



Abbey Primary School

SEN Information Report

2018-2019

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Believe & Achieve

SEN Information Report 2017-18

Welcome to our SEN information report which is part of the Walsall Local Offer for learners with Special Educational Needs (SEN). In accordance with the Children and Families Bill 2014, all governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. This information will be updated every year.

How we identify individual special educational learning needs

At Abbey Primary we ensure that all children are treated fairly and are given the same opportunities. When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them including parents and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

If parents believe that their child has a special educational need we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school though we will sometimes request advice from more specialised services such as Educational Psychology, Speech Therapy, and Occupational Therapy or by a SEN Advisory Teacher. We will always share the findings with parents and in consultation plan the next steps to best support their child.

If teachers feel that a child has a special educational need, this may be because they are not making the same progress as other pupils. We believe that early identification and intervention is best to help your child achieve success. Teachers will meet with the Head teacher, Mr Mark Gilbert, Special Educational Needs Coordinator (SENCO) and/or Deputy Head teacher, Justine Read to discuss children and their progress every half term. We will observe the child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what they are learning in school and if appropriate use tests to help us to pinpoint the difficulty. This will help us to identify the child's need and plan strategies to support their learning. Taking into consideration the Assess, plan, do, review cycle that is highlighted in the SEND Code of Practice (September 2014).

If school has become concerned about a child, parents will be contacted by the child's class teacher or the school's SENCO Mrs Read where their thoughts and opinions will be sought.

How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them

We believe that pupils and parents should be at the heart of all decision making about the child to ensure a child/family approach. When we assess special educational needs we discuss with parents if their child's understanding and behaviour are the same at school and home; we take this into account and work with our parents so that we are helping their child in the same way and helping them make progress. Where appropriate we will write and review targets with pupils and parents/carers, a copy will always be available to all. We hold a meeting every term that allows the pupil, family, school staff and other appropriate outside agencies to be able to share information, celebrate success and plan next steps.

Our School Engagement and Enhancement Co-ordinator, Gina Clarke and a member of the Senior Management team are available daily in the mornings or after school and welcome you to raise celebrations or concerns about your child's needs.

Children with communication difficulties have a home-link book. This tells parents about the sort of activities that they have done that day so that they can be discussed at home. Every child has a reading diary. Teachers may write in comments and we encourage parents to write in their observations and comments too. Further support on how to support a child's reading can also be obtained from the child's teacher.

Additional Needs (targeted support) - First stage

These are normally pupils who have been identified on the as working three school terms below that expected for their age. However, class teachers can refer a child if they have a concern.

An individual continuum is highlighted from which the class teacher identifies key targets. The targets are written up on an individual plan and then interventions are delivered in order to address these targets. This is in addition to a differentiated curriculum.

If after two terms of consistent provision a child has made good progress (i.e. one band movement) then the provision may be removed or a provision map written with new targets to meet.

If after two additional terms of consistent provision a pupil has not made any or limited progress then the child should, after consultation with the Senior Leader be moved to the second stage.

Second stage (Specialist support)

The triggers for further support will be that, despite receiving extra support through an additional needs plan, the child:

- Continues to make little or no progress
- Continues to work at levels substantially below that expected for a child of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which interfere with their learning or the learning of their peers
- Has an ongoing interaction or communication difficulty that impedes the development of social relationships and cause substantial barriers to learning.

The class teacher will then consider the above and seek further advice from the SENCO in moving to the second stage.

The SENCO will coordinate involvement of specialist agencies.

The parents of the child will need to provide permission for agency involvement and in some cases will need to provide written consent. The SEND agencies provide training, monitoring and advice on Wave 3 intervention programmes.

If after six weeks or half a term, the child has made good progress the child will then move to the first stage with provision at that level. If the child remains at specialist support they will receive additional interventions. These will be indicated on an individual target sheet. Information about the following will be included:

- The short term targets for the pupil (6 – 7 weeks)
- The teaching strategies to be used
- The provision to be put in place
- Outcomes of the intervention

The provision map should focus on three or four targets that are matched to the child's needs and have been discussed with the parents and pupil. Wherever, possible pupils should be involved in the target setting process.

Progress against Individual targets is recorded on a review form.

Responsibilities & Roles for children with difficulties with learning/ Special Educational Needs or disability

Your child's Class teacher is responsible for:

Checking and monitoring the progress of a child and identifying, planning and delivering any additional help they may need (eg targeted work, additional support) and letting the SENCO know as necessary. To ensure their teaching is outstanding, they are well planned and offer a differentiated curriculum. Marking is exemplary offering constructive feedback and homework is set accordingly. Writing Individual targets (linked to the continuum) and sharing and reviewing these with parents at least once each term and planning for the next term. Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching. Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring that the changes under the new SEND Code of Practice 2014 are followed by staff and consistent across the school during the course of the academic year 2017/18 in line with the schools SEND Development/action Plan.
- Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.
- To co-ordinate the provision of interventions across the school, offering 1:1 support from key staff to pupils who require additional/differentiated activities.
- To track the progress of children on the SEN register.

Head teacher, Mr Mark Gilbert:

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND. He will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.

- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. Support the school SENCO in terms of budgeting the SEND provisions.

SEN Governor: Mr Malcolm Hinks

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND. Challenging the schools SENCo, to ensure ALL children are reaching their full potential.

How we use other adults in school to support pupils with special educational needs or disabilities

We have a team of talented and inspiring Teaching Assistants who are all trained to support pupils with a wide range of educational, social and emotional needs.

Our team of Teaching Assistants are able to effectively support individuals or groups of children in the classroom and undertake small group or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. This provision across school is planned for by our class teachers as part of our quality first teaching.

Our School Engagement and Enhancement Co-ordinator is an important member of our team who has an excellent knowledge of how to support you and your child and may also be able to sign post you to other services.

We have a dedicated Educational Psychologist (Sabreen Athwal, EP First) and Advisory teacher (Beccie Hawes, Rushall Inclusion Service) who visits our child regularly to observe and assess pupils and offer advice and support to both home and school.

We have a designated Speech & Language therapist, Anna Stanley who comes into school every Tuesday to work with children and support staff in the delivering of S&L interventions.

How we use specialist resources to support pupils with special educational needs or disabilities

We have a wide range of reading material (books, e-books) to appeal to aural and visual learners as well as catch-up schemes to revise lost learning. We have a range of technology to support different learning styles and help motivate and access learning. These include I-Pads, computers, microphones, talking tins.

We use workstations, picture, object and symbol timetables and equipment such as countdown timers for pupils who need it. We seek advice from outside agencies and Outreach providers as and when the need arises for specialist seating or access facilities. We use technology to support children's learning for example, Nessy.

We use visual timelines and Makaton symbols to reinforce and aid children with communication difficulties. We have changing facilities for those children who require it.

How we modify teaching approaches for individual pupils

Our curriculum celebrates the different learning styles of all of pupils and supports inclusion and differentiation to address the needs of all of our pupils. Teachers provide exciting, relevant and memorable tasks to inspire learning and to promote pupils' well-being. Teachers work hard to ensure that resources are well prepared and imaginative, with close attention to detail to make experiences realistic.

We encourage educational visits for all and arrange for visitors to come and enable all children to access and benefit from this learning.

We are an inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups so that every child has a level of challenge appropriate for them and also experiences success. Teachers adapt their teaching and the learning environment constantly in order to cater for their pupil's academic and physical needs.

When appropriate, staff are deployed to give children additional support for their academic and/or physical need in small groups outside the classroom, or to provide one-to one support.

We offer a range of in-house communication groups. The focus of these groups is on, Speech and Language and Social Communication. We use a number of teaching methods that are adapted to the needs of both groups and individual pupils, including picture exchange cards, objects of reference and individual workstation tasks. We use class and personal visual or object timelines to help children to understand what activity is coming next.

Gina Clarke is a trained Nurture Group Practitioner and she runs a morning Nurture group teaching small groups of children in a specialist way. This practical approach which is planned carefully to the individual needs of the children has proven to be very successful. In addition, Mrs Clarke runs an OWLS group every lunchtime supporting vulnerable children with the support of teaching assistants Mrs Hallett and Mrs Sheargold.

How we assess pupil progress towards the outcomes we have targeted for pupils and reviewing the progress

In the Foundation Stage, we track progress against the Early Years Foundation Stage ages and stages of child development. If a child is in Year 1 and above a more sensitive assessment tool is used which shows their progress in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.

Within school, teachers assess the children's progress half termly, this data is discussed with the Senior Leadership team so that strategies can be put in place to intervene early and support your child. At termly meetings we discuss a child's progress and attainment and gather their and parent views. This will help formulate next steps to support a child's progress. We regularly use staff meetings to get all teachers to assess anonymous pieces of work to check that our judgements are correct (moderating). We set challenging targets for all children based on nationally agreed guidelines on progress.

We have implemented this academic year the Birmingham Continuum, to assess and track SEN children. The continuum enables us to monitor small steps of progress and identify targets and next steps. These are share with children and parents regularly.

Our marking of children's work informs our planning and we identify next steps for all of our children.

The marking of pupils' work is vital, with teachers providing clear information about why the pupils have done well and what they can do to improve. Teachers provide opportunities for pupils to reflect and respond to this advice, creating a continuous dialogue that takes learning forward

What extra support we bring in to help us meet SEND – services & expertise.

How we work collaboratively.

We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.

Our local authority provides educational psychology support for assessment, advice and training.

Our local authority provides an early years advisory teacher who supports children with SEND when they make the transition to our nursery from pre-school settings.

We get advice and support through the schools designated speech and language therapist, offering targets and advice.

We liaise with School Health as appropriate and children are discussed at termly meetings.

We get support and advice from Occupational Therapy for pupils that need assessment for issues such as special seating or fine and gross motor concerns. They guide school staff in meeting the needs of the individual pupils. Together (pupil, parent/carer, school, outside agencies) review your child's progress and agree on steps to make teaching more effective and learning easier.

What other activities are available for pupils with SEN in addition to the curriculum?

We have a before and after school club with trained staff from school to support the needs of children with SEND. We have a number of lunchtime and after school clubs which cover a range of interests which include; sports, creative activities, music. Pupils with SEND are welcomed and included, additional support is offered as necessary to support access.

How we support pupils in their transition into our school and when they leave us

Children who join in nursery are welcomed into our school community with a personal home visit by nursery staff. Our local authority provides an early years advisory teacher to support children with SEND when they make the transition to our nursery from the pre-school settings offering support, strategies and guidance.

Transition into Reception and then into successive year groups are supported by meetings, meet the teacher time and taster sessions in the new class. New Reception children are all offered a home visit.

We liaise closely with a child's previous school/setting and will routinely arrange to visit them in this familiar setting wherever possible before they transfer. Parents and children who are joining our school mid-term are encouraged to visit the school before they start. We will plan a child's transition to us with information from parents and all professionals already involved to supporting a child. This helps to enable a smooth and supportive start for a child.

As a child makes the transition to Secondary school, again we will contact and discuss the child's needs with our Secondary school colleagues, invite them to observe the child in our setting and through dialogue with parents and the child set up appropriate transition visits to support a smooth transition. The school will support children with SEN on additional transition sessions.

How additional funding works

Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need. If a pupil's education, health and care plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means that you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

Children who qualify for 'Pupil Premium' and tracked and monitored allowing specific, appropriate interventions to be put in place. This information can be found as part of our school's Pupil Premium Policy.

Abbey Primary continues this academic year with the Achievement for All (AFA). Justine Read is the AFA champion and will be working closely with parents, children and staff supported by an AFA

coach. Structure conversations have taken place where staff has had the opportunity to meet with identified parents for a half an hour session. Resources and support is offered by the class teacher to help support the child at home.

Our SENCO and our School Engagement & Enhancement Co-ordinator (01922 710753) can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.

Governing Body

Our schools governing body actively seek the best advice from other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of the pupils with SEND and in supporting the families of these pupils when necessary.

The governing body meet regularly to discuss the needs of ALL pupils at Abbey Primary.

Our SEND link governor, Mr Hinks, meets during the academic year with the schools SENCO to discuss the school provision and progress.

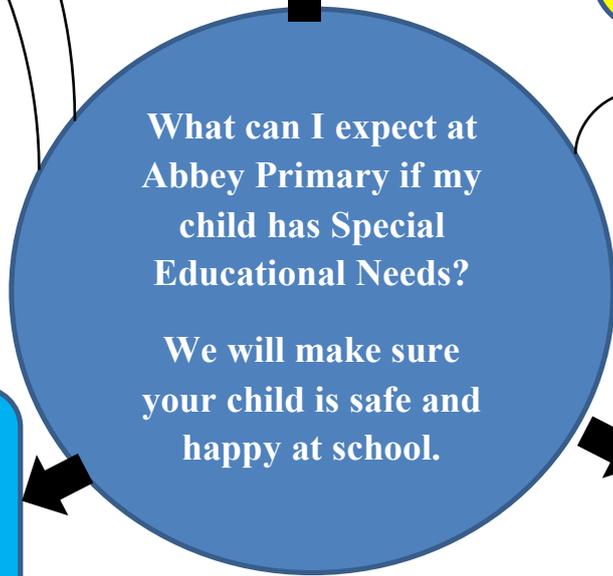
SEND Admission Arrangements

As with any admission to Abbey Primary, if parents want their child to come here they can contact school and complete our 'Mid Term Admissions' form. This procedure is in line with guidance from the Local Authority.

Have Your Say.

This report details our annual offer to learners with SEN. To be effective it needs the views of all: Parents/carers, learners, governors and staff. Please engage fully with our annual process to 'assess, plan, do and review' provision for SEN.

If you have any comments, please contact Mrs Read at postbox@abbey.walsall.sch.uk



Open and honest communication

We have a member of staff called the special needs co-ordinator (SENCO) who will explain everything to you and make sure you know what is happening

If we think your child needs extra support we will always talk to you

We will make all the information we need to share with you clear and easy to understand

The SENCO will make sure that all necessary school staff are aware of your child's needs and worries

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Our child will also be able to give their views

We will work in partnership with you to identify the needs of your child and put in place correct support

A Partnership approach

Sometimes we may need your permission to involve outside agencies to support your child

The school will involve you in all decisions and listen to your views

The school will try to involve your child in decisions about their learning

We will try to ensure your child will be fully included in trips, performances and social events

The school will provide good teaching and extra support when needed

Appropriate and effecting Teaching and Learning

All staff will be able to assess your child accurately and differentiate the curriculum

A range of resources will be available to support your child

School will support children in managing their own behaviour and/or to build up skills and confidence in dealing with social situations

School staff will receive appropriate training to have the knowledge and confidence to support your child

Where necessary resources will be available to support children who have social and/or communication needs