



Abbey Hulton Primary School

SEN Information Report

Special Educational Needs and Disabilities Co-ordinator: Mrs M Brookfield
SEND Governor: Mr M Bogg
DATE: December 2020

The school vision

Our vision is that our school is a happy, safe and inspiring place of learning where children develop life skills, confidence and belief in themselves whatever their ability to achieve their full academic potential.

- Our exciting curriculum, delivered by the very best teachers, will give children the skills for the next stage in their education and beyond. It will encourage children to have aspirations and dreams.
- Our community links will foster good relationships with our parents and members of the local community.
- Our nurturing ethos will help our children develop resilience, self-awareness and promote health and wellbeing to prepare our children to become responsible citizens of the future.

At Abbey Hulton Primary school

- All children are valued equally and have the right to learn, achieve and participate fully in education, regardless of abilities and behaviours.
- All parents and carers are valued as partners in meeting the needs of their children.
- All children are entitled to access a broad, balanced and relevant curriculum that is differentiated to meet individual learning styles, recognising personal strengths and needs.
- All children should receive an appropriate education where reasonable adjustments can be made that take into consideration, the needs of all learners.
- The diversity of the needs of children is recognised and met through a range of flexible responses and varied provision and through a variety of teaching styles.

1. Who does our school provide for?

Abbey Hulton Primary School accommodates all SEND pupils in line with the Equality Act 2010 and provision is available for all 4 areas of need as outlined in the 2015 SEND Code of Practice. These categories are;

Cognition & Learning

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties

Communication & Interaction

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Social, Emotional and Mental Health Difficulties

- Children who experience a wide range of social and emotional difficulties, which manifest in different ways

Sensory and/or Physical Needs

- Physical Disability (PD)
- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)

2. How does the school identify and assess pupils with SEN?

- Nursery children are given time to settle in before any gaps in their Early Years Foundation Stage Profile are identified.
- If there are any concerns about a child prior to them entering nursery, the SENCO or class teacher will meet and discuss these needs with the health visitor, parents and other professionals involved.
- All children with SEND will be identified and assessed as early as possible.
- It is the class teacher's responsibility to liaise with the SENCO regarding any concerns about a pupil.
- Pupils not making expected progress will be discussed by the class teacher and SLT at a pupil progress meeting, pupils will then be referred to the SENCO.
- The SENCO will identify all pupils whose level of progress is significantly below that of their peers, (at least 2 years behind age related expectations).
- The SENCO will consult with parents to put pupils on the school SEN register.
- Class teachers will monitor progress and complete a learning passport and PIP (Pupil Intervention Plan).
- Class teacher and SENCO will review progress termly.
- Where a pupil is falling considerably behind or requires a lot of additional support the SENCO will liaise with SEND services, parents and the possibly the Educational Psychologist.

3. How do we provide for children with SEN?

- Once a child has been identified as having SEN needs they will have a PIP (Pupil Intervention Plan) and a learning passport written by the class teacher. This will include any interventions that the child will take part in which is over and above what other pupils in the class receive.
- All pupils with SEN needs will take part in interventions either small group or 1:1 matched to their specific needs.
- Children will be assessed using a variety of standardised tests both before and after interventions and their progress will be reported to parents.
- All teachers use a variety of different teaching approaches to match the needs of the children.
- All lessons are differentiated to meet the needs of the pupils.
- Pupils identified as having SEN are entitled to time in small group or 1:1 support.
- Pupils with an EHC Plan will have support from a Learning Support Practitioner for the number of hours specified in the EHC plan.
- For pupils who are identified as having SEMHD needs members of staff such as the class teacher, teaching assistants, family welfare staff member, Assistant SENCO and the SENCO, who are readily available for pupils who wish to discuss issues and concerns.
- Children have access to the Family Welfare Staff, to discuss any issues they may have.
- For pupils who find lunch times a struggle there are a variety of lunch time clubs on offer.
- We have a Nurture Group (Acorn Wood) and staff trained to address a variety of social, emotional and mental health needs.

4. Who is the school SENCO and the key staff that will help pupils with SEN?

Head Teacher

Mrs L Williams

Deputy Head Teacher

Mrs L Brookes

SENCO

Mrs M Brookfield

Assistant SENCO

Mrs J Poole

SEND Assistants

Miss A Burton

Family Welfare Officers

Mrs E Burton & Miss S Ballantyne

School Nurse

School Nursing Team

Learning Support Practitioners

Mrs K Tamburello, Mrs L Enoch, Mr S Pickford, Mrs R Richardson, Mrs C Chambers

Nurture Group Staff

Mrs M Brookfield, Mrs K Tamburello, Mrs J Poole

What expertise and training do staff have?

All staff have received training related to SEND. These have included sessions on;

- How to support pupils on the autistic spectrum.
 - How to support pupils with emotional needs through nurturing principles
 - How to support specific medical issues, such as asthma and the use of Epi Pens
 - Speech and Language development training
 - Attachment Disorder training
 - Narcolepsy awareness
 - New SEN Code of Practice training
 - Children in Care Training
 - Emotion Coaching
 - Safeguarding training
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- **Some staff have had;**
 - MAPA (Management of Actual or Potential Aggression) Training
 - Switch On Literacy Training
 - Inference intervention training
 - Talk Boost KS2 Training
 - Talk Boost KS1 Training
 - Nuffield Language Intervention Training

We also have a specialist TA, who is our autism advocate, who has received extensive training in this area of SEN.

The family welfare staff have had a variety of training, including;

- Police cadets
- Relationships without fears
- Peer mediators
- FGM (female genital mutilation)
- CAMHS (Child & Adult Mental Health Training)
- Sexual Abuse
- Safe guarding level 3

The SENCO is a qualified teacher who has;

- Postgraduate Certificate in Special Needs and Inclusion

All TA's have had training on intervention to support pupils with SEN, such as SOS, probes and Daily Diaries. Some children use ICT devices to access interventions such as Word shark, Nelly and educational apps to support their learning. These are supervised by TAs.

5. What equipment and facilities does the school have to support children with SEN?

- All teachers differentiate lessons and expected outcomes.
- Pupils will have a variety of learning aids to help them access lessons and to help them with their independent work. This may be; counters, learning placements, word lists, number lines; number squares and memory and visual aids.
- Highly trained staff to deliver specialist SEN interventions and support where appropriate.
- Pupils who need help with physical disabilities such as developmental coordination disorder have access to laptops or iPads; writing slopes and pencil grips.
- Pupils with vision problems or dyslexia have the use of coloured paper or overlays (this would be assessed by someone from the VI Team at Send services or a qualified optometrist).
- Pupils are all given full access to PE lessons and are supported in whatever way needed.
- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate fully in school life.
- We have an inclusion room for small groups and 1:1, where interventions and group work take place.
- We have a Nurture Group for children with social and emotional needs.
- As a school we are happy to discuss individual access requirements. Facilities we have at present include:
 - Ramps into school to make the building accessible.
 - Disabled Parking (one space), next to the main entrance.
 - One disabled toilet.

6. How does our school consult and involve parents in their child's learning?

- We have an open door policy so that parents can pop in and speak to staff before or after school as they are dropping their children off or picking them up.
- Our SEN team offers drop in sessions at various times of the year when parents of SEN pupils can come along to discuss any issues or concerns they may have.
- Our parents are involved and consulted by class teachers when they write learning passports and Pupil intervention plans for our SEN pupils.
- At various times of the year parent questionnaires are sent out.
- At the start of the school year parents are asked to sign a home school agreement.
- Parents are given time to express their thoughts at 2 parent consultation evenings a year.
- Parents of SEN pupils are invited to meet with the SENCO each term.
- Parents whose children who have IEP's (Individual Education Plans) will get these sent out each half term and can make comments on reply slips that should be sent back into school.
- The family welfare team and/or someone from the Senior Leadership Team are on the gate every morning and every home-time

7. How does our school consult and involve children in their own learning?

- The staff and governors value the contribution of all the children in the school. Their ideas and opinions are respected and where possible acted upon if appropriate. Children contribute to target setting for their IEPs and are consulted during the review process. Where appropriate pupils with an EHC Plan are invited to contribute to their own annual review meeting. Children with SEN are included and well represented in all our extra curricular activities and on our school council.

8. What should I do if I have a complaint?

- We have a Compliments, Comments and Complaints Policy which can be found on the school website; www.abbeyhultonprimary.org.uk
- When we receive a complaint we will send an acknowledgement letter within three working days. Complaints are investigated by a nominated member of the Senior Leadership team. This person will then reply to a complaint within fifteen working days. (Not including non-term time and public holidays).

9. How does the school involve other services in providing for children with SEN?

- The school benefits from the support of SEND Services.
- The SENCO liaises, when appropriate, with a network of external support, including Health, Social Care, Inclusion Services, Educational Psychology Service, Speech Therapy, Occupational Therapy, Physiotherapy, advisory teachers for visually and hearing impaired and CAMHS.

10. Who can I contact to help support me and my child?

Within school there are people to help; your first contact should be your child's class teacher or the school office. Other people in school who are available to help;

- Head Teacher – Mrs Williams
- Deputy Head Teacher – Mrs Brookes
- Family Welfare Officers – Miss Ballantyne & Mrs E Burton
- SENCo – Mrs Brookfield
- Assistant SENCo – Mrs Poole
- SEN TA – Miss Burton

Outside of school there are a variety of people who you can contact for further help and support;

- The Stoke on Trent and Staffordshire Safeguarding Board (SSSCB) – 01782 235100
- Your health visitor
- School Nurse – 03001240362
- SEND Services – 01782 232538
- Stoke-on-Trent City Council, local offer information; www.stoke.gov.uk/localoffer
- SEND Information Advice and Support Services (SENDIASS) 01782 234701
- Aiming Higher Together Parent Forum 07952767238

- Social Care – 01782 235100
- Educational Psychology Service – 01782 234700

11. How will the school prepare and support my child when joining Abbey Hulton Primary School or transferring to a new school?

Abbey Hulton primary School aims to ensure that pupil's transition is as smooth as possible. Strategies include;

- Nursery staff do home visits prior to a child joining Nursery.
- Nursery hold 'Play & Stay' sessions in the summer term prior to them joining the school in the Autumn Term.
- Nursery children have a staggered start to the school year to break them in gently.
- Meetings between the previous or receiving schools prior to the pupil joining/leaving. Additional visits are also arranged for pupils who need extra time in their new school.
- Whole school Transition Days where each class spend the afternoon with their new class teacher.
- Secondary school staff visit pupils prior to them joining their new school.
- Meetings between teachers and/or the SENCO and the SENCO from the secondary schools to pass on information regarding SEN pupils and to plan together for the child's transition into secondary school.
- Where a pupil may have more specialised needs, a separate meeting is arranged with Mrs Brookfield, the secondary school SENCO, the parents/carers and where appropriate the pupil.
- Pupils who are considered vulnerable are offered extra transition support to high school; this may include extra visits or holiday clubs.

12. Where can I find out about the local offer?

The school local offer is published on our school website or can be found at the local authority website;

- www.abbeyhultonprimary.org.uk
- www.stoke.gov.uk/localoffer

