculum monitoring.
- Individual Education Plans.
- Inclusion Plans.
- Multi-professional Meetings.
- Independent Consultancy.

## **SECTION 7**

### **PARENTS AS PARTNERS**

The school is committed to the principle and practice of parents as partners and seeks to develop open and confident working relationships through:

- Extending a welcome to parents to visit the school regularly.
- Regular via home-school communication books.
- Parents/carers evenings and meetings.
- Parent Workshops.
- Annual Reviews, Transition Planning and School Leavers Meetings.
- School social events
- Whole school activities.
- Meetings at parent/carers request.
- Telephone calls/faxes/e-mails
- Regular newsletters.
- Parent Focus Groups (coffee mornings)
- Home visits.
- Telephone Surveys
- Family Mornings
- An Annual Parents Survey which informs school development planning.

(See Partnership with Parents Policy / Home School Agreement Policy).

## **SECTION 8**

### **EVALUATION**

All staff have been involved in the development implementation, monitoring and on-going evaluation of this policy.

Individual members of teaching staff have responsibility for co-ordinating specific curriculum areas across the school and for the monitoring of these along with the Leadership Group and Governors.

The policies below are all seen as an integral part of the SEN Policy of Abbey Court School:

- Behaviour Policy
- Curriculum Policy
- Staff Development Policy
- P.A.R.R. Policy
- Admissions Policy
- Inclusion Policy
- Complaints Procedure
- Single Equality Scheme
- Parents Policy / Home School Agreement Policy

and the monitoring of each policy is the responsibility of a named member of staff. All policies are up-dated to an agreed rolling programme as documented within the S.D.P. The School Development Plan priorities are identified by the Governors, SMT and staff. (See School Development Plan documentation for details of the planning process).

The Governors regularly review the SEN Policy. Parents are given a regular opportunity to comment upon it. Any complaints against the SEN Policy, the curriculum or provision are directed via the school Complaints Procedure.

The SEN Policy will be evaluated annually and in the light of:

- changes in legislation
- OFSTED requirements
- changes in school organisation/provision
- Consultation Policy

K. JOY  
March 2021

## **APPENDICES**

Appendix 1 – Abbey Court School: Floor Plan (both sites)

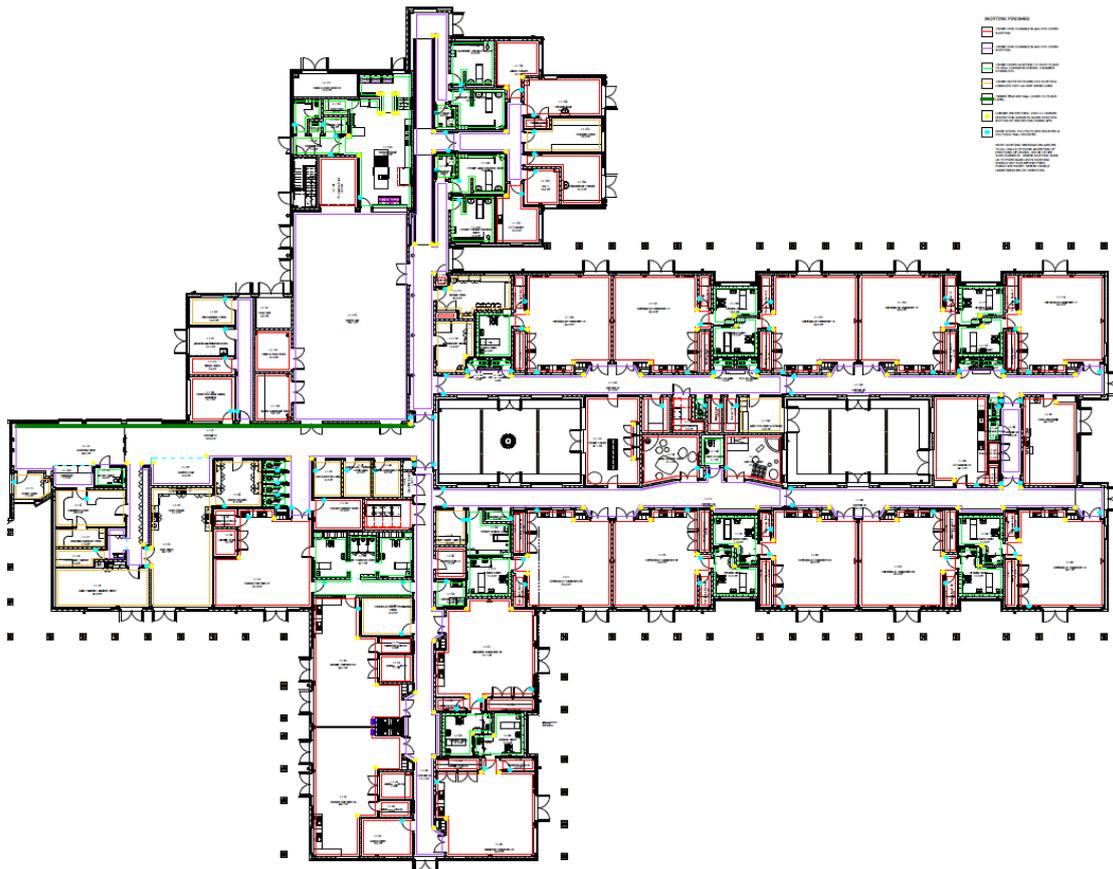
Appendix 2 – Abbey Court School: Organisational Structure

Appendix 3 – Governors and Responsibilities

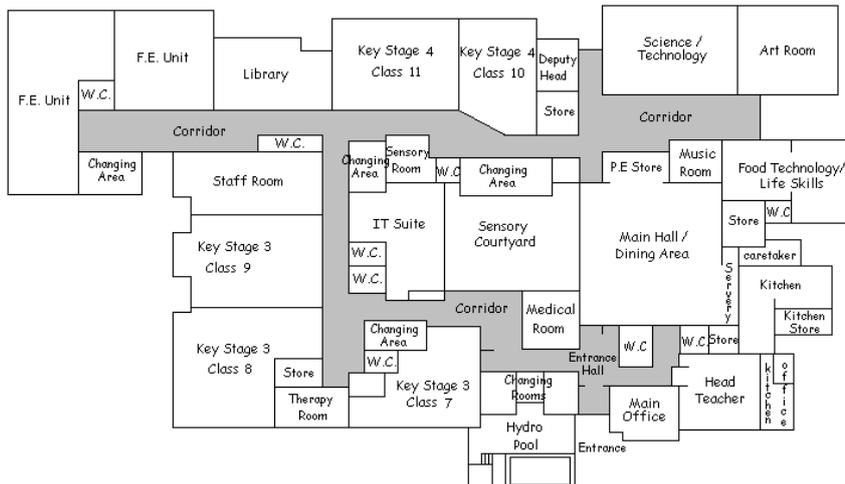
Appendix 4 – Working with External Professionals

**APPENDIX I**

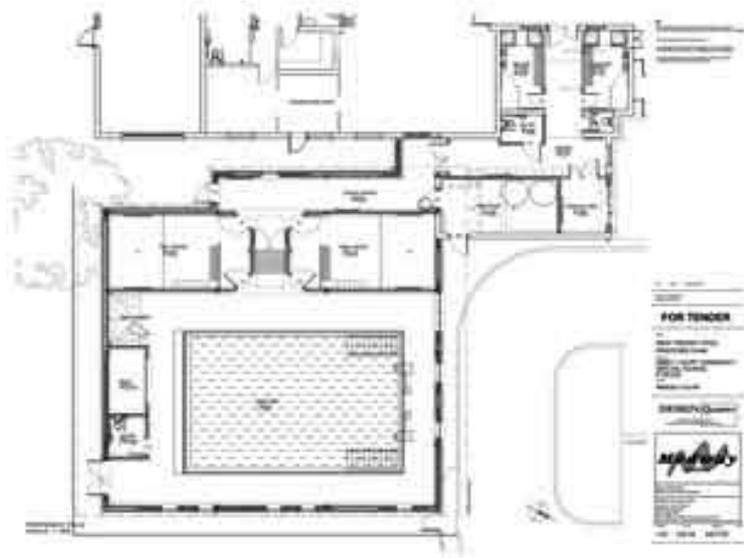
**Primary site**



**Secondary site**



# Hydropool



**APPENDIX 2**

| Governing Body               |                           |                       |                                |                           |
|------------------------------|---------------------------|-----------------------|--------------------------------|---------------------------|
| Headteacher                  |                           |                       |                                |                           |
| Deputy Headteacher - Primary |                           |                       | Deputy Headteacher - Secondary |                           |
|                              |                           | Assistant Headteacher |                                |                           |
| Nursey                       | Primary Department        |                       | Secondary Department           | Further Education         |
| NI/N2<br>1 Teacher<br>3 TAs  | R<br>1 Teacher<br>5 TAs   |                       | S1<br>1 Teacher<br>3 TAs       | FE1<br>1 Teacher<br>4 TAs |
|                              | P1<br>1 Teacher<br>4 TAs  |                       | S2<br>1 Teacher<br>5 TAs       | FE2<br>1 Teacher<br>4 TAs |
|                              | P2<br>1 Teacher<br>3 TAs  |                       | S3<br>1 Teacher<br>3 TAs       | FE3<br>1 Teacher<br>4 TAs |
|                              | P3<br>1 Teacher<br>3 TAs  |                       | S4<br>1 Teacher<br>3 TAs       | FE4<br>1 Teacher<br>3 TAs |
|                              | P4<br>1 Teacher<br>4 TAs  |                       | S5<br>1 Teacher<br>4 TAs       |                           |
|                              | P5<br>1 Teacher<br>3 TAs  |                       | S6<br>1 Teacher<br>4 TAs       |                           |
|                              | P6<br>1 Teacher<br>5 TAs  |                       | S7<br>1 Teacher<br>3 TAs       |                           |
|                              | P7<br>1 Teacher<br>3 TAs  |                       |                                |                           |
|                              | P8<br>1 Teacher<br>4 TAs  |                       |                                |                           |
|                              | P9<br>1 Teacher<br>3 TAs  |                       |                                |                           |
|                              | P10<br>1 Teacher<br>4 TAs |                       |                                |                           |
|                              | P11<br>1 Teacher<br>3 TAs |                       |                                |                           |

### **APPENDIX 3**

#### **Governors and Responsibilities**

|                  |  |
|------------------|--|
| Karen Joy        | Headteacher<br>Committee Membership:<br>Finance Committee  |
| Jean Kerr        | Co-opted Governor and Chair<br>Link Governor<br>Governor responsibility for Safeguarding and Looked After Children<br>Committee Membership:<br>Headteacher's Performance Management Committee<br>Pay Committee<br>Finance Committee<br>Staff Dismissal Committee |
| Jane Heyes       | Partnership Governor and Vice Chair<br>Responsibility for Governor Training and Development<br>Committee Membership:<br>Headteacher's Performance Management Committee<br>Pay Appeals Committee<br>Staff Dismissal Committee<br>Pupil Discipline Committee       |
| Derek Blease     | Co-opted Governor<br>Committee Membership:<br>Pay Committee<br>Staff Dismissal Appeals Panel   |
| Tim Walker       | Partnership Governor<br>Committee Membership:<br>Finance Committee<br>Pay Committee Appeals Panel<br>Staff Dismissal Appeals Panel   |
| John Huntingford | Local Authority Governor<br>Committee Membership:<br>Finance Committee<br>Pay Committee Appeals Panel<br>Staff Dismissal Appeals Panel   |
| Kristal Clark    | Co-opted Governor<br>Governor responsibility for Mental Health and Wellbeing   |
| David Lane       | Parent Governor<br>Governor responsibility for Health and Safety<br>Committee Membership:<br>Pay Committee<br>Staff Dismissal Committee<br>Pupil Discipline Committee  |

Matt Powell                      Parent Governor  
Governor responsibility for Pupil Premium  
Committee Membership:  
Pupil Discipline Committee

Claire Richards                Staff Governor

## APPENDIX 4

### Working with External Professionals

Every pupil at Abbey Court School has numerous professionals (our co-providers) that have an interest in supporting their various needs. This means that when you request to observe a pupil there will be others also making the same request for that pupil and also for the other pupils in the class. These may be professionals both locally based (Occupational, Speech and Physio Therapists, Doctors, Psychologists, social workers etc) and regionally based (Paediatric specialists, Consultants and other medical staff from specialist London hospitals etc). As the school day coincides with the work day of most of these groups of professionals, Abbey Court becomes the first port of call for information regarding their clients. We receive numerous requests for visits every day the school is open.

Therefore if you request to observe a pupil in school we have to manage these requests in order to minimise the impact on the learning of our pupils which must remain our priority. It is our responsibility to minimise disruption to the teaching and learning that will take place if we call teachers out of lessons, or host observations during teaching time. If we do not then the progress of pupils will be jeopardized and pupil behaviour can become disruptive. A typical lesson is in any case interrupted each day by school employed therapists and nursing staff visiting to support pupils or administer medication. The majority of pupils are unable to meet their own primary care needs which also means that teaching assistants have to regularly take pupils out of lessons to support them with these. In addition the poor school premises do not afford additional spaces for meetings and to find such spaces would require children's learning to be compromised.

For these reasons, when a request is made to observe a child in class we will endeavour to avoid intrusions to learning. The flow chart helps to simplify this and show you how our systems work:

Contact should always be through the school office for any entry request. At this point your request will be directed to the appropriate person responsible. Office contacts are 01634 338220 and [office@abbeycourt.medway.sch.uk](mailto:office@abbeycourt.medway.sch.uk)



The appropriate person will respond to you but this may not be immediate. All of our teachers teach all day. They will call you back as soon as they can in their break or after school.



In discussion with you we will then decide whether the information you require can be found by sending you documentation (with parental permission) or whether a meeting with the teacher is required (which will need to be outside of lesson time) or whether an observation is appropriate.

.....

We do recognise the importance of you receiving pertinent information in order to effectively offer relevant support to the pupils at Abbey Court. Therefore we also try to:

- Send representatives to meetings (multi-professional meetings, CHIN meetings, feeding clinics, CP conferences, etc.)
- Set up, where necessary, face to face professional discussions to provide up to date pupil information (nature of needs, academic progress, behaviour, health and well-being etc.).
- Share documentation (with parental permission) to provide updates as above and also consistent ways of working eg Behaviour Support Plans; IEP's; communication approaches; pupil progress data etc.)
- Invitation to Annual Reviews

(Where written information is requested we will offer pertinent school reports such as IEP's, annual reports and behaviour support plans in order to avoid unnecessary duplication). Our busy teaching staff have no allocated time to prepare reports for other professionals.

We hope you find this information helpful.

March 2021