

WHO are the best people to talk to about my child's difficulties with learning/SEND?

- Class teacher
- SENCo
- Head teacher or a member of the Senior Leadership Team

HOW do we identify and assess children with SEN?

Information from:

- **Parents/carers**- information from parents/carers is essential in ensuring that we are able to support your child fully whilst also maintaining positive home/school links.
- **Teachers**- class teachers carefully monitor and assess all pupils, this may be through teacher assessments or more formal assessment, they may ask the SENCo to support through observations or further assessments in school.
- **Pupils**- we sensitively gather information from pupils in a range of ways to understand and support them fully.
- **Outside agencies**- referrals may be made to outside agencies to support us with identifying and assessing pupils and to give school and home advice to support your child further.

WHAT types of support are available for my child in school?

Class teachers have overall responsibility to, plan, assess and monitor all pupils in their class to ensure that appropriate progress is made.

Through Quality 1st Teaching, teachers will use a range of teaching strategies to support all pupils, through whole class and group work which may be led by class teachers or highly skilled learning support assistants.

For some pupils interventions may be used to increase progress in one or more areas of learning or development.

Interventions are led by a range of staff including, teachers, Higher Level Teaching Assistants and Learning Support Assistants, all of whom liaise closely with the class teacher, Key Stage Leader and SENCo.

WHERE can I find more support and information?

- Parent Partnership [Suffolk Parent Partnership | Suffolk County Council](#)
- School Nurse
- Activities Unlimited [Activities Unlimited](#)
- Health Visitor
- Children's Centre
- GP



Local Offer

HOW well do SEND pupils do in our school?

- **Progress**- Your child's progress is carefully monitored by the class teacher and SENCo. Their progress and levels of attainment are assessed on a termly basis using a range of assessments which along with pupils work support teachers in their overall judgements.
- **Ofsted**- "Disabled pupils and those who have special educational needs are well supported, both by additional adults and well-planned activities that are carefully adapted to match their specific needs," (Dec 2012) <http://abbotsgreen.co.uk/documents/ofsted/report.pdf>

HOW will the school communicate with me?

We communicate to all parents in a number of ways-

- **Parents Meetings**- parents have opportunities throughout the year to meet with their child's class teacher, if you would like to meet with your child's teacher please contact the school office to make an appointment at a mutually convenient time.
- **Review Meetings**- these may take place within parent meetings or may be organised separately, these are an opportunity to discuss your child's targets and plan their next steps.
- **Newsletter**- weekly newsletters are available via our website [Newsletters - Abbots Green Community Primary School](#)
- **Website**- for current Abbots Green news and documents [Abbots Green Community Primary School](#)
- **Meetings with outside agencies**- where outside agencies are involved we will provide opportunities for parents to meet with relevant professionals.
- **Termly Reports**- these are sent home every term giving parents an overview of your child's progress over the academic year.

HOW can this school meet your child's needs?

- **Language and communication**- we have Learning Support Assistants who are ELKLAN trained, supporting pupils with their language and communication. We also have staff trained in using MAKATON and PECS. We work closely with Speech and Language Therapists to support learners on a day to day basis.
- **Cognition and learning**- Quality 1st teaching across the school, providing carefully planned support through teaching and learning for pupils with SPLD.
- **Social, emotional and mental health**- highly skilled staff in supporting pupils, close liaison with outside agencies. Whole class visual timetables in Early Years, Key Stage 1 and lower and Upper Key Stage 2 are displayed to support pupils with daily routine, some pupils may have an individual visual timetable to support them further. A high percentage of staff have attended training on ASD to support our learners appropriately.
- **Sensory and physical needs**- we are committed to providing a fully accessible environment. We have staff trained in providing a sensory curriculum and we also have our own sensory room.
- **Transition**- prior to starting at Abbots Green the SENCo/class teacher with liaise closely with the SENCo from the current educational setting. A transition plan may be written to support pupils and ensure a smooth transition.

