

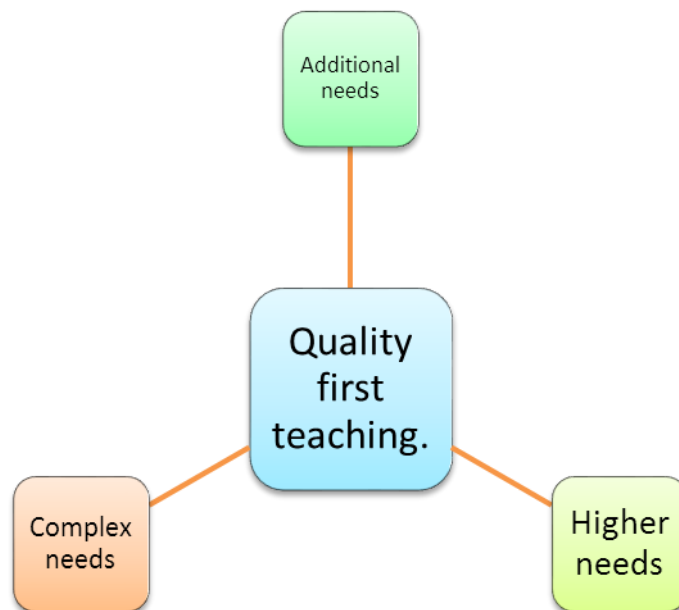


The Abbey CE VA Primary School SEN Information Report

Date of publication January 2019

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At the Abbey school we take pride in identifying each child's individual needs through regular assessments and discussions with parents/carers and professionals. We recognise the need for a graduated response to the identification and assessment of children who fall behind age appropriate expectations.



Quality first teaching - each child's education is planned for by the class teacher, then teaching and learning will be differentiated to suit the needs of individual children. This may include additional general support by the teacher or Teaching Assistant (TAs). We follow the 'Assess, Plan, Do, Review' model of intervention in order to provide teaching and learning experiences for each individual need.

Additional needs - if a child's needs relate to a more specific area of learning then the child may be included in an intervention group. This is monitored regularly and the length of time it runs for will vary.

Higher needs - if a child has higher needs then it may result in them being identified as needing SEN support and the creation of a Learning Passport (old IEP). A Learning Passport (LPs) will involve parents, pupil, teacher, SENCO and any other relevant professionals. They will identify targets and outcomes for the child.

Complex needs - if a child's needs are more complex than a formal assessment for an Education Health and Care Plan (EHC Plan - previous Statement process) may take place.

A child may move through these levels of support depending on their need, which will be established through ongoing discussions and monitoring of interventions and targets.

Children who have Special Educational Needs may be identified in a number of ways;

- Parent or teacher observation - informal classroom and playground observation of children's approaches to learning and socialising. We take the view of the parent very seriously and involve them in the whole process. We also involve the pupil and encourage them to give their views too.
- Teacher Assessment - formative assessment in the school is ongoing to ensure that every pupil is making expected progress. All formal and informal assessments are analysed in detail to identify individual children who are underachieving, this data is used to target extra support for individuals and small groups, either in the classroom or as part of an early morning intervention. These children may not be on track to reach their end of year target, may not have made at least one step of progress per term or may have gaps in their learning.
- Concerns are raised by external agencies where intervention is already in place.
- Information is provided by the previous setting.

If a parent has a concern about their child's learning, the first person to speak to is the class teacher or head of Key Stage. The class teacher may suggest a further conversation with our SENCO (Special Educational Needs Co-ordinator) Kate Crisp and in some cases the Headteacher, Miss Fenn.

2. How will school staff support my child?

We provide quality first teaching to **all children** - high quality education by skilled professionals on a daily basis for all children with differentiation where necessary. Teachers and children are supported by skilled and passionate Teaching Assistants, who are allocated to children, groups and classes on a needs basis.

Where a child has been identified as having gaps in their learning or not meeting age related expectations, they may work in a small group with a teaching assistant or their teacher to address an area of difficulty.

A small number of children may be identified as requiring more specialist input and external agencies are involved in supporting the child by providing advice to the school or in working directly with the pupil.

3. How will I know how my child is doing?

At the Abbey School we provide reasonable opportunities for parents to meet with staff, both formally and informally, at a mutually convenient time. In addition we offer;

- Autumn and Spring Parent's Consultations with class teacher where children's books and work is made available to parents showing high quality marking and feedback.
- Summer Open Evening, following the annual academic report to parents stating child's academic progress and assessment compared to National Expectation.
- Parent's of pupils with a Learning Passport will meet additionally with the SENCO and Class Teacher each term to review their child's progress.
- End of Key Stage 1 and 2 SATs results shared with parents in the summer term, along with the results of the Year 1 Phonics Check.
- Class assemblies/events and Speaking and Listening opportunities.
- Home/school books of communication.
- Home learning.
- Assessment for Learning strategies used with the classrooms.
- Teachers are proactive with phone calls if a concern arises.
- Email communication between parent and SENCO/Headteacher.
- Annual Reviews (for children with an EHC Plan).

4. How will the learning and development provision be matched to my child's needs?

We follow the 'Assess, Plan, Do, Review' model of support and provide interventions for years 1-6. These interventions are literacy or numeracy based and are delivered by our TAs who work closely with the class teacher to provide the support necessary. Many of our TAs have been on courses to enable them to confidently deliver a programme of effective intervention. For 1:1 intervention, we liaise closely with our SpLD Outreach Team. The SpLD Outreach teachers provide training for Teaching Assistants. They are also available to offer advice to the school and provide us with a wealth of resources. Often we will borrow and trial resources from them before we commit to buying them, this means we have been able to build up a large stock of tried and trusted resources for use with our children with SEN.

As we have said above, we offer Quality First teaching, the teacher will differentiate work according to the needs of the class. All classes are different and unique and so it is up to the teacher to ensure they cater for each need. This will ensure that each child is fully included in all lessons and can complete work at their capability and given the tools/help they need.

Pupils at the Abbey often partake in peer marking and are asked if they have met their learning objective at the end of the lesson. As we involve them in their learning they are able to make suggestions on how they could work towards meeting the learning objective. In the same way, we will ask them how they would like to be helped if they are having difficulty meeting their learning objectives.

Pupils who have a Learning Passport are involved in generating their own One Page Profile which gives them a platform to express how they liked to be helped (eg. coloured paper or interactive whiteboard, numicon, writing slope, sensory breaks, pencil grip, breaktime buddy), what they find challenging, what makes them happy and their strengths. This document then informs Learning Passport review meetings.

5. What support will there be for my child's overall wellbeing?

Members of teaching and support staff are available for pupils who wish to discuss any issues or concerns that they may have. All teachers follow a weekly PSHE programme, where children are given the opportunity to share and discuss particular aspects of daily life.

The school pupil body is represented in three Councils, the School Council, Green Council and Faith Council where children's opinions and ideas are listened to and discussed with the Head Teacher and other key school stakeholders.

It may be necessary for pupils to receive individual or group pastoral care from the SENCO, we provide resources for this and discuss strategies with LINKS Outreach Behaviour Team. Examples of strategies are, meet and greet on the playground with a named member of staff, playground buddies, circle time.

We run social groups for children in KS2 to support them with their social communication skills and/or developing their self-esteem. Some children with more complex mental health concerns may need to be referred for specialist support via the School Nursing Service or Step 2, CAMHS.

A KS2 Play Lead supports individual children at lunchtime playtime by supporting them with their interactions with their peer group and/or helping them to engage in games with other children.

Where children need additional support with transition between classes or

schools, we make books with the child about their move to a new class/school and offer extra transition visits. In moving to secondary school, the SENCO will liaise with the secondary school SENCO to inform them of pupil's individual needs.

We provide Specialist training for staff to deliver medical interventions and keep all medical equipment well maintained. We liaise with NHS medical staff and the school nurse to monitor and update care plans. Children who have more extensive medical needs will be discussed before joining the school so that the appropriate care plan can be put in place, adaptations can be made to the environment and staff can be trained in the child's medical needs. We are in regular contact with our school nurse who will visit, advise and help produce a care plan when necessary.

The office holds a photo summary sheet for those pupils with allergies and medical needs. We routinely test emergency procedures and have a team approach to carrying out emergency interventions.

We have a clear and robust behaviour policy which all staff follow to ensure that all children are safe and that the School Rules and Golden Rules are followed. Children are encouraged to understand their responsibility to uphold Classroom Rules and to become role models to other children. Our behaviour policy clearly states procedures for differing levels of unacceptable behaviour to ensure that poor behaviour is dealt with promptly and behaviour expectations are met and fixed term exclusions are of a minimum.

6. What specialist services and expertise are available at or accessed by the school?

We work closely with:

- Specific Learning Difficulties (SpLD) Outreach at Windermere
- Speech & Language therapy
- Occupational therapy
- LINKS outreach behavioural team
- Educational Psychology team (EP)
- Traveller Advice Team.
- Collett Special Needs School outreach teacher
- The School Nursing Service
- St Albans Plus (Vista)
- Herts Communication and Autism Advisory Service
- ADD-Vance
- DSPL7

The SENCO liaises with all the agencies listed above. This may be to receive advice on provision, guidance on next steps for individuals or to make a referral for a pupil for a specific service.

Our SENCO also attends a termly Cluster meeting with other SENCOs and professionals to share best practice and to submit requests for additional funding for children with exceptional circumstances.

7. What training have the staff, supporting children and young people with SEND, had or are having?

We have staff trained in techniques and strategies for working with a range of needs, including:

- ADHD (Attention deficit and hyperactivity disorder)
- ASD (Autistic Spectrum Disorder) AET Level 1 training
- Dyslexia friendly teaching and classrooms
- Down's Syndrome and use of Makaton sign language
- Mental Health issues
- Children Looked After

8. How will you help me to support my child's learning?

In the Autumn term all parents are invited in to meet the class teacher and find out about class routines and expectations in a Curriculum Meeting. Each term a Curriculum Letter is sent home detailing the areas to be taught and topic vocabulary. This information can be found on our school website, along with long term plans of our curriculum.

Homework is set for each class and this will be differentiated where necessary to meet a child's needs.

We hold regular training sessions for parents to help them assist their child's learning, these have included iPad training, ESafety, SATs, Phonics and using the Oxford Reading Tree. Helpful guidance for parents is sent home as necessary, this has included information on the new Nelson handwriting scheme and grammatical vocabulary used within the New Curriculum.

Learning Passport review meetings are held once a term with the SENCO and class teacher to discuss strategies on how to support your child with their specific needs and to give parents the opportunity to express their views.

Where external agencies are involved with a child, parents are invited to meet with professionals to discuss their needs and further support.

In the past we have held a dyslexia parent's evening to offer support and strategies for parents and continually strive to find ways of informing parents of different issues. This information plus other parent courses are on our website and in the weekly newsletter or sent home.

In the summer term we hold an Open Evening for parents to view and share work and achievements with their child and to help parents prepare for next year's learning topics.

9. How will I be involved in discussions about and planning for my child's education?

At the Abbey School we believe in a child-centred approach- the thoughts and feelings of the parents and child are taken into account, along with the views of school staff and relevant professionals. The school may invite parents in to discuss their child after concerns have been raised by the teacher or the parent.

Additional support or strategies will be discussed and implemented as part of the 'assess, plan, do, review cycle'. It might be at this stage that external professionals are involved in providing further support. If concerns continue to be raised about the child then, in agreement with the parents, the child will start a Learning Passport which will be reviewed every term by parents, teacher and SENCO.

Children who have a Learning Passport contribute to the process by contributing to their 'One Page Profile' which enables children to express their thoughts and ideas about their learning and wellbeing. This is updated termly by the SENCO or staff from their class.

In addition to parent consultation meetings twice a year and an annual report at the end of the school year, we keep in contact with our parents through phone calls, emails and regular meetings to ensure they always know the next steps we are taking with their child.

10. How will my child be included in activities outside the classroom including school trips?

We ensure all children participate in all aspects of school life and activities. We take the needs of children into account when planning activities outside the classroom and on school trips. Particular needs will be discussed with parents and appropriate provision and reasonable adjustments will be made where necessary. For example, additional adults for school trips, additional preparation for a child feeling anxious. Medical support will be put in place where necessary.

When going on a residential trip, the SENCO may consult the parents of children with SEN and/or a disability to discuss the difficulties their child may face on such a trip and how all parties can support them in order for the child to

participate. The SENCO will liaise with the provider to ensure they can make reasonable adjustments to make activities and participation inclusive of all the children's needs.

11. How accessible is the school environment?

All Hertfordshire Schools comply with the Equality Act 2010. Abbey School is a complex site with 73 external steps around the entire site and 65 well established trees, providing a woodland setting. Although we have a school accessibility plan and equality scheme, the 1970s building is not easily accessible to children or adults with mobility issues due to steep flights of internal and external stairs to access the majority of the classrooms, which minor adjustments would not make accessible.

We have a disabled changing toilet facility in the front entrance of school and have installed an infra-red Soundfield System in all of our open plan classrooms to support children with auditory processing and hearing difficulties.

With parents whose first language is not English, we aim to enlist support in communication with them, through a relative or a trusted member of the community. We have established effective communications with parents with reading and writing difficulties by arranging additional meetings to verbally go through information about the class, curriculum and trips.

12. Who can I contact for further information?

The school SENCO, Kate Crisp works on **Mondays and Tuesdays** and can be contacted on 01727 851802 or senco@abbey.herts.sch.uk The Head Teacher, Miss Fenn can also be contacted on the same number and at head@abbey.herts.sch.uk

Our school SEN governor is **Robert Raine**. Further information about SEN provision in our school is available from Mrs Crisp or Miss Fenn, who are always happy to arrange to meet with you about your child's needs.

On a daily basis, any enquiries about your child's learning should be directed to the class teacher. In the event of a complaint, please contact the Head Teacher or see the complaints procedure which is available from the School Office.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

On joining our school;

- Our reception teacher visits the nursery settings of as many of our new starters as possible and liaises with the nursery on appropriate provision

for pupils.

- New reception children and their parents are invited to two transition sessions during the summer term to prepare for the September start. New starter paperwork is completed by parents to assist school with children's needs.
- A meeting with the reception teacher is arranged during the first two weeks of school as part of our transition process, where children build up their school day staying until 12pm, 1pm and then finally 3.20pm.
- Reception children are paired with a Year 6 'Special Friend' to assist them in their first few weeks of school life.
- Sometimes it will be necessary for the SENCO and Head Teacher to make a visit to meet the child, parents and people working with the child.
- For pupils with SEND we may introduce a phased start to school, building up to full time attendance.
- For children joining the school in Year 1 and above a tour of the school is given by the Head Teacher and new starter paperwork is completed by parents to assist school with children's needs. Pupils are 'buddied' with a child from their new class to aid them as they navigate the school day.

If your child is moving to another school;

- Pupils are invited to have preparatory visits
- Pupils are 'buddied' with an existing pupils
- Schools liaise by meetings or telephone conversations
- Records are passed on to relevant people

On Year 6 transition;

- PSHE lessons aim to prepare all pupils for the next stage of their schooling (this will be carried out by the class teacher or by a member of the Links Outreach Team)
- Year 6 and Year 7 teachers meet to discuss individual children
- SENCO liaises with SENCO from secondary school and pupils with SEND have additional visits to their secondary school, these visits can be with a member of staff or a parent
- All records are passed on and additional telephone conversations or meetings are held
- Moving on books are made to help the child prepare if necessary.

14. How are the school's resources allocated and matched to children's special educational needs?

The school budget includes money for supporting children with SEND. The governing body and the Head Teacher decide on how to use the money for additional support or resources depending on the needs of the school.

Should a child require provision which exceeds the nationally prescribed threshold, the SENCo can apply to the Local Authority for Exceptional Needs top up Funding. However, only a very small number of children within mainstream

education, whose needs are truly exceptional, will be granted this funding.

15. How is the decision made about how much support my child will receive?

The amount and type of support your child receives is decided by the Head Teacher, SENCO and class teacher. We take into account any advice from relevant professionals and we involve the parents and the child as far as possible. The level of support will be constantly reviewed. Only in very exceptional circumstances will children receive 1:1 support within class.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The local authority, Hertfordshire County Council, has published its local offer of services and provision for children and young people with SEN on its website: www.hertsdirect.org/localoffer