Special Educational Needs Information Report

Abbey Primary School

At Abbey Primary School we are committed to ensuring that every child is valued, included and supported to achieve their full potential. This report explains how we identify and support pupils with Special Educational Needs and Disabilities (SEND), how we work in partnership with families and how additional support can be accessed when needed.

1) Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement https://www.gov.uk/government/collections/national-curriculum
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
    - Communication and interaction (This includes Autism and those with Speech, Language and Communication Needs).
    - Cognition and learning, (including pupils with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties).
    - Social, Emotional and Mental Health (SEMH), (pupils whose emotional, social or mental health needs affect their learning needs)
    - Sensory/physical. (Students with hearing impairments, visual impairments, multi-sensory impairment and physical disabilities are supported in this category).
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

- **Special Educational Needs**: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
    - *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**.*
    - *Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*

- **Disability**: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'**. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

3) **The kinds of special educational needs (SEN) for which provision is made at the school (Schedule 1: point 1)**

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For a small number of pupils, additional support may be required beyond what can normally be provided through the school's SEND provision. In these cases, the school may work with parents, carers and external professionals to request an Education, Health and Care Needs Assessment from the Local Authority. If the assessment identifies that additional provision is required, an Education, Health and Care Plan (EHCP) may be issued. Parents and carers are fully involved throughout this process.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
    - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
    - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

4) **How does our school know if children need extra help? (SE7 1 Q1) (Schedule 1: Point 2)**

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

5) **What should a parent do if it thinks their child may have special educational needs? (SE7 1 Q1) (Schedule 1: Points 2 and 4)**

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with the child's class teacher. This then may result in a referral to the school SENCo whose name is **Mrs Katie Richardson** and whose contact details are **01922 710753 or** **krichardson@stbartsmat.co.uk** (Mon-Wed).
- Parents may also contact the Headteacher **Mr Mark Gilbert** directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school

6) **How will the school support a child with SEND? (SE7 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10)**

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation by the senior leadership team, the SENCo, external verifiers,
- ongoing assessment of progress made by pupils with SEND,
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
- pupil and parent feedback on the quality and effectiveness of interventions provided,
- attendance and behaviour records.

- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- Pupils may have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as 'Structured Conversations', which will take place termly.
- Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an assess, plan, do and review model:

  1. **Assess**: Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

  2. **Plan**: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.

  3. **Do**: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for

adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review**: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools including CADMUS and North Star Inclusion advisory services.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service, Reflexions, Occupational Therapy

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided in order to further support the needs of the pupil.

7) **How will pupils be involved in decisions regarding provision that can better meet their needs? (Schedule 1: Point 8)**

This school uses pupil centred profiles. These are completed with the pupils themselves and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

8) **How will the curriculum be matched to each child's needs? (SE7 Q3) (Schedule 1: Point 3)**

- Teachers plan using pupils' achievement levels, adapting tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily such as visual/communication aids or physical apparatus.

- These adaptations may also include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.
- We also offer a Nurture provision for some pupils in order to help them access different parts of the curriculum and support their emotional well-being.

9) **How will parents know how their child is doing? (SE7 Q4) (Schedule 1: Point 7)**

 Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.

- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.

- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is **01922 710753**

10) **How will parents be helped to support their child's learning? (SE7 Q4) (Schedule 1: Point 7)**

- Please look at the school website. It can be found at https://www.abbey.walsall.sch.uk/ and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the termly newsletter includes a section that identifies local learning opportunities.
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

11) **How will the school evaluate the effectiveness of the SEN provision made for pupils? (Schedule 1: Point 3)**

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine

both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

12) **What support will there be for children's overall well-being? (SE7 Q5) (Schedule 1: Point 3)**

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area. This is **Mrs Amy Phillips.**
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' well-being and mental health.
- The school is committed to Anti-bullying practices and regularly reviews provision in regard to ensuring pupils safety.
- We have a trained Emotional Literacy Support Assistant (ELSA) who works with children on a one-to-one basis after being identified by parents/staff.
- The school follow the 'My Happy Mind' programme to support all pupils in understanding their emotions and ways that they can self-regulate and understand their feelings better.

13) **Pupils with medical needs (Statutory duty under the Children and Families Act) (SE7 5)**

- Pupils with medical needs will be provided with an Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.

- Any medical conditions are recorded on our MIS system and medical tracker so that parents can be informed of any medication administered via e-mail. These are also shared with relevant staff to ensure the best care for all pupils.

14) **What specialist services are available at the school? (SE7 Q6)**

The school has access to a range of specialist support that are identified in (6) above.

15) **What training do the staff supporting children and young people with SEND undertake? (SE7 Q7) (Schedule 1: Point 5)**

In the last 12 months, all staff have received training in the following areas:

- Emotion Coaching
- Adaptive Teaching
- Understanding Autism
- The four broad areas and need and ways to support within class
- Executive functioning

A range of training opportunities are made available to staff to enable them to provide the most appropriate support for your child. We have recently undertaken further training to help us understand and support Neurodiversity in children and young people through the PINS project in Walsall (https://www.gov.uk/government/publications/partnerships-for-inclusion-of-neurodiversity-in-schools-pins/partnerships-for-inclusion-of-neurodiversity-in-schools-pins-programme).

Enhanced training has been provided to Higher Level Teaching Assistants (HLTA) on:

- Leading a Nurture Group
- Wellcomm and other Speech and Language interventions
- ELSA

Specialist training has been provided to the SENCo on:

- The NASENCO Award
- The school has regular visits from SEN specialist teachers who provide advice to staff support the success and progress of individual pupils
- Attendance at regular Local Authority SEN Forums as well as locality cluster meetings
- The NHS Speech Language Therapist visits in Autumn and Summer Term to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.

- The Governor with specific responsibility for SEN has completed the SEN Governor training.

16) How will my child be included in activities outside the classroom including school trips? (SE7 Q8) (Schedule 1: Point 3)

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

17) **How accessible is the school environment? (SE7 Q9) (Schedule 1: Point 3)**

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps have replaced steps into school to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- Three nurture spaces been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

18) **How will the school prepare/support my child when joining or transferring to a new school? (SE7 Q10) (Schedule 1: Point 12)**

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living (Schedule 1: Point 12)
Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- Feedback from last year's pupils on the effectiveness of the transition process can be located on our website in the transition folder.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs? (SE7 Q11) (Schedule 1: Point 6)

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
    1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
    2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
    3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
    1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc..)
    2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
    3. Out of class support (relationship building, social, emotional skill development,)
    4. Small group tuition to enable catch up (subject or targeted at additional need)
    5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)

6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
7. Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
8. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
11. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

In addition:

 The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

 If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

19) **How is the decision made about how much support each child will receive? (SE7 12) (Schedule 1: Point 7)**

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.
- A provision map may be shared to highlight the interventions and support received by a child throughout a typical week.

20) **How will I be involved in discussions about and planning for my child's education? (SE7 Q 13) (Schedule 1: Point 7)**

This will be achieved through:

- discussions with the class teacher, SENCo or senior leadership team member,
- parents evenings,
- meetings with support and external agencies.

It addition, our school invites parents and carers of children and young people with SEND to attend regular meetings to raise issues of concern and to ensure the school provision is responsive to pupil and family needs.

21) How we support children who are in care who also have SEN?

Children in care participate in termly Personal Education Plan (PEP) meetings, where all relevant professionals convene to discuss individualised targets, progress, and concerns.
During these meetings, identified Special Educational Needs and Disabilities (SEND) are thoroughly discussed. The team ensures that set targets are both suitable and achievable, and plans are devised to provide the necessary provisions for success. Additional funding is requested through each Local Authority's Pupil Premium allocation to support these plans.
Close collaboration occurs with social workers and the Local Authority's virtual school teams to ensure that comprehensive plans and support systems are established for the well-being and academic progress of children in care.

22) **Who can I contact for further information or if I have any concerns? (SE7 Q 14) (Schedule 1: Point 9)**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENCo, **Mrs Katie Richardsom**
- The Headteacher, **Mr Mark Gilbert**
- For complaints, please contact the School Governor with responsibility for SEN, **Mrs Amy Phillips**. They can be contacted via the school office on 01922 710753.
- If your concern involves the local authority:

Contacting the Local Authority: Similar to addressing concerns within the school, you can follow a similar path with the local authority. The Head Teacher will log and track your complaint.
The local authority offer can be found at http;//www.mywalsall.org/fis/Walsall-send-offer/TheSENDLocalOffer(Walsall.gov.uk).

23) **Support services for parents of pupils with SEN include**: **(Schedule 1: Point 8)**

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service **http://www.iassnetwork.org.uk/**
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here **http://preview.tinyurl.com/qx5a8vq**

- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here **http://preview.tinyurl.com/ovg4so3**

24) **Information on where the Local Authority's Local Offer can be found**. **(Schedule 1: Point 11 and 13)**

Please follow this link to the Local Authorities Local Offer to access information for parents and carers regarding the Local Offer.

Report approved: September 2026
Report reviewed: September 2026
Next review date: September 2027
SEND Governor: Amy Phillips
SENCo: Mrs Katie Richardson

References

Schedule 1 of **The Special Educational Needs and Disability Regulations 2014**.

The **SEND Code of Practice** (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations **http://preview.tinyurl.com/nenth62**

Supporting pupils at school with medical conditions Sept 2014. **http://preview.tinyurl.com/nrv8wxy**

SE7 Local Offer: Framework and Guidance. **http://preview.tinyurl.com/otma4gj**

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice http://preview.tinyurl.com/nenth62