

Special Educational Needs

SEN Information Report

Headteacher: Mrs Stirling-Williams

Senco: Lucy Wright

SEN Governor: Abbey McAneny

1. What does Special Educational Needs mean?	The definition of a special educational need is below: • 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 him or her. • 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEN Code of Practice 2015)
2. What are the different types of SEN that are provided for at Abbey Primary	Abbey is an inclusive mainstream primary school and we endeavour to meet needs within the 4 main categories as set out by the SEN Code of Practice: 1. Communication and Interaction (Autistic Spectrum Disorder, Selective Mutism and Speech and Language Difficulties) 2. Cognition and Learning (Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) for example: Dyslexia) 3. Social, Emotional and Mental Health (Attentional Deficit/Hyperactivity Disorder, Predominantly Inattentive Presentation (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Anxiety) 4. Sensory, Medical and Physical (Hearing Impairment, Visual Impairment, Sensory Processing Difficulties, Epilepsy) Abbey Primary makes reasonable adjustments to ensure equal opportunity for all our pupils in line with the Equality Act 2010.
3. How do we identify additional needs at Abbey Primary?	We identify children who need extra help through: • concerns raised by parents/carers, staff or the child • liaison with previous educational placements – nurseries, previous schools • liaison with outside agencies e.g. Health Visitors, Speech and Language Therapists • the on-going tracking of pupils' progress and achievement and the identification of children whose attainment is significantly below their peers

	• knowing our pupils well and recognising changes in their behaviour or progress • health diagnoses made by paediatricians and doctor The school SENCO works closely with staff to identify children with SEND. The school ensures that children with SEND are identified as early as possible and we have various screeners available to support early identification. There are regular training opportunities for both teachers and support staff to update and extend their skills in the area of SEN.
4. What should I do if I think my child may have SEN?	If you have a concern about your child's progress the class teacher will be your first point of contact. They may then arrange for you to meet with the Senco, Lucy Wright, to discuss any given concerns. If your child is known to external agencies already please get in touch with the Senco directly.
5. How will my child be supported at Abbey where needs are identified?	Our provision for pupils includes: • High quality class teaching adapted to the needs of individual pupils • Small group interventions designed for pupils who need to 'catch up' • Small group or individual interventions for pupils with special educational needs (SEN) • Advice and support from the Senco • We have a service level agreement with Cognus which allows us access to appropriate support agencies. We work with the following professionals as part of our offer of provision: • Educational Psychologist • Speech and language therapist • Occupational therapist • Paving the Way • EYFS SEN team • CAMHS • Community Paediatrician • Emotional Wellbeing Service If your child is identified as having additional needs a SEN Support Plan (SSP) will be put in place. This will set out the targets your child is working towards and the type of support put in place to enable them to achieve them. The SSP will be written by your child's class teacher in consultation with the Senco and yourself. Support plans will be shared and discussed with you at least three times a year. In line with guidance within the SEN Code of Practice, we follow a graduated approach of 'assess, plan, do, review' to ensure we are continually reviewing progress made and whether the intervention in place remains relevant. If we feel your child would benefit from involvement of an outside agency we will contact you to discuss this and request

	consent. Any reports or recommendations will be shared with you. The Senco reports to SLT and the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. Members of the school's Governing Body are responsible for SEN and Inclusion and the designated Governor meets with the Senco each term. If we agree that your child's needs cannot be met reasonably by the resources available in our education setting we will work together to submit a request for an Education, Health and Care Plan(EHCP)
6. How will the curriculum and environment be adapted to meet their needs?	All teachers are responsible for the progress of all children in their class. At Abbey Primary we endeavour to nurture a love of learning and open windows of opportunities for all. We have high aspirations for all pupils. Our curriculum is planned with the intention of captivating and engaging every learner, using a variety of approaches to achieve this. Our teachers aim to deliver high quality teaching to ensure that all children are able to access the curriculum. The quality of teaching is regularly reviewed by the Senior Leadership Team. We endeavour to make our learning environments as inclusive as possible. SEN Support Plans capture each child's learning needs and strategies to support them as recommended by relevant professionals and these inform each class teacher's teaching. If your child is on the SEND register, appropriate interventions are planned and delivered with relevant targets set based on an initial starting point. These targets are then reviewed and the intervention's outcomes are monitored to ensure that this intervention is the most effective and appropriate. The support may be provided by the class teacher, a teaching assistant, the Senco or partnership outside agency. We provide on-going training and support for staff to ensure pupils are supported appropriately. If specialist equipment has been recommended by an outside agency e.g. Occupational Therapy, we will aim to provide this at the earliest opportunity.
7. How will we monitor your child's progress?	Class teachers continually assess each child and identify areas where they are improving and where further support is required. Progress is reviewed formally every term and an age-related level is given in reading, writing and maths. Children who are not making expected progress are identified through termly progress review meetings with the class teacher and members of the school's senior leadership team. In these meetings a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to support the child and their progression.

	Parents/carers are consulted if school staff are concerned about their child's progress or additional support is in place to support progress. Progress discussions are also held to review the SSP targets and to set new targets termly. Annual Reviews are also held where an EHCP is in place.
8. How do we collaborate with parents?	Parents are welcome to discuss any concerns they may have with the class teacher. The teacher may then refer parents onto the Senco for further discussion or exploration of the child's needs. A cause for concern form will be completed by the class teacher and the Senco, and the child will be monitored for a period of time. This allows us as a school to identify whether there is an additional need and what broad area of SEN their need falls into (see question 2). When the concerns form is due to be reviewed, information will be fed back to parents and next steps will be discussed. We hold parents' meetings 3 times a year to discuss their child and set and review their targets. Parents are encouraged to share their views and work collaboratively with the school to support their child. If together we deem it necessary to explore a specific area of need, then referrals to outside agencies will be considered with the aim of seeking specialist support and advice. Where there is an EHCP in place, an annual review will also be held which parents take part in.
9. What are the arrangements for ensuring pupils are consulted in their provision?	We take a child centred approach to planning and reviewing SEND provision in line with the SEN Code of Practice. Children are included in the discussion when targets are set and their views are gathered when the provision is reviewed. We ensure the child's voice contributes towards the Annual Review of their Education, Health and Care Plan. Children with SEND are represented on our school council which enables children to have a forum to raise issues or concerns.
10. What skills do our staff have to enable them to support children with SEND?	We regularly invest in staff training to ensure there is high quality teaching in all classrooms. There is also a regular focus on upskilling staff in various areas of SEN. The training delivered to staff is informed by the School Improvement Plan and our Vision 30. Staff meet weekly which affords the opportunity for staff to be kept abreast of any new developments/initiatives relating to SEND.
11. How will my child be included in activities outside the classroom including school trips?	All children are included in all areas of the school curriculum. We aim for all children to be included on school trips and we will work with parents to achieve this. Risk assessments are completed prior to any off site activity to ensure all health and safety aspects have been considered. In the unlikely event that it is not considered appropriate for a child to take part in a trip (for ex medical needs preclude this), then alternative activities, which cover the same curriculum areas will be provided in

	school (after consulting with parents/ carers). All risk assessments are reviewed by the Headteacher or, in her absence, the Deputy Head. Occasionally, individual children may require risk assessments to ensure their needs will be met on the trip and to ensure their inclusion within the activity. We are compliant with the disability and equality legislation.
12. How will my child be supported during examinations?	Access arrangements are available for children with SEND. These access arrangements must be the child's normal way of working. The need for such will be identified through teacher assessment or recommended by a given professional. This may include: • Additional time • Having a scribe • Use of assisted technology/laptop • Rest breaks • Having a reader
13. How will the school prepare and support my child when joining Abbey Primary School, transferring to a new school or planning for the next stage of their education?	We encourage all new children to visit the school prior to starting so they can have a tour of the school. Where possible, for children with SEN we encourage further visits to assist with the familiarisation of new surroundings. We would also like to visit them in their current setting to further assist transition. For children joining our school in Nursery: • Children will attend drop in sessions • Where appropriate, the Nursery staff and the Senco will liaise with any outside agencies already involved with your child e.g. Health Visitor, Speech and Language Therapist, Early Years Inclusion Team • A home visit will be arranged by school staff to offer further introduction to the staff team For children joining our school in Reception • Parents/Carers will be invited to a meeting where they are able to find out how the class operates • If a child has specific additional needs the staff will make individual times to meet with the parents. • If the child has specific medical needs, this will be discussed with parents and the relevant professional. • Where appropriate the Reception staff and the Senco will liaise with outside agencies already involved with your child e.g. Speech and Language Therapist, Early Years Inclusion Team • Children will begin part time in the Reception class and the move to full time is gradual. For children joining our school in other year groups: • Your child's previous school will pass on all the records they hold for them, including end of year reports, assessment records and any involvement from outside agencies • If your child has SEN, the previous support plans and reports will also be forwarded

	• If necessary our Senco will contact your child's previous school to discuss the support they were receiving • If a new child coming to the school has additional needs the Senco will contact the parents to discuss their child's needs. When a child leaves our school before the end of Year 6: • We ensure all relevant pupil information and reports are passed on to their new school • Where appropriate we will contact the new school to discuss the child's needs • The Senco will contact the receiving school where known and share relevant information bearing in mind GDPR (General Data Protection Regulations) For Year 6 pupils moving on to secondary education: • We ensure receiving schools are aware of any pupils who need additional support and SEN Support Plans are transferred. For children transferring to Sutton secondary schools this information is shared at the SEN transition day attended by our Senco and a safeguarding lead. • We identify pupils who need additional support and provide a small group transition programme within school during the spring or summer term of Year 6 • We ensure pupils attend the transition days organised by the secondary schools • We pass on all relevant pupil information and reports. • We work with parents to identify any other areas of concern and aim to offer relevant support. This may be considerations for additional pastoral support or support for greater travel independence, for example.
14. What support is available for improving the emotional and social wellbeing of children with SEND?	Wellbeing We strive for all children to be happy and resilient. Relationships in school are founded on trust which enables children to flourish and be the best they can be. Class teachers have overall responsibility for the pastoral, medical and social care of every child in their class, therefore they would be the parents' first point of contact. If further support is required the class teacher liaises with the Senco or a member of SLT for further advice and support. This may involve working alongside outside agencies or making relevant referrals to secure appropriate support. The school offers a comprehensive package of pastoral support for pupils. This includes: • ELSA sessions delivered by our Family Liaison Officer, Michelle Harman or our ELSA, Amy Delgado • Pastoral drop in sessions facilitated by Michelle Harman

	• A well planned and sequenced RSHE curriculum • A sensory room • An open door policy in the Inclusion Room • Emotional regulation interventions • Friendships groups Medical The school has a policy regarding the administration and management of medicines on the school site. Parents need to contact the school office if medication is recommended by health professionals to be taken during the school day. On a day-to-day basis the admin staff generally oversee the administration of any medicines. Medical Care Plans are written for children with specific medical needs and closely monitored by class teachers and TAs. Attendance The school tracks and identifies families who need support with attendance issues. We run multiple campaigns throughout the year to promote attendance. We also access support from the EWO service. Behaviour The school follows the behaviour policy found on our website and the children are supported additionally through the provision listed above. Our school follows the motto 'ready, respectful, safe' which encourages positive and lesson ready behaviours. We also have a system of house points and all points lead to rewards as well as celebration assemblies. There is an Anti-Bullying Policy which we adhere to (this can be found on the school's website).
15. How does Abbey Primary work with other professionals to ensure a joint up approach to providing support?	At Abbey we work with a range of professionals to ensure comprehensive support for all children. These agencies include: • Health and social care • Educational Psychologist • Speech and language therapist • Occupational therapist • School nurse • Paving the Way professionals • Emotional Wellbeing Service
16. Where can details of our accessibility plan be found?	Our accessibility plan can be found on our website: download.asp
17. What are our arrangements for handling complaints from parents of children with SEND about the	Where an issue arises, parents should in the first instance make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction, or is of a more serious or sensitive nature, an appointment should be

provision made at the school?	made to see the Senco or a member of SLT. Should the complaint be escalated beyond this, our complaints procedure can be found on our website.
18. What should I do if I am considering if Abbey is the right school for my child?	Please get in touch with the school office to arrange a tour or to discuss with a member of staff. E-mail office@abbey.sutton.sch.uk Phone T. 020 8254 0862
19. Where can I get additional support and details of the local offer?	Sutton's Local Offer holds details of a range of services available to children and their families. The link to this is found below. Sutton's Local Offer - Sutton Council