



SEN Information report

The SEND Code of Practice requires all schools to publish their SEN provision as part of an SEN information report. This SEN information report explains how we meet the needs of all children with SEN, including those chosen who are looked after by the local authority and have SEN, at Abbot's Hall Primary School.

The report is organised into seven different sections with relevant questions and answers for each one:

Identification

- What kinds of SEN do we provide for?
- How do we identify a special educational need?

Teaching and learning

- What is our approach to teaching children with SEN?
- How do we adapt the curriculum and learning environment for children with SEN?
- How do we support children's emotional and social development?

Outside the classroom

- How do we include children with SEN in extra-curricular activities?
- How do we ensure children with SEN can access trips and visits?

Assessment and review

- How do we assess and review progress made?
- How do we evaluate the effectiveness of the provision made for children with SEN?

Transition

- How do we help children with SEN with transition?

Training

- How are staff trained to support children with SEN?

Working together

- How do we make sure everybody is involved in the support provided?
- What outside agencies do we work with to help support children with SEN?

Where there is a link to the SEN Code of Practice, a reference is given in brackets. You can then find out more about this idea by following this link

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Our school SENCo is Mrs. Thomas (maternity cover for 2024-2025 for Mrs. Langford) and she can be contacted through the school office for questions, queries and advice about a child with SEN's needs or by emailing senco@abbotshall.suffolk.sch.uk.

If parents/carers of children with SEN have a complaint about the provision in place for their child, they can speak to the class teacher, SENCo or Headteacher.

Identification

What kinds of SEN do we provide for?

A child has SEN if he/she

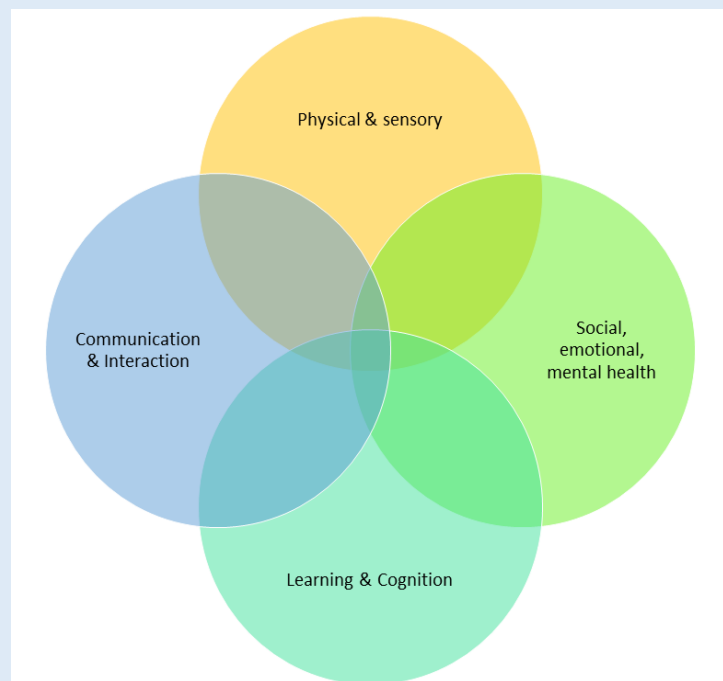
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (Code of Practice, xiv)

At Abbot's Hall Primary School, we look at a child's need under the four main areas of need. This is not to categorise the child, but to help us focus on ensuring the most suitable support. The diagram below shows the four main areas of need with examples of specific needs linked to that category.

Communication and interaction	Cognition and learning	Social, emotional and mental health	Physical and/or sensory
<ul style="list-style-type: none"> • Speech and language difficulties • Autism 	<ul style="list-style-type: none"> • Specific learning difficulties (such as dyslexia or dyscalculia) • Moderate learning difficulties 	<ul style="list-style-type: none"> • ADHD (attention deficit hyperactivity disorder) • Anxiety • Mental health issues 	<ul style="list-style-type: none"> • Hearing impairment • Visual impairment • Physical disability

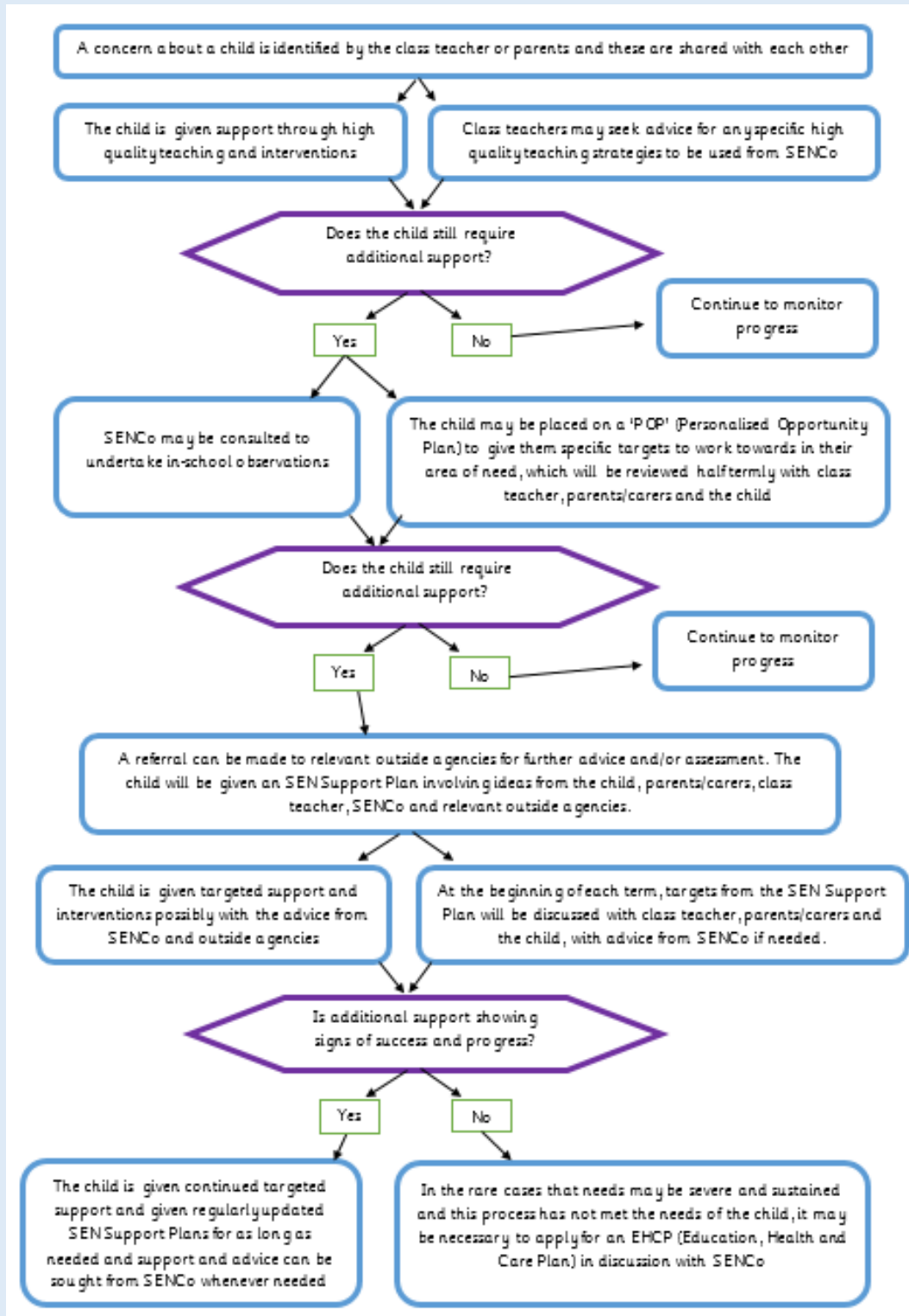
Some children will have a medical diagnosis in one or more of these areas of need and other children will have their needs recognised through teacher and parent/carer assessments and observations.

We do acknowledge that these areas have lots of overlapping characteristics and that some children have a range of needs, therefore accurate assessments are made to ensure support is appropriate.



How do we identify a special educational need?

The flow chart below shows our process of identifying and then assessing the needs of children with SEN.



The first person to contact if you have a concern about your child is the child's class teacher and then the flow chart begins. Mrs Thomas, the SENCo, can be involved at different points of the identification and assessment process, as shown on the flow chart and can be contacted through the school office by telephoning 01449 612818 or emailing senco@abbotshall.suffolk.sch.uk to arrange an appointment.



Teaching and learning

What is our approach to teaching children with SEN?

We use the graduated approach (Code of Practice, 6.44) when assessing the needs of each child and planning for appropriate support and intervention. There are three levels of support that we use:

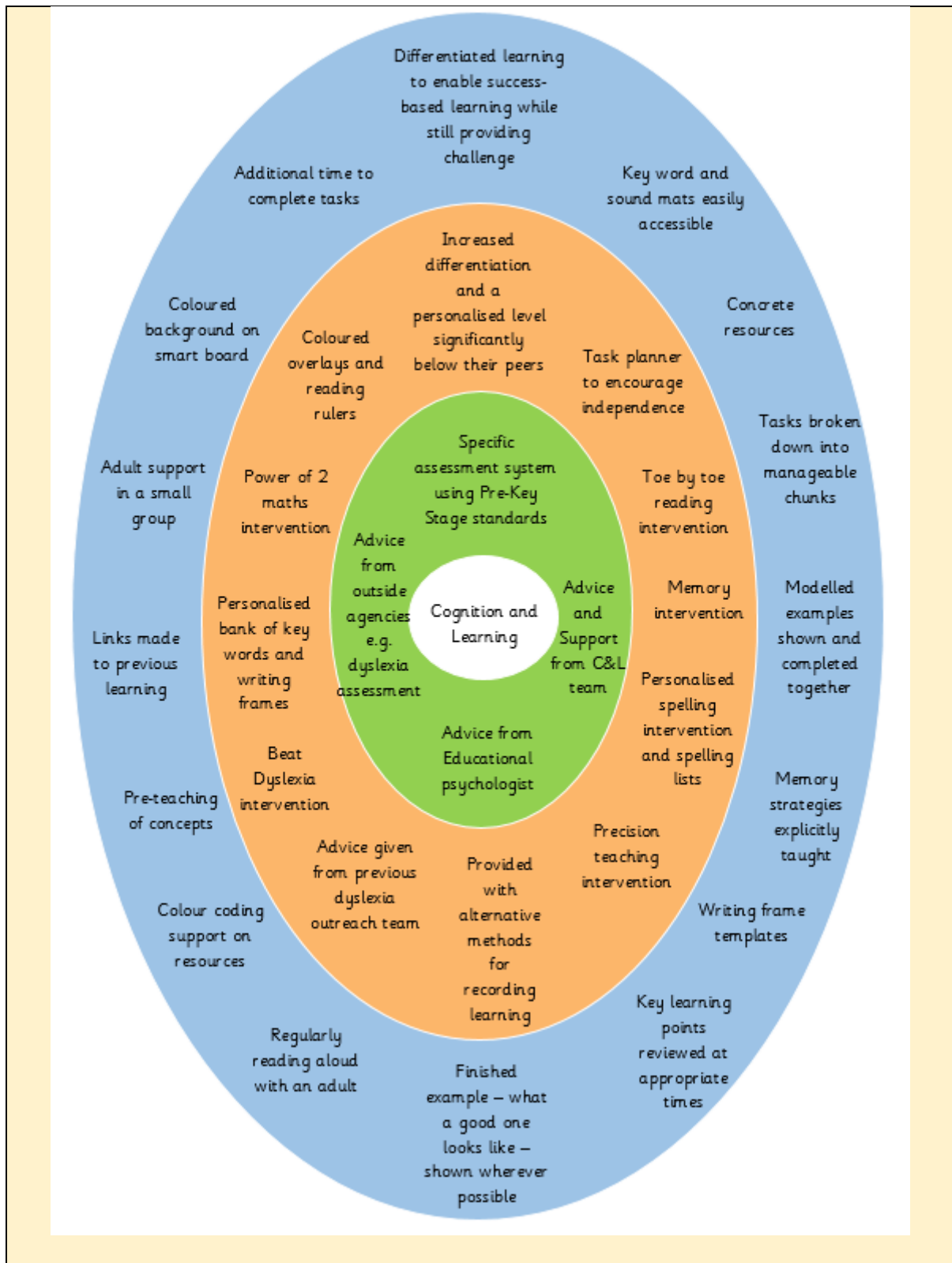
- 1) High quality teaching – the foundation of teaching, planning, assessment and intervention available for all pupils
- 2) Additional school intervention and support – targeted support, usually coordinated with the advice from SENCo, working alongside other school staff. Interventions will be additional to and different from those provided from classroom support and advice from outside agencies may be used.
- 3) High need support for specialised individual programmes - school requests the involvements of relevant outside agencies and school uses more specialised assessments and intervention programmes.

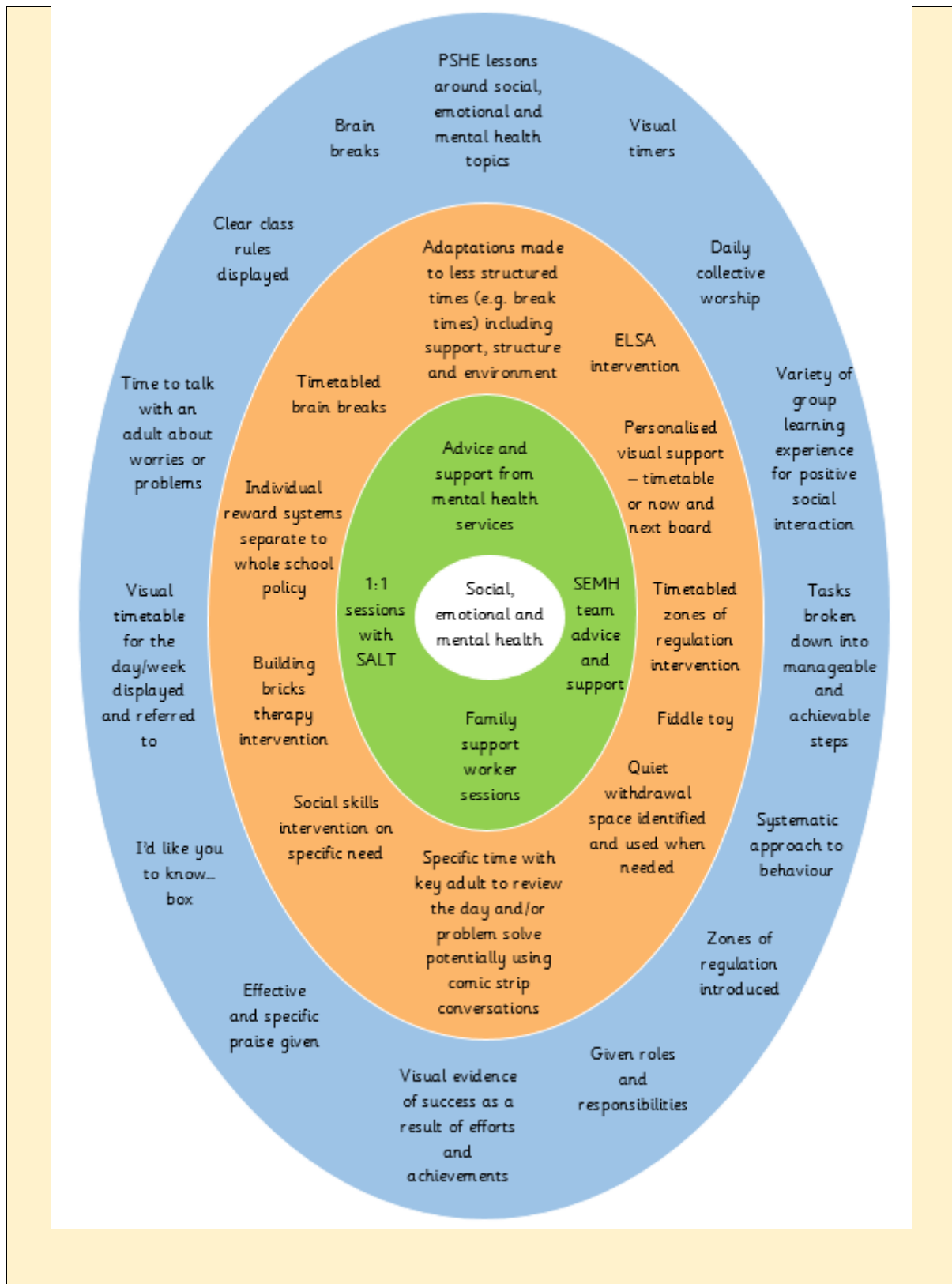
Usually, children will have their needs met through high quality teaching.

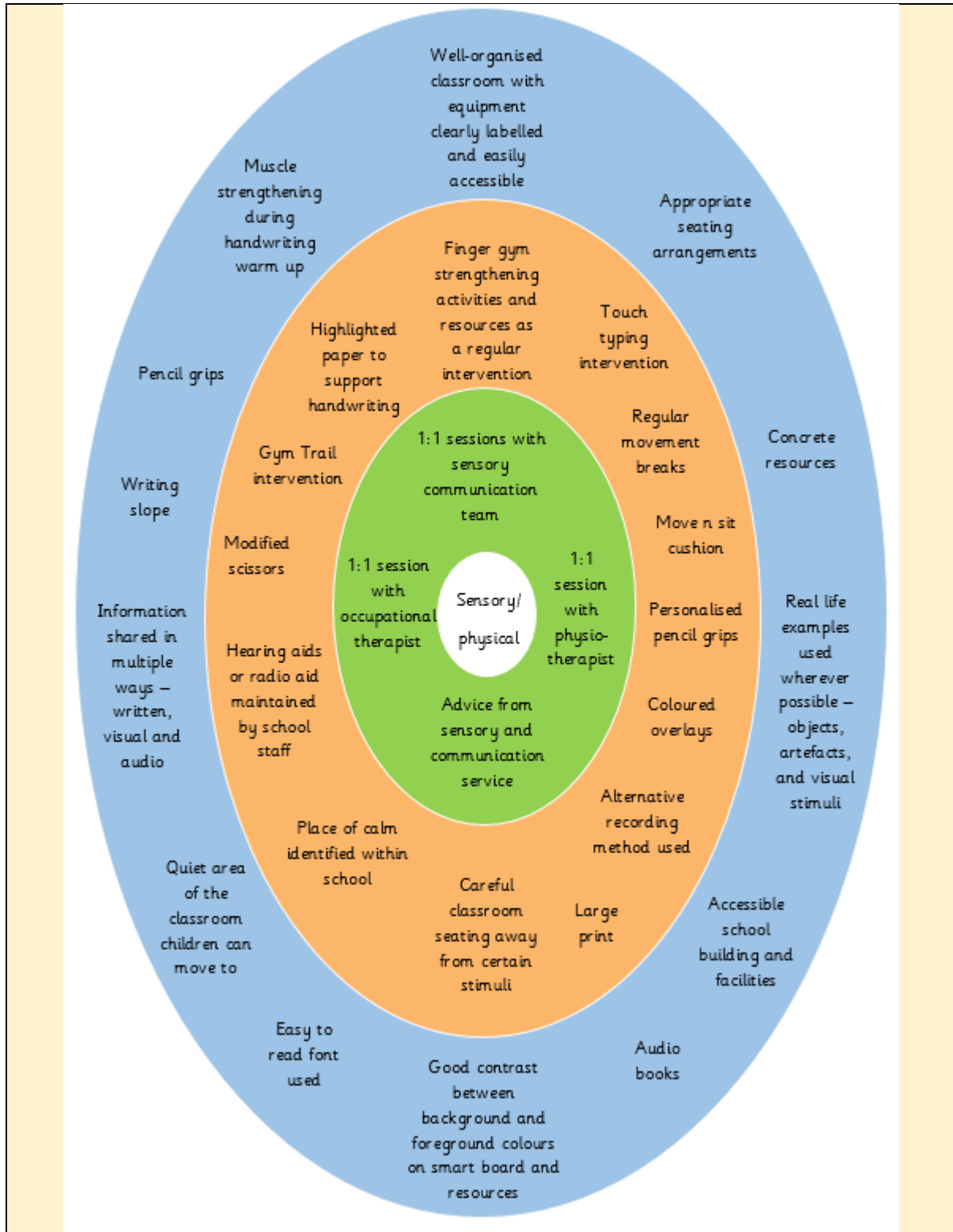
However, sometimes a child may need support that is additional to or different from their peers and therefore the child's needs will be met through targeted, additional school intervention. These children often have an SEN Support Plan and provision map outlining this targeted support.

If a child has more complex difficulties and whose progress is considered insufficient, despite carefully planned interventions at the targeted support level, high need specialised support will be put in place. These children will have an SEN Support Plan and may have an EHCP.

On the next few pages are circle diagrams showing examples of provision and support available at Abbot's Hall Primary School at each level of support for each area of need. The area of need is shown in the centre of the diagram with colour coded circles to show the level of support: green inside circle is high need support; orange middle circle is additional targeted support and outside blue circle is high quality teaching strategies.









How do we adapt the curriculum and learning environment for children with SEN?

Scaffolding is a key part of high quality teaching and all teachers at Abbot's Hall Primary School adapt the curriculum to meet the needs of the children in their class. This could be by providing:

- Additional adult support (some children will need more adult support to achieve the learning objective)
- Specific resources (some children will need specific resources to enable them to meet the learning objective as shown on the circle diagrams previously)
- Individualised task (some children will be given a differentiated task best suited to their potential gained from assessment to enable them to succeed and provide a level of challenge)
- Flexible groupings (groups are flexible based on assessment for learning and same ability and mixed groupings are used to maximise all learning opportunities)

How do we support children's emotional and social development?

At Abbot's Hall, our school ethos is based around 'Be the best that you can be' and this is the foundation of our support for emotional and social development whatever a child's starting point.

Weekly PSHE lessons are taught throughout the school with some focusing on children's emotional and social development. Mindfulness and identifying and understanding own feelings is addressed in every PSHE lesson as part of our Jigsaw scheme of work.

Each week, there is a specific assembly theme and sometimes these will also focus on children's emotional and social development through collective worship times. During these themes, school policies, such as anti-bullying and the behaviour policy, are referred to and reinforced.

Our Pupil Support Officer, works closely with teaching staff and sometimes children to work out developing children's emotional and social development through specific interventions based on areas of need identified.

Achievements and efforts are regularly celebrated at Abbot's Hall through praise and weekly proud certificates.

If there are any concerns about a child regarding bullying, these are dealt with following the school's anti-bullying policy.



Outside the classroom

How do we include children with SEN in extra-curricular activities?

At Abbot's Hall Primary School, a number of clubs are on offer for all children as all children are entitled to equal opportunities. All children, including children with SEN are invited to these clubs and they include, but are not limited to: football, netball, yoga, dance, home learning, board games and chess. Reasonable adjustments, where needed and possible, can be made to ensure children with additional needs can attend and take part in the clubs they wish.

How do we ensure children with SEN can access trips and visits?

Each year group plans for a trip or visit or visitor linked to the curriculum every term. These trips are carefully planned for to ensure all children, regardless of SEN, can attend these trips and engage with and learn from them to their full potential. Reasonable adjustments, where possible, can be made to ensure children with SEN can attend and take part in the trips and visits planned for by staff conducting a thorough risk assessment.

Assessment and review

How do we assess and review progress made?

At Abbot's Hall, children are assessed against age related expectations for the year group in which they are working using below, working towards, expected and greater depth titles. Where some children are assessed to be working below this standard, we are careful to ensure we make valuable and careful assessment against each child's individual starting points to ensure they continue to make progress in all of their learning.

If a child is working significantly below their peers, we use the Pre-Key Stage standards to assess them at the end of the year - <https://www.gov.uk/government/publications/pre-key-stage-2-standards>

We use the following methods of assessment:

- Termly teacher assessment
- Termly assessment papers for reading, SPaG and maths
- Sharing of pupil progress with the headteacher, phase leader and SENCo
- Classroom based assessment and monitoring
- Data analysis
- Following up parental concerns
- Tracking individual children's progress over time
- Information from previous schools and settings
- Information from other services
- Under-taking, when necessary, a more in-depth individual assessment
- Involving an external agency when necessary



- Phonics Screening Assessment in Year One and Times Tables assessment in Year Four
- Use of a 'POP' (Personalised Opportunity Plan) to track progress against specific targets
- Use of SEN Support plans and/or EHCPs to track progress against personalised targets for specific areas of need

For end of Key Stage assessments, SATs, some children may require specific access arrangements to enable them to complete the assessments. These needs are identified early and access arrangements can include: larger print, coloured paper, small group room to complete paper in, extra time, transcript written after the test or a scribe during the paper. The class teacher and/or SENCo will speak to parents/carers if a child needs specific access arrangements.

All methods of assessment are used to inform future planning to ensure all children's learning needs are met and differentiated for.

How do we evaluate the effectiveness of the provision made for children with SEN?

Every term, children with SEN, their parents/carers and their class teacher meet to discuss the child's SEN Support plan. During the meeting, current targets are reviewed and the support given to meet that target is evaluated. If the target has been met and provision agreed to be successful with progress and impact shown, success is celebrated and new targets are set. If the target has not been met and provision evaluated to be ineffective, this is looked into further by the class teacher with the support of the SENCo to set up new provision and adapt the target accordingly.

Children with an EHCP will also have annual reviews where the child, parents/carers, SENCo and any outside agencies supporting the child meet to discuss the child's progress and the effectiveness of provision.

Transition

How do we help children with SEN with transition?

Transition between classes:

- Previous teacher meets with new teacher to discuss the child's needs and support and intervention needed to achieve and make progress
- New teacher can access the child's SEN file through Provision Map and discuss needs in further detail with the SENCo if needed
- Most recent SEN Support plan is shared with new teacher and reviewed by them, parents/carers and the child in the first half term back at school
- Child can go on regular visits to the classrooms in the year above to familiarise themselves with the environment and expectations before they find out their class teacher in Summer 2 Term



- Once the child knows who their new teacher will be, regular visits to their classroom can be made to familiarise themselves with the environment and teacher expectations
- A transition book is made with the child, and ideally new class teaching assistant, about the new staff they will be working with, new classroom and any new routines or year group specific activities/routines/expectations

Transition from Year 6 to High School:

- SENCo and class teachers contact or meet with SENCo and/or Head of Year at new high school to share the child's needs and support and interventions needed to achieve and make progress
- A member of staff from the child's new high school will come into school to meet with the child to start to get to know them
- Extra transition afternoons can be arranged for the child to visit their new high school for extra transition sessions
- All SEN records of information are passed on to the new high school as soon as possible

Training

How are staff trained to support children with SEN?

All teachers are teachers of children with SEN at Abbot's Hall Primary School. Teachers are given the opportunity to request specialist information and training needed to ensure they are meeting the needs of children with SEN in their class through:

- Discussions and meetings with Mrs Thomas (SENCo)
- Discussions and meetings with outside agencies where possible
- Off-site training sessions where possible

Mrs Thomas (SENCo) is undertaking the NPQSENCo award. She regularly reviews the needs of the children at Abbot's Hall Primary School and delivers termly updates as part of staff meetings to update staff on this. Further training on specific areas of needs or updates on policies may also be given in staff meetings by Mrs Thomas or an outside agency when needed.

Some members of staff are also trained in a specific area. We have 3 members of staff who are qualified to deliver ELKLAN speech and language sessions.

Working together

How do we make sure everybody is involved in the support provided?

Parents

- Invited to additional termly meetings with class teacher to be involved with reviewing current targets and setting new ones as part of their child's SEN Support Plan



- Permission is always gained before referring to any outside agencies
- Reports from outside agencies are sent home
- Class teacher may speak to parents/carers on the playground or phone home with updates and check-ins
- Mrs Thomas, SENCo, may contact with updates or to see how support is going
- Parents can request an appointment with their child's class teacher or the SENCo to discuss their child's needs and progress by speaking to the class teacher or contacting the school office
- For some parents, structured conversations are offered to ensure good quality discussion between home and school. An outcomes plan is produced at these meetings.

Children

- Create a one-page profile to share information with school staff and parents about what people like about them, what is important to them and how people can help them
- Involved by reviewing current targets and setting new ones as part of their SEN Support Plan where appropriate

Outside agencies

- Advice is asked for to set targets for the child's SEN Support Plan
- Observations of the child by the service may take place in the classroom or during the school day and discussions had between class teacher and the service
- Meetings may be held between Mrs Thomas (SENCo) and the service or Mrs Thomas (SENCo), parents/carers and the service to review and plan for support

What outside agencies do we work with to help support children with SEN?

Abbot's Hall Primary School work with a number of outside agencies to seek advice and support to understand and meet the needs of children with SEN through Suffolk's local offer - <https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/>

We are currently working with a range of services that provide different means of support:

Outside agency	Who do they support?	How do they support?
Speech and Language Therapists (SALT)	Children with speech and communication needs	Depending on the level of need, a SALT can support in different ways: <ul style="list-style-type: none"> • A meeting with SENCo to discuss needs and advice shared for speech and language interventions to be run by a teaching assistant. Needs are then reviewed (mainly on a termly basis) • One term block of fortnightly support sessions 1:1 and then discharged



		<ul style="list-style-type: none">• One block of fortnightly support sessions 1:1 then a break and then repeated• Continuous fortnightly support sessions 1:1 until support at this level is no longer required
Occupational Therapists (OT)	Children with coordination, fine or gross motor skill or self-care difficulties	Depending on the level of need, an OT can support in different ways: <ul style="list-style-type: none">• The child will see an OT at an appointment outside of school. A report of assessment of needs and advice and further guidance is shared with the school. Support and intervention is then provided by the school where possible• A review is then completed and the child is discharged. A re-referral can then be made after 6 months if no improvement seen.
SES services	Children within each area of need: Communication and interaction team; cognition and learning team; social, emotional and mental health team; sensory and physical team	Depending on the level of need, SES can support in different ways: <ul style="list-style-type: none">• An inclusion meeting is held with a member of the most appropriate team based on the child's needs and SENCo and advice is shared to then be implemented by the school. This can be reviewed and updated on a termly basis.• A member of the team monitors the child through discussions with SENCo and class teacher and sometimes observations or conversations with the child on a termly basis
Physiotherapists	Children with physical disabilities	Children will usually see the physiotherapist outside of school and a report with assessment of needs and advice and further guidance is shared with the school. Support and intervention is then provided by the school where possible.
School Nursing Team	Children with health (including mental health) needs	Provide advice and guidance to parents/carers and/or school staff to support a child's needs. May provide training to staff on to help manage a child's needs.
The Emotional Well-being Hub	Children who are presenting with mild to moderate mental health concerns	Depending on the level of need, the emotional wellbeing hub can support in different ways: <ul style="list-style-type: none">• After discussions with the parent, advice is shared to then be implemented by the school and/or at home• A further referral is made to the relevant team, for example NDD pathway assessment or Educational Psychologist



Sensory Communication Service	Children with identified visual, hearing or multi-sensory impairments or loss	Specialist teacher will come into school when needed to provide advice on how teaching and the environment can be adapted to suit the child's need. They will come into school and meet with the SENCo, class teacher and child to assess needs and then review progress regularly (usually every term) for as long as the support is needed.
More details on services and helpful websites can be found on our school website.		