

Abbots Hall Primary Academy

Welcome to our SEND (Special Educational Needs and Disability) Information Report

2024 - 2025

Achieve, Believe, Create

Key People

Head Teacher

Mr. J. Arnold

Deputy Headteacher
Inclusion Lead / Mental Health Lead
Mr. S. Holmes

SENCo
Mrs. J. Adams

Family Support Worker
Miss D. Smith

Learning Mentor
Mrs. C. Foster

The Governor with responsibility for SEND is Sharyn Derrick

What is SEND?

A child has SEND (Special Educational Need and/or Disability) if they have a learning difficulty or disability for which we make special provision.

What does this mean?

- **Learning Difficulty:** when a child finds it harder to learn than most children do.
- **Disability (that we need to make special provision for):** something that hinders a child from using our school facilities.
- **Special provision:** is support that is extra or different to what is typically provided.

Abbots Hall Primary Academy is a fully inclusive school that offers a range of provision to support children with a range of additional needs.

How we offer support is dependent on each child, as we will work closely together with families and any external agencies to develop a tailored plan to meet the individual needs of all our pupils.

We carefully consider pupils' and parents' views to ensure our provision supports children towards becoming independent and resilient learners.

What are the different types of SEND?

Schools follow the guidelines from the government SEND Code of Practice (2015) where SEND is broken into four categories. Some children have more than one type of SEND.

At Abbots Hall Primary Academy we welcome children with all types of SEND who have applied for a place.

If a child has complex needs, we consider admissions on an individual basis (through an Education Health and Care Plan consultation).



1. Cognition and Learning (C&L), including:

- Learning difficulties;
- Dyslexia & dyscalculia;
- Focus, attention, or memory difficulties.

2. Communication and Interaction (C&I), including:

- Autism / ASD;
- Social communication difficulties (other than autism);
- Speech & language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie).

3. Social, Emotional Mental Health (SEMH), including

- ADHD;
- Anxiety;
- Dysregulated behaviour.

4. Physical / Sensory needs, including:

- Physical needs (e.g. cerebral palsy, dyspraxia);
- Deafness or hearing difficulty;
- Blind or visually impaired.

How do we decide if a child has SEND?

Children are identified as having SEND through a variety of ways including the following:

- Liaison with pre-school/previous school
- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher

We assess a child using a range of different assessments to identify if they have SEND and how to support them. Assessments may be in reading, writing, maths, social skills, speaking and listening or any are we know will support our assessment.

What we look for:

- A child making less progress than their classmates
- A child making less progress than they did before
- A child who is not closing the gap between them and their peers (despite extra help they may have been given)

Sometimes, outside professionals such as the Occupational Therapist, SALT and Community Paediatrician, are also asked to assess and provide advice.

How we meet children's needs

All children are individual and need different types and levels of support. We match the type and level of support to the child using the graduated approach. Teachers are ambitious for all children and adapt their teaching, the resources and scaffold the learning to meet the needs of the individual.

Provision for all pupils includes:

High quality teaching, with well-planned lessons which engage all pupils

The provision of different resources, learning environments and practice to support learning

The use of on-going assessment to inform them how best to support and what to teach next.

Provision for pupils with SEND may include:

Extra adult support in classrooms

Small group work for some lessons

Individualised outcomes and provision through focused interventions

Adapted resources

Referral and support from external agencies

Individual adult support

Assess, Plan, Do, Review

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

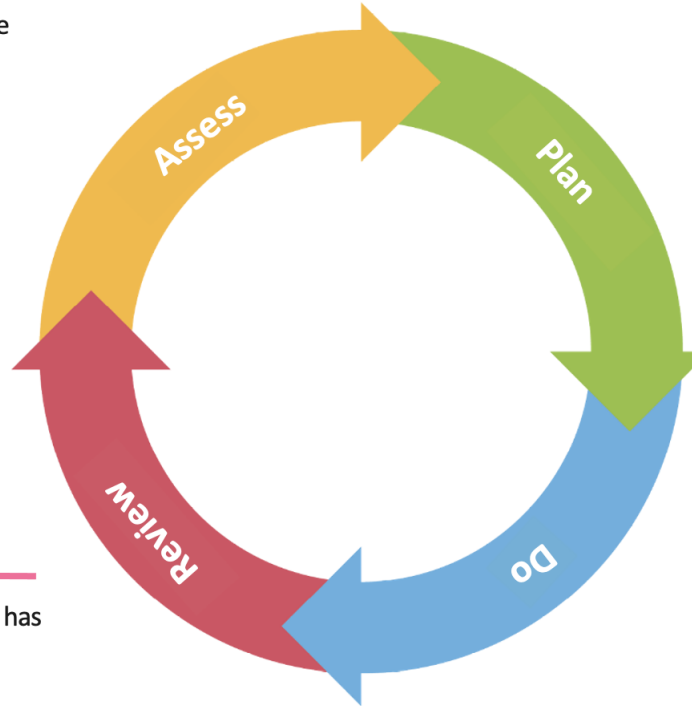
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

Each cycle of assess, plan, do, review takes around one term but may be quicker.

Children with Individual Education plans have termly reviews with parent voice and pupil voice central to the review.

How will I know how my child is doing?

At Abbots Hall we operate an open-door policy; you are welcome to make an appointment to meet with either the class teacher or SENCo to discuss how your child is progressing. We believe that your child's education is a partnership between all stakeholders; therefore, we aim to keep communication channels open.

If your child is on the SEN register, we will produce an Individual Education Plan (IEP) for them, which will outline the provisions the school is making for them including their own individual targets. This plan will be discussed on a termly basis with both you and your child and you will be given a copy of the IEP.

In some cases, children joining us will have complex special educational needs or a disability and as such they may have an Education and Health Care Plan (EHCP). If this is the case, a formal annual review will take place to discuss your child's progress with yourself, together with any additional agencies working with your child and a formal report will be written. For those pupils requiring this level of support, the school will work closely with you and your family to ensure that your child's needs are met.

The role of the Parent/Carer

We encourage parents/ carers to share any concerns and request meetings, as well as asking them to meetings with ourselves; some of these meetings may also include outside agencies. Parent/Carer views and aspirations are valued and are key to the assessment and provision for their child. All parents have a voice, and this is used to inform the assess, plan, do, review cycle. Your views are key in the production of planning support that is provided for your child and therefore telling us about your child and sharing your views at review meetings is important to us.



How does the school know how well my child is doing?

As a school, we measure your child's progress in learning against national and age-related expectations. Their class teacher will also assess them to identify areas where they are improving and where further support may be needed.

Children's progress is tracked from entry at Nursery/Reception through to Year 6, using a variety of different methods. Children who do not make expected progress are highlighted during Pupil Progress Meetings. In this meeting, we identify why individual children may be experiencing difficulty and what we can put in place to support them.

If your child has an IEP, it will be reviewed on a termly basis and comments will be made against each of the targets to show what progress your child has made. If your child has not met their target, the reasons for this will be shared with you and a different approach may be taken, adapting targets as necessary.

The role of the Child

Listening to the views of the child is central to identifying needs and planning the support for children with SEND. We gather views from children by talking to them, asking questions, observing and inviting them to review their own progress.

We make adjustments so that all children with SEND can join in all school life including clubs, visits and residential.

Some children may need additional support, and as a fully inclusive school we do our best to enable this to be put in place. Parents/carers will be involved in planning for any of these activities and we will review provision in relation to the needs identified.

Staff Training

As a school we have an ethos of ensuring that all staff receive regular and on-going professional development and training.

This training is tailored to the needs of the children under our care at any given time.

Children's mental health is important to us, and our Senior Mental Health Wellbeing Lead is Mr. Holmes.

Teachers and Support Staff

All teachers are responsible for every child in their class. They provide adaptive, personalised learning to support a child's progress. Teachers adapt teaching, resources and support to remove barriers to learning to meet the needs of pupils with identified SEND.

They work with the SENCo, as well as outside professionals to support children with SEND.

Learning is scaffolded and resources and teaching is adapted to meet the needs of all children. Teachers ensure the classroom and school environment support learning.

Additional adults, our Learning Support Assistants, are used in class to help support children either 1:1 or in small groups as well as enabling teachers to work 1:1 or with small groups. They are also used to support interventions.

How we help and prepare children who join our school

We encourage all children and parents/carers to visit the school.

We will meet with parent/carers, nursery, or current school to talk about the child's needs.

Children and their parent/carers meet the adult/s in their new class.

Extra visits can be arranged.

Year Group changes

All teachers share information with new teachers in the summer term.

Extra visits to new teachers are arranged with the children if needed.

How we help children who leave our school

Links are made with the next school and SEND Information is shared for any child with SEND who leaves our school.

Extra visits and time with key adults to talk about the new school are often arranged. .

Our SENCo liaises with the secondary SENCo and shares key information.

How we support children with social and emotional needs

At Abbots Hall we are a caring, nurturing and supportive school and we believe all children need to be happy, secure and safe so that they can meet their potential.

When children have challenging behaviour, we try to find out the causes and change what we are doing to support the emotional needs of the child.

We have a Family Support Officer, a Pastoral Mentor and a Pupil Support officer , who work together to provide early help and support to both pupils and their families.

We provide opportunities for children to talk about their emotions and feelings in our curriculum, support at playtimes and with staff who offer support, and we have clear systems to support and manage behaviour.

Children who need extra support may take part in targeted small groups such as Lego Therapy or have individual Behaviour Support Plans to help learn ways to regulate their emotions.

Outside agencies are also able to offer additional support when needed.

Support that is available for parents / carers

The Local Offer:

Thurrock Local Offer

<https://www.thurrock.gov.uk/special-educational-needs-and-disability-send-local-offer>

The Local Offer is a website that is written for parents and families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes:

Support services

- Health services (e.g. contacts for the NHS speech and language team)
- Schools including information about our school
- Leisure activities (e.g. SEN sports clubs)
- Contacts for SEN Charities

Other Services:

PATT SENDIAS

Parent Advisory Team Thurrock, Special Education Needs and Disability Information Advice and Support Service

The service is free and offers a range of help relating to SEN support.

<http://www.patt.org.uk>

Telephone: 07702 127 252

Email: info@patt.org.uk



Further Information / Concerns

If you require further information:

- First point of contact is your child's class teacher to share concerns
- The next step would be to arrange a meeting with the SENCo
- If you are not happy that your query or complaint has not been resolved, you can discuss it with the Deputy Head teacher.

Achieve, Believe, Create