

Abbots Green Academy

Special Educational Needs and/or Disabilities Information Report

Policy Date:	January 2022
Date approved by FGB:	February 2022
Date of Review:	January 2023
SENDCo	Sharn Jones
Governor Responsible:	Jenna Duncan
Signed:	

Who are the best people to talk to about additional support?

- In the first instance it is always best to speak to your child's class teacher
- Key Stage Leader- Mrs L Mayes (Early Years and Year 1 Lead), Mr Marsh (Year 2 and Lower Key Stage Lead) and Mrs Heath (Upper Key Stage 2 Lead)
- SENCo- Miss Jones
- Deputy Head Teacher – Mrs Uttley
- Head Teacher –Mrs Morrison

Special Educational Needs at Abbots Green Academy

As a school we recognise that each child has a variety of abilities. Children with Special Educational Needs and Disabilities (SEND) who need support within one of the four areas of SEND; Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health and Sensory and/or Physical Needs will require effective inclusion across the curriculum and will require additional or different intervention and provision to be made to enable them to access a broad and balanced curriculum. Abbots Green is committed to children with SEND. We believe that every child should participate to the best of their ability in the everyday life of the school. The purpose of this report is to outline how we teach and support children so that they are able to achieve their potential.

How does the school identify children who may need SEN support?

All pupils are entitled to access a broad and balanced curriculum. Through identification we are able to plan for each individual learner's needs and ensure that the correct support is put in place for each child.

The Code of Practice identifies 4 broad categories of need:

- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social, emotional and mental health difficulties
- 4) Sensory and/or physical needs

We identify the needs of our learners by looking at the whole child and we use a range of assessment measures so we are able to understand and support each child fully, these include:

- Information from parents/carers
- Information from pupils
- Information from class teachers
- Tracking progress of pupils learning and sharing this information during pupil progress meetings
- Setting achievable and measurable targets termly and careful monitoring of targets.
- Observations of pupils by class teachers/ Key Stage Leaders/SENCo
- Standardised assessments (including Phab (phonics), BPVS, YARK)
- Support/discussions and observations from Outside Agencies.

Teachers and the SENCo are happy to meet with parents whenever possible to discuss pupils' progress or any concerns, we believe that this is fundamental to the success of our pupils and benefits all involved greatly.

What are the different types of support available in school?

Abbots Green Academy's SEND Provision Map

<p>Class</p> <p>Quality first teaching***</p> <p>Support during carpet time Social skills intervention</p> <p>Visual timetable Intervention **</p> <p>Social stories Additional support to choose activities</p> <p>Clicker Finger gym</p> <p>Specialist equipment/ resources* Use of green paper</p> <p>Fine motor skills additional support Makaton trained staff</p> <p>Support during 'independent' tasks</p> <p>Nessy Beat dyslexia</p>	<p>School</p> <p>Nurture group (Rainbow room)</p> <p>Elklan trained staff Gym trail</p> <p>1:1 support</p> <p>Rainbow breakfast club</p> <p>Small group work with an LSA</p> <p>Lego therapy</p> <p>Speech and language support</p>				
<div style="border: 2px solid red; display: inline-block; padding: 5px;"> <p>Child: Class and year: Date:</p> </div>					
<p>Outside agencies/ support</p> <p>Educational psychologist County inclusive resource</p> <p>Child development centre</p> <p>Speech and language therapist support</p> <p>Well-being service School nursing</p> <p>Occupational therapy Physiotherapist</p>	<p>Notes/ comments:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Specialist equipment/ resources*</th> <th style="width: 50%; padding: 5px;">Intervention** and frequency</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> </tr> </tbody> </table>	Specialist equipment/ resources*	Intervention** and frequency		
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*** Quality first teaching- Class teacher differentiates to suit individual needs and additional general support may be provided

We assess and provide personalised learning within 3 levels of support.

- The first support is accessed through the classroom and Quality First Teaching, this is organised through the class teacher. Pupils will have their own set of targets or learning objectives for each reading, writing and maths.
- Learning is scaffolded to meet the needs of all of the learners and to support learners in achieving their targets.

- Pupils may have individual requirements/support at this stage, and therefore may have specific resources to support their learning. Work may be adapted for learners to help them to access appropriately.
- The second level of support, takes place through more specific and targeted teaching, this may be through a range of interventions/small group work to target specific difficulties that learners may have.
- The third level of support comes through more specific interventions and/or a high level of support within the classroom, at times this may be 1:1 support or interventions. Pupils may have access to outside agencies for further support and advice, these may be Educational Psychologists, Speech and Language Specialists, Local Authority Advisors for example. At this stage, pupils will have personal pupil passport detailing the provision that they have, which may include interventions, classroom support or resources. These passports provide essential information for our learners and help staff and parents support learners in progressing towards their next steps. In some circumstances, pupils may require an EHC Plan to support and plan for children with more complex needs.

How is extra support allocated to children?

The Local Authority for Suffolk allocate an annual SEN budget, which is distributed according to the needs of the pupils across the county. All staff members meet regularly to discuss and review support for pupils as is necessary.

How will we measure progress and review provision for each child?

All children with SEND have individual targets which are monitored and reviewed as an ongoing process. Teaching staff meet with Key Stage Leads to have regular pupil progress meetings where pupil's progress is discussed and monitored carefully.

Pupils' progress is tracked on our tracking system. Pupils may have assessments as part of their learning experience to track their learning.

All children registered as School Support will have a pupil passport with termly targets which are continuously reviewed and then formally reviewed at the end of the period with both pupils and parents/carers, through structured conversations.

How can I tell the school if I am concerned about my child's progress or wellbeing?

Your first step should be to speak to your child's class teacher. If you feel that additional support is needed beyond the current level of support, please contact the SENCo- Sharn Jones or your child's Key Stage Lead (Mrs L Mayes- Early Years and Year 1, Mr Marsh- Year 2 and Lower Key Stage 2 and Mrs Heath – Upper Key Stage 2)

To speak to a named member of staff please contact the school office to make an appointment.

How will the school work with me as a parent in discussions about my child's learning?

- We will invite you in to discuss your child and any concerns you may have.
- We will review targets and discuss next steps at school and at home.
- We will discuss further and future support that may be required and make any referrals to outside agencies as necessary.

-We will review progress termly and discuss next steps.

How do we involve young people with SEN in discussions about their education and support?

We encourage children to talk about their learning and what their next steps are.

Pupils on the School Support register are encouraged to participate in discussions about their personal targets and discuss with staff and parents what they can do to move their learning on. Pupil passports are designed and developed as child friendly passports and children are involved in all stages of their creation.

During the beginning of each year, children who are on the School Support Register will be asked to complete a 'One Page Profile', with the support of an adult in school, if necessary. This enables the child's voice to be advocated and for them to be directly involved with their learning and support. Alongside the child's copy, the class teacher and an adult at home will also be asked to complete the document and all copies are then collated into a final version. This is then placed in the child's Pupil Passport or EHCP



What people like and admire about me:

What makes me happy and what is important to me:



How you can support me:



Name:Date:

How are adults in school helped to work with children with SEN and what training do they have?

All teachers are trained to provide Quality First Teaching and learning is scaffolded and adapted carefully with all pupils in mind. Teachers regularly attend meetings and training to develop supporting learners with SEN through both external and internal training. Good practice is regularly shared through staff and Key Stage meetings. We are fortunate to have staff trained in expertise and interventions such as Makaton, PECs, Elklan, ASD, Lego therapy and gym trail. All staff receive regular training in safeguarding skills.

How will the teaching and curriculum be adapted for my child with SEN?

We have a wide variety of resources/strategies and specialist equipment that can support your child.

These include:

- Carefully adapted and scaffolded learning
- Learning Support Assistants
- Visual timetables /now and next boards /visual prompts
- Use of interactive whiteboard/Ipads and specialist ICT programmes.
- Workstations
- Reading rulers
- Writing slopes and pencil grips
- Resources to develop and support fine motor skills.

Who are the other people providing services to children with SEN?

- Speech and Language Therapists
- Local Advisory Team
- Educational Psychologist
- Occupational Therapy
- Behaviour Support Service
- Parent Partnership Services
- Paediatricians
- Child and Adolescent Mental Health Services
- GP, School Nursing Services and Health Visitors
- Specialist Education Services

How is Abbots Green accessible to children with SEN?

The main school building which houses Early Years, Key Stage 1 and the main hall is all on one level, all entrances and exits are accessible and there are two fully equipped disabled toilets. Our Key Stage 2 building has two floors, there are two disabled toilets available, one on each floor and a lift to allow access to the upstairs classrooms. All entrances and exits are fully accessible. All classrooms have interactive whiteboards and access to Ipads to enable visual learning. Seating arrangements are considered carefully to ensure a good visual and auditory environment for learners.

How will we support your child when they leave our school or move into another class?

Children are prepared for their new classes or schools through a range of strategies, transitions are discussed carefully and considerately for all learners. Pupils have opportunities to meet new staff and visit new schools. Personalised books are created for learners moving to new schools and when needed in school too. When necessary extra visits; social stories and transition plans are put in place to support vulnerable learners.

Where else can I find support information as a parent of a child with SEN?

You can read our school policies on relevant issues by visiting our website.

- Behaviour Policy
- Anti-bullying policy
- Complaints procedure
- SEN policy
- Safeguarding Policy

Websites:

Suffolk SENDIASS- <https://www.suffolksendiass.co.uk/>