

SEND Information Report



Welcome to our Special Educational Needs and Disabilities (SEND) information report which is part of the Warwickshire Local Offer for learners with special needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs.

At Abbey CofE Infant School & Nursery, we embrace the fact that every child is unique and different. We therefore recognise that the educational need of every child is different.

This document aims to provide parents with all of the information they need to understand how their child's needs will be met by both the school, and also by the Local Authority and special support services. At the end of the document there is a glossary to explain some of the terms used, as well as the main people responsible for SEND provision within the school and externally.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or the Special Educational Needs Coordinator (SENCo), **Miss Boulstridge** to discuss your concerns.

What types of Special Educational Needs do we provide for?

- Abbey CofE Infant & Nursery School is a mainstream school and nursery for children aged from 2-7 years old.
 - We have a nursery providing places for children from 2 years old.
- Squirrels room is for pupils aged 2.
- Owls room is our pre-school room for 3 year olds.
- We have 2 classes in Reception. Each class has a maximum of 30 pupils.
- We have 2 classes in Year 1 and 2 classes in Year 2. Each class has a maximum of 30 pupils.
- We are an inclusive school meeting the needs of all children.
- We have a Communication and Interaction Resource Provision in school called Elm class. This is a Resource provision for children with communication and interaction (C&I) needs including autistic spectrum conditions (ASC) and speech, language and communication needs (SLCN).

There is a maximum of 8 children in Elm, all with an Education, Health Care plan.

The resource provision allows children to attend mainstream school, whilst accessing specialist provision. Placement in these settings is agreed by the Local Authority Provision Panel. This may be appropriate for a child with an EHC plan or who is undertaking the EHC assessment process. You should speak to your plan coordinator at Warwickshire County Council if you think this might be suitable for your child.

The children who attend Elm benefit from a small group setting, as well as having the opportunity to integrate into our mainstream classes in a carefully managed environment. In Elm we provide a happy, nurturing and safe environment where children are valued and motivated. Our unit offers an autism-friendly and sensory-friendly space with outdoor learning that promotes development and wellbeing for all of its pupils.

How do we identify children and young people with SEND?

- Abbey CofE Infant School aims to identify children with SEND as early as possible in their school career.
- Where pupils' development and progress is significantly below age related expectations, steps will be put in place to support the child.
- If the class teacher has concerns about a child's progress they will raise these concerns with the SENCO and the child's family. Specific teaching strategies to target the child's needs will be put in place.
- The class teacher will work closely with the child in the classroom, ensuring work is differentiated and suitable resources are provided to support the child's learning.
- They will observe and monitor the child's progress and behaviours.
- Teachers will ensure extra help is available and Teaching Assistants will support the child either within the class or in small groups.
- An Individual Learning Plan (ILP) might be put in place with clear targets which will be regularly reviewed with parents/carers and their child.
- The SENCo and class teacher may ask parents/ carers if they can ask for specialist support from outside agencies.
- Parents will be informed at all stages.

How do we consult with families who have children with SEND and involve them in their child's education?

- Parents will be informed and involved at all stages.
- All parents are very welcome to speak to the class teacher at the start or end of each day.
- Parents can contact staff on Class Dojo within school hours.
- Parents can contact the school office to arrange a meeting with the class teacher, SENDCo or Head teacher at any time.
- Parent evenings are held in the Autumn and Spring terms.
- Parents will be invited into school to review their child's progress against their ILP targets. These will be reviewed and new targets will be set.
- If a child has an Education health Care plan they might have a Personal Curriculum Plan (PCP).
- These will be reviewed and shared with the child's parent each half term.
- If a child has an Education Health Care Plan (EHCP), parents are invited to contribute at EHC plan reviews in written format and through their attendance at the EHC review meeting.
- Parents will be invited to speak to any professionals that are involved in their child's education. e.g. Educational Psychologist or Speech & Language therapists etc.
- Parents will receive a written annual school report which will provide information on their child's progress.
- All external reports will be shared with families and parents will have an opportunity to discuss these with the SENDco.
- Parents will be invited to our weekly community cafe.

What is our approach to teaching pupils with SEND?

- Children will remain in class as much as possible.
- They will always stay in class for the main teaching session and experience high quality, teacher led lessons.
- The curriculum is differentiated and personalised to meet the needs of all children.
- Work will be adapted, modelled and scaffolded to support learners.
- All pupils have full access to the national curriculum.
- All pupils have access to a range of after school clubs, school trips and extra-curricular activities.
- Pupils needing targeted support are taught in small intervention groups led by a teacher or teaching assistant.
- Work is highly differentiated to meet pupil's needs.
- Pupils will work on small, achievable targets
- Some children will work 1:1 with an adult if they require focused learning
- Resources are adapted or provided to support children in their learning.

How do we adapt the learning environment?

- To enable pupils to communicate and understand, we display visual prompts, photographs, symbols and words throughout the environment
- Visual timetables and supports are used in every classroom.
- Some children have their own learning desk (workstation) to work at with their own resources.
- All children have access to a calm area in their classroom.
- We provide children with a range of resources - pencil grips, weighted cushions, slanted writing desks, wobble cushions and ear defenders when needed.
- Children are supported with signing e.g. Makaton
- Children with a hearing impairment are seated near to the front of the class to ensure they can access the class teaching.
- Children requiring the use of a wheelchair have access to staff to ensure they can take part in all activities and trips.
- When required, children have access to movement breaks and sensory activities.
- Some children will have an individual calm box or sensory box.
- We have some smaller, quiet rooms which children can access with an adult when they need somewhere quiet to work.
- We have the Thrive Learning Hub with sensory and calming activities where children can access support to help them understand and regulate their emotions.

How do we involve children with SEND in their education?

- We have a school council which contributes ideas and suggestions for school improvements.
- When appropriate, pupils are involved in reviewing their personal targets and behaviour plans.
- A child centered approach is taken in reviewing EHC plans. Children will be involved, and if appropriate, present at the annual review meeting.
- We match activities to a pupils interests.
- Regular praise is given to all of our children.
- Children are rewarded with Class Dojo points.
- Children can create their own reward systems/charts.
- Teachers mark work with the pupils and offer feedback. Pupils will be made aware of their next steps.
- Children can indicate how they are feeling throughout the day using emotion charts and fans. They can use these to show staff when they need more support.
- Children are able to tell their key adult when they require a movement break or calming activity.
- A weekly Celebration Assembly is held to celebrate progress when children are chosen to be "Star of the Week"

How do we review and assess pupils' progress against their targets?

- The school uses a variety of assessment processes. These are documented in our assessment policy.
- Children in Key Stage 1 are assessed using PIVATS. This monitors children's progress, by measuring small steps, in reading, writing, maths and PSED.
- In nursery, children are assessed using Teaching Talking Profiles. These measure pupil's early developments.
- Continuous assessment happens throughout a child's time at Abbey.
- We review pupil progress daily in lessons which informs our planning. Activities and tasks are adapted to meet the needs of pupils.
- There are many opportunities for pupils to reflect on their progress in lessons and they are encouraged to consider next steps and what they might do differently with their class teacher.
- Children's progress, in reading, writing and maths is assessed and recorded each term.
- Targets for pupils on an ILP are constantly monitored and reviewed.
- ILP targets are reviewed at least termly with the pupil and their parents and new targets are set.
- Pupil progress meetings are held half-termly with staff to review progress and to decide if any actions need to be taken to support pupils learning.
- There is an annual report to parents on their child's progress.
- All children's social and emotional development is assessed termly using Thrive.
- Children's phonic knowledge is assessed regularly through the Little Wandle phonics programme.
- We follow an assess, plan, do review cycle for all children receiving support. External agencies regularly review and set targets.

How do we prepare pupils for adulthood?

- Pupils throughout the school are encouraged to be as independent as possible.
- This will include aspects of personal care, personal organisation, and knowing how to solve problems.
- Pupils are prepared as they move onto other classes and schools through a range of transition activities. They have opportunities to visit their next school and meet new staff.

How do we support pupils with SEND to improve their emotional and social development?

- The school views relationships, social and emotional development as vital to learning.
- We want pupils to feel safe, secure, nurtured, and valued.
- The school participates in the THRIVE programme, which supports children's emotional and social development.
- Through this programme, children might have individual or group targets. They will take part in daily individual or group activities with a TA.
- All children participate in weekly class Thrive activities.
- We have the Thrive Learning Hub, a classroom with trained staff which supports children to recognise and manage their emotions.
- For children who find it difficult to follow class expectations, pupils might have an Individual Behaviour or Thrive plan.
- These are reviewed with parents and pupils every term.
- There are opportunities to engage in art and Lego therapy.
- When needed, we arrange counseling sessions within school.
- We provide a Relax Kids school club which encourages mindfulness. It helps our next generation become more resilient and teaches them tools to manage their physical, emotional and mental health and wellbeing.
- Classes participate in mindfulness and yoga activities.
- We take part in the national world Mental Health day to support awareness of mental health.
- We have a Mental Health and Well-being team which meets every half term to review and develop the support we can provide.
- We refer children to RISE (CAMHS) when required.
- Pupils have the opportunity to talk about their feelings every day and can show how they are feeling in the class by using an emotions chart.

What expertise and training do our staff have to support pupils with SEND?

- All staff are aware of children's individual needs.
- Staff are aware of the SEND policy and procedures.
- Safeguarding Leads ensure that pupils are effectively protected from harm. These key staff members ensure all other staff are aware of their duty of care to keep children safe.

Across the school there are Staff who have been trained in:

- The Thrive Approach
- Autism Training
- Lego Therapy
- Art Therapy
- Social Use of Language
- MOVES OT programme (gross motor programme)
- Physio fine motor programme
- Attachment Disorder Training
- PDA training
- 1st Class@Number
- Supporting Children with hearing impairments
- Training from the mental health team: self-harm, attachment, moods

The SENCo attends termly meetings on SENCo updates.

- Teachers work closely with other professional such as the Educational Psychologist, Specialist Teacher Service, The Integrated Disability Service, Speech and language therapists, Physiotherapists and Occupational therapists who provide support and guidance to school staff.

How will we get specialist expertise, support and advice?

How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

Specialist support and advice is provided from:

- The Integrated Disability Service (IDS)
 - Specialist Teacher Service (STS)
 - Educational Psychologist (EP)
 - Speech & Language Therapists
 - Sycamore Counseling
 - The Hearing Impairment Team
 - School nurses (COMPASS)
 - Emotional wellbeing and mental health service - RISE (formerly CAMHS)
 - Primary Mental Health Team
 - Young Carers
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- We also grow our own expertise by using the passion, skills and knowledge of the school staff.

How do we evaluate the effectiveness of our SEND provision?

- The school evaluates its own effectiveness and this is monitored through a variety of processes.
- The head teacher reports on all aspects of the school to governors.
- The governors independently monitor and test out the information they have been given.
- The school is subject to an Ofsted Inspection
- The school's effectiveness in the annual review process for EHC plans is monitored by the SENCo and Head.
- The progress made by children in intervention groups is monitored by the teacher, TA and SENDco.
- Records are kept of pupils' progress by class teachers.
- A baseline assessment is made at the start of each intervention and progress is tracked.
- Data at the end of each intervention is used to measure the effectiveness of the intervention.
- Pupil progress meetings take place each half term.
- Feedback from Parents/ Carers and the supporting services.

How do we handle complaints from parents of children with SEND about provision made at the school?

- There is an opportunity for all parents to raise concerns about their child's provision at any time through contact with either the class teacher, SENCO or the head teacher.
- A parent might also contact a governor.
- If a concern is more formal then the parent would be directed to the Complaints procedure which is found on the school's website.
- We would hope that through early intervention any complaints would be resolved without the need for this stage.

Who can young people and parents contact if they have concerns?

- Pupils may raise a concern with their class teacher or indeed a teacher with whom they may have a good relationship.
- Parents may wish to speak to the class teacher directly or take their concern directly to the SENCo or Head.

What support services are available to parents?

- We will listen to parents concerns and needs providing a sign posting service and making referrals if required: i.e. early help referrals to support parents to access the disability service.
- Barnardo's - SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)

Roles within the school with responsibilities for children with SEND

SENCO

Miss E Boulstridge

Head teacher

Mrs R Horton

SEND Governor

Mrs A Grant

Specialist groups run by outside agencies

Local Authority terms
Educational Psychology Team (EP) Speech and Language Therapy (SALT) Integrated Disability Service (IDS) Hearing Impairment Team (HI) Visual Impairment Team (VI) Specialist Teacher Service (STS)

Reviewed: July 2024

Next review: July 2025