



Abbey Meads Primary School Annual SEND Information Report 2022-2023

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 Hyperactivity 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)

2. Cognition and learning (C & L),

3. Social, emotional and mental health (SEMH),

4. Sensory/physical.

- 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 and put in interventions to support any child that 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. 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.

4. How will the school support my child?

Children, who have been identified as having special educational needs, will receive additional support. The amount, type and frequency will depend on the needs of the individual child. Sometimes this will be done in class, either by the Class Teacher or Teaching Assistant.

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. There is a named Governor with responsibility for Special Educational Needs and Disabilities.

If age or ability appropriate, children with an EHCP are invited to attend part of their annual review meeting. They also complete the 'This is Me' booklet, often with support of a trusted adult in school. The booklet is a record of their strengths, areas to work on, what they would like their support to

look like and their future goals. Where fitting, children are invited to contribute to Early Help assessments and subsequent TAF meetings. to ensure that the child's voice is heard, even if they are unable to attend.

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

Work within class is differentiated 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.

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

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.

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

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 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. 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. This might involve an action plan being drawn up or additional support put in place to help.

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 Project Me-Trailblazer 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 Hannah Savory.

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

The school has access to Educational Psychology through Blue Kite Trust. Access to these is prioritised on a needs basis. Referrals can also be made to other services such as Speech and Language Therapy (SaLT) or the School Nurse.

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. Training from other agencies 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.

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.

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?

We place great value on finding out about the needs of our children before they join us. 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.

At the end of their time in Abbey Meads, we liaise with the next school so they have a full understanding of the child's needs. If it is appropriate, additional transition 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.

13. 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.

If you have any further concerns, or wish to complain please refer to the Complaints Policy on the school website:

<http://www.abbeymeads.swindon.sch.uk/Documents/ComplaintsPolicyIss5Sept12.pdf>

14. Support services for parents of pupils with SEND include:

• SENDIASS, formally Parent Partnership Services (PPS), offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS details are:

Swindon SENDIASS Tel. 01793 466515 [Swindon SEND Information, Advice & Support \(swindonsias.org.uk\)](http://swindonsias.org.uk)

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

References

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The SEND Code of Practice (January 2015)

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](http://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/36282/SEND_Code_of_Practice_January_2015.pdf)

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 <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions Sept 2014. <http://preview.tinyurl.com/nrv8wxy>

Local Offer: Framework and Guidance. Swindon Local Offer [Swindon Local Offer - Home](http://www.swindon.gov.uk/localoffer)

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](http://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/36282/SEND_Code_of_Practice_January_2015.pdf))