Abingdon School
SEND and Academic Support Policy

Abingdon School is committed to ensuring each pupil fulfils their potential and that pupils, whatever their ability, have access to the support they need to enable them to do this. The purpose of the Academic Support Department is to assist with the work of the academic departments in providing guidance, support and teaching for those pupils who may be challenged by aspects of the academic curriculum (mostly but not limited to pupils with an identified or suspected SEND).

1. Principles:

1.1. Abingdon School is committed to offering a curriculum that meets the individual needs of all its pupils, including those with Special Educational Needs and Disabilities (SEND) and does not discriminate against any pupil on the basis of an identified or suspected SEND. The school complies with the Disability Discrimination Act (DDA) 1995, the Equality Act 2010 and the Children and Families Act 2014. As an ISI independent school, the School does not have a statutory obligation to comply with the SEND Code of Practice 2015 but endeavours to follow the principles outlined in it.

1.2. All teachers are responsible and accountable for the progress of all pupils in their class. The School Governors, Head Teacher, and Head of Academic Support oversee the provision for pupils with SEND. Abingdon School is committed to a fully inclusive approach to SEND.

1.3. All pupils who pass the entrance exam and are offered a place at Abingdon are capable of accessing the curriculum without continuous support from the Academic Support Department. Teaching staff will be aware of and provide support for neuro-diverse pupils by adjusting their classroom practice; good teaching for pupils with SEND is good teaching for all pupils. The School will make its best endeavours to meet the needs of each pupil within the resources available. The school's curriculum is suited to the needs of the more able pupil; however, among the school population there is an average representation of mild specific learning difficulties including dyslexia, dyspraxia, attention deficit and hyperactive disorder and communication disorders including autism.

1.4. Abingdon School will take reasonable steps to ensure equal access for all pupils to all areas of school life, within what can reasonably be provided given the resources of the School, including: the financial cost of making the adjustment; the extent to which making the adjustment would be practicable and effective; the effect of the

disability on the pupil; Health and Safety requirements; the need to maintain academic, musical, sporting and other standards; and the interests of other pupils and prospective pupils.

2. Objectives:

- To implement good practice in compliance with current legislation.
- To anticipate and meet the needs of those pupils identified as having SEND.
- To ensure that no pupil is discriminated against, in any area of school life, on the basis of their SEND.To ensure that wherever possible reasonable steps are taken to ensure equal access to learning, regardless of SEND.
- To identify, at the earliest opportunity using internal screening, any pupil who may have SEND, following a referral or other identification of concern.
- To ensure that all teachers are aware of each pupil's needs, and that such needs are the shared responsibility of all staff.
- To ensure that all pupils' records on the school's electronic database (isams) include information relating to their SEND.
- To monitor the progress of pupils on the Academic Support register and advise actions as appropriate.
- To work in partnership with the pupils' parents at all stages, including pre-admission, through liaison with the Admissions department.
- To provide appropriate support for the pupils by teaching them individually, in pairs or small groups. The pupil is included in the making of decisions about the types of intervention and the targets for action.
- To provide regular and up-to-date training for teachers.
- To observe lessons and advise teachers on the adjustments they might need to make in their teaching strategies, given the learning needs of the pupils in their class.

3. Background:

3.1 Definition of SEND

From SEND Code of Practice (2015)

Special educational needs (SEN)
A child or young person has SEN 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 or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has 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

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools,

mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

3.2 Reasonable Adjustments

The School aims to ensure accessibility by making reasonable adjustments for pupils with SEND. Parents should discuss with the Director of Admissions any reasonable adjustments that would be needed well in advance of application for a place at the School. This SEND policy should therefore be read in conjunction with the School's Accessibility Plan, the School's Exam Access Arrangements Policy and the School's Admissions Policy.

4. Responsibilities:

Responsibility for pupils with SEND is a matter for the School as a whole. All members of staff are expected to be aware of the learning needs of every pupil that they teach and to make their best endeavours to meet each pupil's needs.

All teachers are expected to refer to the SEND information available on the School's electronic database (Isams), in order to keep fully informed of pupils' needs and the recommendations for their support.

4.1 Academic Support teachers

The School's Academic Support Department consists of the Head of Academic Support, and two specialist teachers and a part-time administrator.

The School's Head of Academic Support is responsible for overseeing the academic support arrangements in the School and for ensuring that the progress and needs of pupils with SEND are monitored and evaluated. The Academic Support teachers monitor and support a number of pupils, teaching them individually or in groups.

4.2 Teaching Staff

All teachers are teachers of children with special educational needs.

Teachers should:

a) Identify in their mark books all pupils on the SEND Register and make a note of their specific academic difficulty or SEND.
b) Ensure that they have up-to-date knowledge about the implications of the SEND of the pupils on the SEND Register and make their best endeavours to meet the pupils' needs in their classroom teaching.
c) Discreetly, but positively, reinforce the learning of pupils on the SEND register in the classroom, whilst having high expectations of all pupils.

4.3 The Governing Body

The Governing Body's arrangements for coordinating SEND provision comply with the legislative framework, whilst reflecting the differences in governance between maintained and academically selective independent schools.

The Governors will ensure that:

a) They are fully informed about the school's SEND and Academic Support Policy.
b) Governors are up-to-date and knowledgeable about the School's SEND provision.

5. Admission Arrangements:

The School has a published Admissions Policy, which sets out the policy and procedures for admission to the School.

The method of selection for admission to Abingdon School varies according to age. The admissions process is designed to identify pupils who have the aptitude and attitude to profit from a rigorous academic education as expressed in the School curriculum, combined with an ability to contribute to the School's extra-curricular "Other Half" programme.

The school welcomes pupils with SEND, provided that their needs can be met with reasonable adjustments and that their admission is compatible with and not to the detriment of:

a) The provision of education for the pupils with whom they will be educated
b) The need to maintain academic, musical, sporting and other standards
c) The efficient use of resources
d) Health and Safety requirements.

Should any pupil have an identified SEND, we encourage parents to provide relevant reports - such as educational psychologists' reports or medical reports - when making an application for admission. This is to ensure that the School is able to anticipate the pupil's needs, put reasonable adjustments in place and ensure equal access during the admissions process. If exam access arrangements (such as extra time or word processing) are required, parents or schools will need to provide an up to date report, carried out by an appropriately qualified specialist, showing evidence of need.

6. Provision:

6.1 Definitions

Special Educational Provision:
This is educational provision, which is in addition to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority (other than special schools).

Pupils with Individual Education Health and Care (EHC) Plans:
Abingdon School complies with the existing statutory requirement to conduct an annual review for all pupils with an EHC plan. The School also complies with its obligations in maintaining these plans for pupils as required.

6.2 Approach to Academic Support

We endeavour to provide a graduated response to match each pupil's level of need. At each stage, pupils are encouraged to take an active role in managing their learning and to

set themselves high standards. Parents are involved in decision-making and are kept informed of recommendations, actions and interventions. A copy of relevant information is also sent to the pupil's tutor and housemaster.

Abingdon School's approach to academic support is as follows:

i) High quality teaching: this includes reasonable classroom adjustments for pupils with recognised SEND.

ii) Small group interventions: either with the subject teacher or a Academic Support teacher to target key skills or areas of academic need

iii) Individual academic support lessons: these take the form of

- Withdrawal work for assessment and Academic support, for approximately six lessons
- Withdrawal work to implement the recommendations of an EP report, for approximately six lessons
- Study skills lessons as a result of academic underperformance
- Exam reviews for pupils having access arrangements in exams

There is no additional charge to parents for these lessons.

On rare occasions, longer-term 1:1 support could be available if a pupil has a higher level of need. In exceptional circumstances, a pupil may be permitted a slight adjustment to or a reduction of their curriculum, based on the specific recommendations made in an educational psychologist's report or medical report. Such arrangements will only be put in place following close consultation with parents and with parental consent.

6.3 Facilities for pupils with disabilities

The School has a published Accessibility Plan, setting out the existing facilities and the School's plans to anticipate and meet the needs of pupils with disabilities.

7. Identification and assessment of pupils' needs:

7.1 Identification

Whilst many pupils join the School with a diagnosis of SEN or disability already in place, the School has a number of procedures, which can act as trigger points at which a pupil may be identified as having a possible SEND and referred for formal assessment if needed. Such opportunities may arise when:

a) All pupils in first and third year are routinely screened using the MIdYis baseline tests and tests of spelling and handwriting.
b) After internal exams, the Head of Academic Support meets with the Deputy Head Academic to discuss pupils who are underachieving and may need additional support to help them achieve their academic potential.
c) Following referral by teachers or the Pastoral team when there are concerns about a pupil's work.
d) Additionally, pupils, or their parents, may request intervention from the Academic Support Department.

7.2 Following referral

a) A member of the Academic Support Department meets the pupil and may conduct internal diagnostic screening as part of the support given to the pupil. The Head of Academic Support may then recommend that parents arrange for a formal assessment by an educational psychologist or medical practitioner. It is the responsibility of the parents to arrange for such assessments, however the Head of Academic Support will offer advice regarding any need for this and how parents can proceed in arranging for an assessment.
b) Following formal assessment, the parents should provide a copy of the assessment report to the Head of Academic Support, who will then invite parents for a meeting to discuss the findings of the report and the next steps to support their child, acting on any recommendations made in the report.

8. Records of SEND

All pupils with identified SEND are listed on the SEND Register; pupils with no identified SEN supported within the Academic Support Department during the current academic year, are recorded on the Learning Support list. Both the SEND Register and the Academic Support List are updated regularly and available to all members of the teaching staff.

Summaries of pupils' SEND, recommendations for classroom adjustments and any access arrangements are recorded on the school's electronic database (Isams). In addition, the Academic Support Department maintains secure paper and electronic records of each pupil on the SEND register, and those on the Academic Support list. These records contain detailed assessment reports, notes on support given, documentation for access arrangements and notes on meetings with parents along with other relevant information.

9. Access to the curriculum, information and associated services

All pupils at Abingdon School follow the full curriculum of subjects, including a curriculum of ten subjects to GCSE and three or four A Levels. Learning Support lessons are arranged on a rotational basis or off timetable to ensure that this curriculum is not unduly disrupted. If a pupil is following a slightly reduced curriculum, they will have both weekly academic support lessons and supervised study in place of the subject which has been discontinued. This arrangement can only be put in place after close consultation with teachers, Housemasters, Head of Section, Head of Academic Support, parents and the pupil themself.

10. Inclusion of pupils with SEND

Abingdon School aims to provide a fully inclusive education both in terms of the academic curriculum available to all pupils and the 'Other Half' program of extra curricular activities. All pupils are expected and encouraged to participate fully in the School's 'Other Half' program.

11. Working with parents

Parents are closely consulted regarding their son's needs at all stages and have overall responsibility for taking decisions about the management of their children's Academic

Support. They are kept informed of concerns, recommendations and outcomes by email, telephone consultations and meetings.

The Academic Support Department is able to advise parents seeking specialised assessment for their sons, such as educational psychologists' or medical assessments.

12. Involving pupils in their learning

Abingdon School has high expectations of all pupils and encourages pupils to take responsibility for their learning. The pupils are involved in identifying areas for support and in agreeing targets for Academic Support.

13. Complaints procedure

The School has a published Complaints Procedure. The School will aim to resolve most complaints informally and by mutual agreement. Parents are referred to the School's Complaints Procedure where it has not been possible to resolve complaints informally.

Head of Academic Support
Last internal review: April 2026
Last governor review: May 2026
Next governor review: May 2027