Abbots Hall Primary Academy

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



2026 - 2027

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

Our School's Vision for SEND

At Abbots Hall Primary Academy, we are committed to creating an inclusive environment that celebrates the unique needs of every child, including those with Special Educational Needs and Disabilities (SEND).

Our vision is rooted in our core values — Confidence, Resilience, Courage, Respect, Compassion and Responsibility — which guide how we nurture and support all learners. We believe every child has the right to an education that recognises their individual strengths and challenges.

We build pupils' confidence and resilience by encouraging them to embrace challenges in a safe, supportive atmosphere. Staff work closely with families and external specialists to ensure each child receives the help they need to thrive.

Teaching across the curriculum promotes inclusion and engagement for all. Respect and compassion underpin our approach, giving every child a voice and enabling them to develop at their own pace. We also encourage pupils to take responsibility for their learning, helping them grow as independent and confident learners.

Together, we foster a caring, ambitious community where every child can succeed academically, socially and emotionally.

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 area 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, Speech and Language Therapist 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, inclusive 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.

How we meet children's needs

Provision for pupils with SEND may include:

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 when required

Where a child is working significantly below their age-related expectations and requires a bespoke curriculum, part of their education may take place in Luxembourg Class; this is overseen by the SENCO, with day-to-day learning managed by appropriately trained LSAs. Children accessing this provision remain the responsibility of the class teacher who is accountable for their progress.

How we meet children's needs

EHCP	
School's Role	Legal duty to ensure that provision identified in Section F of the EHCP plan is put in place**. NB: An EHCP does not entitle a pupil to 1:1 support unless it is specifically outlined in Section F.**
Local Authority's Role	Legal duty to ensure that schools are provided with the funds required for the provision outlined in Section F of the EHCP. The school will review funding against Section F requirements to ensure legal duties are being met.
Parent's Role	Liaise with the school's SENCo
Target Setting	Targets are identified by the Local Authority after consultation with schools and external agencies / professionals.
Review	Annual review, plus termly IEP target reviews.

Individual Education Plan [IEP]	
School's Role	To provide the support required to meet the child's needs. There is no legal requirement on the school to provide **specific** support.
Local Authority's Role	There is no legal requirement for the Local Authority to provide additional funding to the school.
Parent's Role	Liaise with the school's SENCO and Class Teacher
Target Setting	Targets are identified by the class teacher in consultation with the SENCO
Review	X3 per year - termly

How we meet children's needs

Some children in school with medical needs, whether on the SEN register or not, may require a care plan.

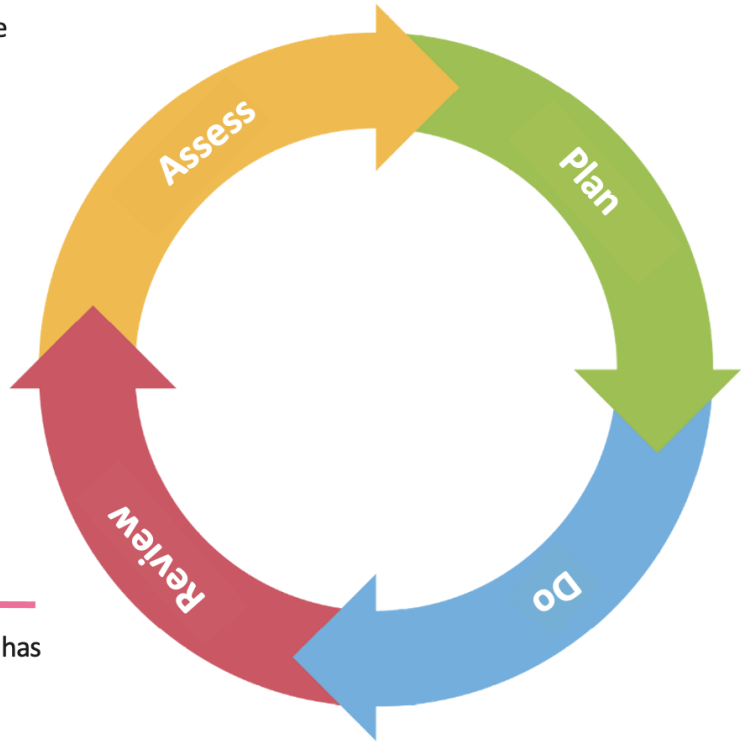
Care Plan	
School's Role	To ensure the provision on the care plan is in place and staff are appropriately trained to deliver the care.
Local Authority's Role	There is no legal requirement for the Local Authority to provide additional funds to the school.
Parent's Role	To liaise with the school's Family Support Worker.
Review	Yearly, unless changes are required.

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.



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.

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.

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 believe that your child's education works best when home and school work together. We have an open-door policy, so you are always welcome to arrange a meeting with your child's class teacher or our SENCo to talk about their progress.

If your child is on the Special Educational Needs (SEN) register and requires additional to or different from support than is available through high quality teaching, then we will create an Individual Education Plan (IEP). This plan sets out the extra support your child will receive and includes personal targets to help them progress. We will review this plan with you and your child each term so that we can celebrate successes and agree on next steps together.

Some children may have more complex needs and require an Education, Health and Care Plan (EHCP). This is a formal plan reviewed every year with you, your child's teacher, our SENCo, and sometimes other professionals who support your child. A written report will be shared with you after the review. Please note that an EHCP does not mean one-to-one support, but it ensures your child's needs are carefully planned for and met.
Above all, we are committed to working in partnership with you and your family so that your child is fully supported and able to thrive.

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?

At Abbots Hall, we carefully track your child's progress in learning from Nursery/Reception right through to Year 6. Their class teacher regularly checks how they are doing against national expectations for their age and also looks at where they are making good progress and where extra support might be helpful.

We use different methods to monitor progress and teachers and SLT meet regularly for Pupil Progress Meetings. In these meetings, teachers look closely at any children who may be finding learning more difficult. Together, we explore the reasons and agree what extra support we can put in place.

If your child has an Individual Education Plan (IEP), this will be reviewed every term. We will talk with you about the progress your child has made towards their targets. If a target has not yet been achieved, we will explain why and adjust the plan so that your child continues to move forward with the right support.

Our aim is always to celebrate your child's achievements and to work with you to make sure they reach their full potential.

Listening to Children

At Abbots Hall, we believe it is important to listen to every child's voice when planning support for children with Special Educational Needs and Disabilities (SEND). We talk with children, ask questions, observe them in class, and encourage them to share their own thoughts about their progress.

We want all children with SEND to take part in the full life of the school, including clubs, trips, and residential visits. Where extra support is needed, we do our very best to make sure this is put in place.

Parents and carers are always involved in planning for these activities, and we regularly review support to make sure it meets each child's needs.

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

At Abbots Hall, every teacher is responsible for all the children in their class. Teachers make sure learning is adapted and personalised so that each child can make progress. This may include changing activities, resources, or support to remove barriers and help every child succeed.

Teachers work closely with our SENCo and, when needed, with other professionals to make sure children with Special Educational Needs and Disabilities (SEND) are well supported.

Learning is carefully scaffolded meaning that children are given the right level of support to help them achieve independently over time. Classrooms and the wider school environment are also set up to make learning accessible for everyone. Our Learning Support Assistants (LSAs) support teachers by working with small groups or 1:1 with children when needed, and they also help to deliver specific interventions.

Our aim is to make sure every child is fully supported so that they can enjoy learning and achieve their best.

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 and supportive school. We believe that children need to feel happy, safe and secure to reach their full potential.

When a child shows challenging behaviour, we look beyond the behaviour to understand the reasons behind it. We then adapt our approach to better support their emotional needs.

We have a Family Support Officer and a Learning Mentor who work with children and families to provide early help when needed. Children also have regular opportunities to talk about their feelings through our curriculum (including the *Zones of Regulation*), at playtimes and with trusted staff members. We have clear systems in place to support and guide behaviour.

Some children may benefit from extra support, such as joining small group activities like Lego Therapy or having an Individual Behaviour Support Plan to help them learn strategies to manage their emotions.

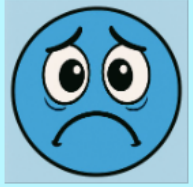
Where needed, we also work with outside agencies to ensure children and families receive the right support.

ZONES OF REGULATION

At AHPS School, we use the Zones of Regulation to teach and support our children to manage and regulate their emotions. It is a widely used approach in schools and recommended by many health services, to support children in identifying, managing and regulating their feelings.

By categorising the different ways we feel and states of alertness, children can be supported to identify their own feelings and emotions and understand how these can affect their behaviour. They are then able to use 'tools' to help them regulate.

Some pupils may use a concentration tool to help them maintain focus and regulate their attention during learning. These are provided by the school and used appropriately to support pupils to feel regulated, comfortable and ready to learn, in keeping with our Zones of Regulation approach.

BLUE	GREEN	YELLOW	RED
			
Sad Sick Tired Slow Bored	Happy Calm Good to Go Ready to Learn Focussed	Frustrated Worried Silly Anxious I need some help	Angry Mad Yelling / Hitting Out of control I need time / space

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.