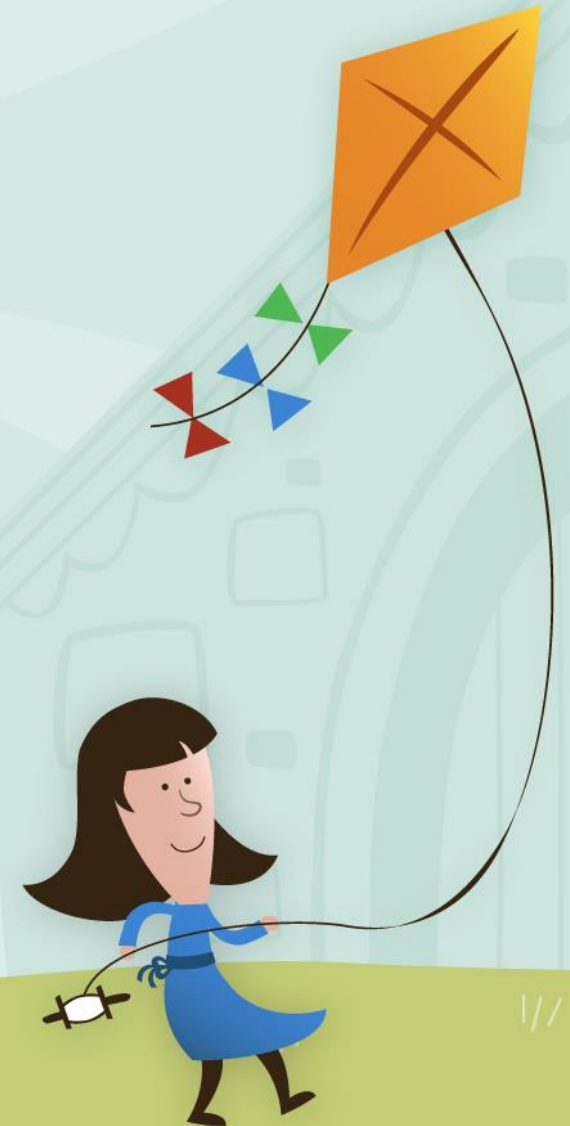




The Abbey Primary School Local Offer SEND Information Report



Local Offer Provision at The Abbey Primary School

How do we arrange and support SEND pupils transfer to another school/educational establishment?

How does our school identify that children have special educational needs and disability (SEND)?

How do we arrange and support SEND pupils transfer to another school/educational establishment?

What should parents/carers do if they think that their child has SEND? How can they raise concerns?

How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?

What to do if you are not happy?
Who can you contact for more information? How can the Local Educational Authority support me?

How have we made this school accessible to children with SEND? (Including after school clubs etc...)

How does our school provide support to improve the emotional and social developments of our SEND pupils?

Where can you find our SEND policy(s) and what is the role of the governors?

Who will be working with your child? What training do they have?

How will our school teach and support children with SEND?



When a teacher or a parent has raised concerns about your child's progress, and highly differentiated, targeted teaching has not had the desired impact, the teacher speaks with the Special Educational Needs Co-ordinator (SENCo) to discuss what the next steps may be. The SENCo is also responsible for supporting pupils with medical needs.

Every term each class teacher and the Senior Leadership Team meet to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. From here, our identification process will begin and through close monitoring, the specific needs of your child will be established. Targeted teaching or interventions may be used, whereby your child may receive additional support in small groups either in or outside of the classroom. These are run by teachers or Teaching Assistants under the direction of the class teacher and in liaison with the SENCo. If your teacher still feels that your child is not making progress, the school will set up a meeting to discuss this with you in more detail.

The SEND Code of Practice (2014) describes support of this nature as SEND Support and the cycle of Assess, Plan, Do and Review is called a 'graduated approach'. The Abbey Primary School adopts this way of working in order to ensure that any difficulties are identified early and the appropriate support is put into place.

What are the first steps our school will take if special educational needs are identified?

How does our school identify that children have special educational needs and disability (SEND)?

When children have already been identified with SEND before they start, we work with the people who already know them and use the information already available to identify what best support will look like in our school. We will discuss this support with you and review it regularly.

If you tell us you think your child has SEND we will discuss this with you and look into it. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.

If our staff think that your child has SEND this may be because they are not making the same progress as other children; for example they may not be able to answer questions, retain information or are finding learning generally difficult. We will observe them, assess their understanding of what we are doing in school and gather information to find out what may be causing the difficulty. Should we require further advice, we will contact specialists from external services, following a discussion with you.

The Abbey Primary School has experience of a wide range of SEND needs including, ASD, speech and language, physical difficulties, Learning difficulties, attachment, medical needs and social and emotional difficulties.



We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
 - In school, we will work with your child to help prepare them for the move.
- When moving classes in school:
 - Information will be passed on to the new class teacher, in advance, and a planning meeting will take place with the new teacher.
 - Some children benefit from having a transition book to support them understand moving on, this will be made available for them.
- In Year 6
 - The SENCo will discuss the specific needs of your child with the SENCo of their secondary school.
 - Your child may be invited to additional visits at their new Secondary school, designed for pupils with SEND or additional needs.

How do we arrange and support transfer to another school/educational establishment?



If you have concerns about your child's progress, you should speak to your child's class teacher in the first instance.

The SENCo will also support you and will liaise regularly with your child's class teacher. If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the Headteacher.

If you are still not happy, you can speak to the school SEND Governor.

What should parents/carers do if they think that their child has SEND? How can they raise concerns?

How will our school include parents and pupils in planning support?

As their parent, you know your child best and as such, you are one of school's greatest resources in addressing their special educational need or disability. We aim to involve parents/ carers and, where appropriate, pupils at every level of support.

The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you, sometimes in a report, and sometimes in a meeting organised with them directly.



Class teacher: Through excellent targeted classroom teaching also known as Quality First Teaching.

- Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the SENCo or external agencies) to support your child to learn.

Specific group work within a smaller group of children.

This group may be in the classroom or outside of class run by a Teaching Assistant.

- Your child's teacher will have carefully monitored your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- He/ She will plan group sessions for your child with targets to help your child to make more progress which will be documented (graduated approach).
- A Teaching Assistant/teacher or outside professional (like an Occupational Therapist) will work on the targets set for your child.

These are often called 'Intervention' groups.

How will our school teach and support children with SEND?



External Agencies:

- If your child has been identified as needing more specialist input in addition to excellent classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set specific targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group or specific intervention
 - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

How will our school teach and support children with SEND?



Specified Individual support - *Education, Health and Care Plan (EHCP).*

- The school (or you) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process.
- After the school have sent in the request to the LA (with information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- After the reports have all been sent, the LA will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the provision your child will receive and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups to support their needs.

For Further information about the EHCP process, please speak with the SENCO in the first instance or contact IASS (Information and Advice Services) <http://www.iassnorthants.co.uk/Pages/home.aspx>

How will our school teach and support children with SEND?



Who will be working with your child?

Within our school your child will have a class teacher and also access at times support from a Teaching Assistant. Your child may also be assessed by SENCo and may work with other professionals who are monitoring outcomes of SEND provision, including the SEND Governor.

Other people or external agencies that may be involved include:

- Community Paediatrician
- Specialist Support Services
- Educational psychologist
- Occupational Therapy
- Physiotherapy
- Speech and language Service
- School Nurse
- CAMHS



How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENCo's role is to support the class teacher in identifying your child's strengths and difficulties and ensure that planning is differentiated for children with SEND.
- The school has a duty to provide continual professional developments opportunities for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff can attend training courses that are relevant to the needs of specific children in their class. Training takes place on a regular basis.



How does our school provide support to improve the emotional and social developments of our SEND pupils?

Our school considers that the emotional and social development of children is of great importance and invests a significant amount of resources to pastoral care. All staff in school support children's emotional and social development, but more direct work is carried out by:

- Family Support Worker (FSW) works closely with children and families who need additional emotional and social support.
- Learning Mentor, who works with children to build confidence and self esteem, develop resilience and discuss worries and social difficulties that arise.
- Both the FSW and Learning Mentor work on strategies to manage feelings, emotions and behaviour.
- A Play Therapist also works with a small number of children who have experienced trauma.

Our school has a policy of zero tolerance on bullying and all relevant policies are available on the school's website.



The school is accessible to children with physical disability via wide open corridors, disabled toilets and disabled parking spaces.
We ensure that equipment used is accessible to all children regardless of their needs.
The school has a disabled access toilet.
Enrichment activities are extended to all pupils irrelevant of their needs.
All extra-curricular clubs are fully inclusive and if necessary, school will make additional arrangements. We have before and after school provision on site that is available for all.
As part of our inclusive curriculum, all school trips (including the residential trip) are available to all pupils, with any extra SEND provision being made where applicable.

How have we made this school accessible to children with SEND?
(Including after school clubs etc.)



How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?

- Progress in additional intervention groups is monitored and tracked continuously by the leading adult and this is over seen by the SENCo.
- National curriculum outcomes are tracked and used to measure progress made by SEND pupils.
- Pre-Key Stage statements are used to measure progress for some SEND pupils.
- Termly pupil progress meetings are held with the class teachers, SENCo, Deputy Headteacher and the Headteacher.
- A Provision Map is used to monitor provision across all year groups and outcomes are recorded.
- Inclusion meetings and Annual Review Meetings are held for some SEND pupils.
- Information is shared with parents at Parent's Evenings and through your child's annual report.

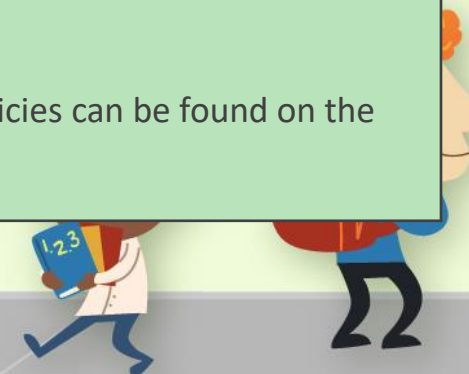
Where can you find our SEND policy(s) and what is the role of the Governors?

The Abbey Primary School is part of Inspire Multi Academy Trust (InMAT) and are accountable to InMAT and the governing body. Parent and staff representatives are elected to the Governing Body. In addition, they can appoint their own Community Governors and it is traditionally these posts which the Governing Body uses to cover skills gaps, hence these posts are often being offered to Governors from the business community.

InMAT and the Governing Body is responsible for the conduct of it's school, and must promote high standards of educational achievement at the school.

The SEND Governor must liaise with the SENCo to ensure that the school makes the necessary provision for every pupil with SEND. A SEND Governor provides the link between the Governing Body and the school in relation to pupils with SEND. It is their role to help raise awareness of SEND issues at Governing Body meetings and give up-to-date information on SEND provision.

All SEND and Inclusion policies can be found on the school website



What to do if you are not happy?

Who can you contact for more information?

How can the Local Educational Authority support me?

If you have any concerns about the provision your child may be receiving or the progress they are making, your first point of contact should be your child's class teacher. If you wish to discuss your concerns further, you can ask to speak with the SENCo, Key Stage Lead or Headteacher.

If you are still not happy, you can request a meeting with our Chair of Governor's or SEND Governor who can be contacted through the school.

Contact names of staff are below and can be contacted via the school on 01604 660100

Mrs. Caroline Farmer – Headteacher, Designated Safeguarding Lead (DSL) and Designated Teacher for Looked After Children

Mrs. Natalie Jones- SENCO, Key Stage Lead

Mrs. Andrea Munns- FSW and Deputy Designated Safeguarding Lead (DDSL)

In line with the new SEND Code of Practise (2014) all Local Educational Authorities must display their own Local Offer of Support For Children and Young People With Special Educational Needs and Disabilities (SEND) and the families that support them. Please see the following link to see Northamptonshire's Local Offer.

[Local Offer | West Northamptonshire Council \(westnorthants.gov.uk\)](http://www.westnorthants.gov.uk)

Information and Advice Services are support for parents of children and young people with SEND

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Northamptonshire Mental Health Gateway

<http://www.asknormen.co.uk/>

Northants Parent Forum

<http://www.npfg.co.uk/>

Nationwide support for professionals within SEND

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

