



## **Abbey Meads Primary School Annual SEND Information Report 2023-2024**

**School name:** Abbey Meads Community Primary School

**Head Teacher:** Bob Buckley

**Special Educational Needs & Disabilities Co-ordinator (SENDCo):** Michaela Cunningham

**SEND Governor:** Lisa Hume

Abbey Meads is a Primary School, catering for children from the ages of 3 (Nursery) through to 11 (Year 6). It is a mainstream school and does not have a specialist resource provision, although there are a variety of additional needs within the school. We have the Dyslexia Friendly Schools Award.

The admissions policy for the school follows that of the Local Authority.

Acronyms:

**ASC** - Autistic Spectrum Condition  
**ADHD** - Attention Deficit Hyperactivity Disorder  
**ADD** - Attention Deficit Disorder  
**EHCP** - Education Health and Care Plan  
**EHR** - Early Help Record  
**EP** - Educational Psychologist  
**LAC** - looked after child  
**PEP** - Personal Education Plan  
**SEMH** - Social, emotional and mental health

needs

**SEND** - Special Educational Needs and/or disabilities  
**SENDCo** - Special Educational Needs and Disabilities Co-ordinator  
**SLT** - Senior Leadership Team  
**TA** - Teaching assistants  
**TAC** - Team around the child  
**TAF** - Team around the family  
**TaMHS** - Targeted Mental Health Support

### **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 SEND engage in the activities of the school alongside pupils who do not have SEND.
- 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:

1. **Communication and interaction, (C & I)** -this includes children who have speech language and communication difficulties including autistic spectrum condition.

2. **Cognition and learning, (C & L)** -this includes children who have learning difficulties and specific learning difficulties such as dyslexia.

3. **Social, emotional and mental health, (SEMH)**- this includes children experiencing anxiety, emotional regulation difficulties and children with ADHD and ADD.

4. **Sensory/physical**- this includes children who have visual and hearing needs or a physical disability that affects their learning, children with fine or gross motor skill difficulties and epilepsy.

- 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 (2014). 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. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At Abbey Meads, we monitor the children's progress carefully using a graduated response which can be found in the SEND section of our school website. We put in interventions to support any child who concerns us. Progress Meetings are held every term between the Class Teacher and Assistant

Heads/SENDCo to monitor groups and individuals who may be causing a concern. The class teacher will discuss specific children with the SENDCo and the decision may then be taken to undertake further assessments to help identify any special educational need the child may have. A pupil may be identified as needing additional help if they are:

- Working significantly lower than age related expectations
- Identified through Progress Meetings as making little or no progress
- Being affected by low self esteem or behaviour

Parents are kept fully informed about this process and their views are sought. The school holds termly Parent, Teacher and Child Consultation Evenings which are an ideal time for Parents or Carers to raise any concerns they may have, but staff are available outside this time to discuss any concerns or difficulties. Having slower progress and low attainment does not automatically mean the pupil is recorded as having SEND. Parents will be informed when their child is placed on or removed from the SEND register.

A breakdown of our SEND needs across our school can be found in the **SEND at a glance** document on our school website.

#### 4. How will the school support my child?

We follow the guidance in the Special Educational Needs Code of Practice (2015)

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#) Most children will have their needs met through Quality First Teaching. Teachers will make adaptations to this depending on the needs of the individual child. To ensure all children are included and have access to lessons, teachers plan small group and 1:1 additional support, interventions and booster sessions. Led by the class teacher or TA, the impact of this is closely monitored. The amount, type and frequency will depend on the needs of the individual child. This will be recorded on a Provision Plan which is shared with the parents and reviewed 3 x a year. Both parents and children are invited to be part of this process.

Sometimes the child might be withdrawn from class to work on a specific programme either 1:1 or in a small group. The SENDCo will oversee the programmes in consultation with the class teacher.

Some of our interventions include:

##### Speech and Language-

- Conversation Club
- 1:1 activities advised by Speech and Language Team
- Wellcome (FS2/Y1)
- Talkboost (FS2)

##### Phonics and Spelling

- Phonics booster (Y1-3)

##### Sentence Writing

- Small group sentence building and writing (Y1-6)

##### Reading

- 1:1 reading (Y1-6)
- Precision reading (KS2)

##### Maths

- 1, 2, 3 Maths (Y3-6)

## Fine and Gross Motor

- 1:1 activities advised by OT/Physiotherapist
- Squiggle Wiggle (FS2)
- Sparks (Y1-6)

If a child's needs are significant and cannot be met by the provision in school, it may be that they require an Education Health Care Plan (EHCP). School or parents can apply for this. More information can be found on the Swindon Local Offer. [Swindon Local Offer - Menu Education Health and Care Plan](#)

## 5. How will the curriculum be matched to my child's needs?

Work within class is adapted to the needs of each individual. Sometimes this may mean the outcome expected is different; other occasions the support or resources given may be different; at other times the work itself may be completely different. Adaptations are approached in a range of ways, with tasks and activities planned to encourage independence and a sense of achievement.

Advisory teachers visit the school regularly to observe the children who assess their services. Advice from them is promptly implemented whenever possible.

Some children with SEND will use additional resources such as finger grips, fiddle toys, ear defenders, wobble cushions, individual timetables, quiet areas/safe spaces and sensory toys.

## 6. How will I know how my child is doing and how will you help me to support my child's learning?

At AMCPs we believe parents play a vital role in helping children with SEND achieve their potential and we aim to work in partnership with you.

There are many different ways of keeping in touch with your child's progress in school. These include

- Parent Consultation Evenings- there are 2 of these over the year.
- Open Hours- there are 3 of these each year and they are a chance to view your child's work.
- Class Assemblies
- Annual report to Parents
- Year Group Curriculum Briefings held at the start of the school year.
- Family Learning Workshops- there are usually 3 of these over the year.

Don't forget your child's teacher is always happy to make an appointment to discuss your child's progress.

If your child has an EHCP, parents are invited to attend and contribute to an Annual Review meeting. Any outside agency supporting the child is also invited, giving parents the opportunity to talk about their child's needs with these professionals. Long term outcomes are reviewed and short term goals are set. If there are any concerns or worries throughout the year, parents are welcome to meet with the SENDCo.

## **7. What support will there be for my child's overall well-being?**

At Abbey Meads our aim is to develop the social and emotional skills of every child, helping them to build positive relationships and to develop the qualities to overcome future challenges.

We follow the Jigsaw programme and have embedded metacognition skills within the curriculum. The children understand that mistakes are 'marvellous mistakes' and that this is how we learn and develop. Children are able to speak to trusted adults within school; they are taught that we are a listening and telling school. Children are taught what to do if they believe they are being bullied or what to do if they have worries or concerns.

We have Pastoral Support in school, Mrs Jan Hobbis, who can provide support for social and emotional well-being, both 1:1 and in small groups. We access Parent Support Advisors through Lighthouse, as part of the Blue Kite Multi Academy Trust. They can support families with managing behavioural difficulties and offer support with establishing routines.

We continue to be part of the **Project Me** in Swindon this year. This project puts Education Mental Health Practitioners (EMHPs) in school to work with children experiencing low-level/mild to moderate common mental health difficulties. Our EMHP is Laura Birchall.

We have designated first aiders on site at all times. If a child has more complex medical needs, a Health Plan is drawn up by the School Nurse in consultation with Parents and any necessary training is given to staff. All staff are made aware of the Health Care Plan, a copy of which is kept in school and it is updated at least annually.

Prescribed medicines can be administered by staff if the appropriate form is completed. This can be obtained from the School Office.

Attendance is monitored by the School Office who will text if no reason has been received for an absence, following this up with a phone call if no response is received. If attendance becomes an issue, the Head Teacher will be informed and Parents will be invited to come to discuss the issue so that a satisfactory solution can be found. We want to help support attendance and will try to work with parents to find a solution to any barrier. This might involve an action plan being drawn up or additional support put in place to help.

## **8. What specialist services and expertise are available at or accessed by the school?**

Sometimes pupils require support from other professionals and outside agencies. If this is required, it will be discussed with the parent and parental consent will need to be given for any referral to be made. The school regularly engage with a range of professionals. These include:

- Blue Kite Educational Psychologist- Dr Matt Baker
- Blue Kite Lighthouse Service
- Speech and Language Therapy (SALT)
- Community Paediatricians
- School Nursing Service
- Early Help Hub

- Education Welfare Service
- Project Me- Educational Mental Health Services
- Advisory Teachers for Hearing Impairment
- Advisory Teachers for Visual Impairment
- Advisory Teacher for Physical Difficulties
- Swindon Autism Support Service (SASS)

**9. What training are the staff supporting children and young people with SEND had or are having?**

All staff receive regular in house training on supporting children with SEND. The SENDCo has a Post Graduate Certificate in Specific Learning Difficulties. She is one of the SWINDON SENDCo Champions and works closely with other SENDCos in the Blue Kite Trust, sharing good practice and developing knowledge.

Training from other agencies, for all staff, is also attended. Over the past year this has included training and support from the Educational Psychologist, Occupational Therapy, Social and Emotional Mental Health Outreach Team, Advisory Teachers for Physical Difficulties, Hearing Support and Assistive Technology and the Autism Advisory Service. Staff have also accessed online training co-ordinated by AIM group.

As part of the Blue Kite Trust we also receive support from Lighthouse Early Intervention Support Team who have worked with staff supporting children with SEMH needs.

**10. How will my child/young person be included in activities outside the classroom including school trips?**

Abbey Meads is an inclusive school. We try to ensure that all activities, including after-school clubs, can be adapted to the needs of our pupils. When planning trips, including residential trips, we liaise with parents to ensure that the adaptations made are appropriate for the individual and carry out the appropriate risk assessments.

All children are encouraged to take part in sports days, school performances and workshops. They are all able to be represented in key roles within the School such as School Councillors, Peer Mentors, Reading Buddies and Active Life Ambassadors.

**11. How accessible is the school environment?**

The downstairs classrooms and mobiles are fully accessible, but there are 3 classrooms upstairs which are not. There is disabled changing and toilet facilities within school and a hearing loop in the school hall and offices. There is disabled parking available. The school is supported by the Advisory Teacher for Physical Disability when any additional equipment is required.

If you would like any information in a different language, we will do our best to accommodate.

**12. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

At Abbey Meads we recognise that a planned transition enables the children to move between the different phases of education with the minimal impact on their emotional well-being and progress. We place great value on finding out about the needs of our children before they join us. If the setting has identified the child as having additional needs, then staff will try to visit the child in their current setting before they join. We have an extensive induction programme in Reception, where we work closely with the parents to find out about the needs of the individual. When a child joins us in other year groups, we allocate them a 'buddy' to look after them.

When the child is in Year 5, the SENDCo and parents will discuss possible secondary schools and ensure this is captured at the Annual Review for children with EHCPs. SENDCo's of potential secondary schools can be invited to the Annual Review.

In Year 6, the Annual Review will be held after secondary school place has been allocated and the SENDCo of the receiving school will be invited to the Annual Review. We liaise with the next school concerning all children with SEND so they have a full understanding of the child's needs. If it is appropriate, additional visits to the next school are set up.

**13. How are the school's resources allocated and matched to children's/young people's special educational needs?**

The SENDCo, in consultation with the Head Teacher, allocates the resources according to the needs of the children. Some children will obviously require considerably more support than others. Children with more complex needs or those who have an Educational Health Care Plan (EHCP) may be in receipt of additional high needs funding allocated to them from the Local Authority.

**14. How is the decision made about what type and how much support my child/young person will receive?**

We look at providing the best support for each individual. It will vary according to the requirements of each child. We aim to promote independence for our children so it is unusual for them to have a full time Teaching Assistant support.

**15. Who can I contact for further information?**

The first point of contact is always your child's class teacher. The SENDCo is also available to discuss more specific concerns.

**16. Support services for parents of pupils with SEND include:**

- SIAS (Swindon SEND Information and Advice Service) formerly SENDIASS, offer independent advice and support to parents and carers of all children and young people with SEND.

The nearest details are:

Swindon SIAS Tel. 01793 466515

Web: <https://www.swindon.gov.uk/sendias>

• Details of Swindon Borough Council's Local Offer can be found at <https://localoffer.swindon.gov.uk/home>

Other helpful websites are

Swindon SEND Families Voice <https://swindonsendfamiliesvoice.org.uk>

SEND News Splash [Swindon Local Offer - SEND Families News Splash](#)

## **17. What are the arrangements for supporting pupils who are Looked After by the Local Authority?**

Looked after children have a Personal Education Plan and regular meetings with carers, social workers, the Virtual Head Teacher for Looked After pupils, class teacher, SENDCo and our school designated teacher for Looked After children. At AMCPs the Designated Teacher is Mrs M Cunningham. The child's views are gained before the meeting and where appropriate the child is invited to join the meeting. The PEP sets out goals and actions with associated costs which ensure the pupil's allocated LAC funding is spent correctly.

## **18. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?**

Initial concerns are dealt with swiftly and appropriately by the class teacher, SENDCo and headteacher. Full details about handling complaints are found in the **Complaints Policy and Procedure** in the **Parent** section of the school website. Please click on **Policies** and then **Blue Kite Trust Policies** to access this. In some cases, additional support for parents can be accessed through the Swindon Information and Advice service and Swindon Family Voices, links found in the SEND section of the school website.

## **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  
[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Supporting pupils at school with medical conditions Sept 2017 [Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](#)

Local Offer: Framework and Guidance. [Swindon Local Offer - Home](#)

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice  
[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)



