



Abbey Hulton Primary School SEN Information Report

Reviewed: May 2026

Special Educational Needs and Disabilities Co-ordinator	Mrs M Brookfield
SEND Governor	Mrs A Gadsden

Next Review May 2028

The school Vision

Vision Statement:

Our school is a happy, safe and inclusive place of learning where all children thrive. Through our school community learning together and working together, everyone is proud to show integrity and develop tenacity. We all aspire to be the best we can be to achieve our full potential.

Mission Statement

Working together to ensure teachers can teach so all children can learn, grow and achieve.

At Abbey Hulton Primary School

- All children are valued equally and have the right to learn, achieve and participate fully in education.
- 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 adapted 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 so that all children can access and enjoy the curriculum, including those with special educational needs.

Who does our school provide for?

Abbey Hulton Primary School accommodates all pupils with Special Educational Needs and Disabilities (SEND) 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.

The 2015 SEND Code of Practice states that a young person has a learning difficulty or disability if he or 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

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)
- Autism (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)

The school provides for a range of needs within these areas. Some pupils may have needs in more than one area and needs can change over time.

How does the school identify and assess pupils with Special Educational Needs and Disabilities (SEND)?

- Parent or teacher raises a concern – you can speak to the class teacher or SENCO.
- Information from previous school or professionals – e.g. medical diagnosis, speech and language therapist report.
- Observation of progress – if a pupil is not making expected progress, we investigate.
- Formal assessment – carried out by the SENCO or external specialists if needed.

How do we support our children with SEND?

- Quality First Teaching for all – the first step for every pupil.
- Additional small group or 1:1 support– focused teaching for specific needs.
- Pupil passports, support plans and individual education plans – jointly created with parents and pupils, including SMART targets
- Intervention programmes tailored to the pupil's specific needs.
- Lunchtime activities where appropriate
- Access to specialist equipment when appropriate, such as ear defenders, writing slopes, specialist pencils, coloured overlays etc
- Involve children in their learning and decision making

How do we monitor progress?

- Termly reviews of pupil passports and support plans
- Half termly reviews of individual education plans for EHCP pupils
- Feedback from teachers and support staff
- Parent-teacher meetings twice a year
- Pupil progress meetings – held each term with teacher and sometimes headteacher and other members of the senior leadership team
- Inclusion meetings- held each term with class teachers and SENCO
- An annual report in the summer term detailing progress and next steps
- Annual reviews for pupils with Education, Health and Care Plans (EHCPs)

Which specialist services do we work with?

We work with:

- Speech & Language Therapists (SaLT),
- Educational Psychologists
- Occupational Therapists

- CAMHS and other health professionals
- NHS mental health support team
- Hearing and Visual Impairment support services

How are SEND children included in activities and trips?

- Risk assessments for all trips and extracurricular activities
- Appropriate adult-to-pupil ratios, including 1:1 support where necessary
- Accessible venues and resources for pupils with mobility or sensory needs
- Outdoor learning environments are adapted for all pupils
- Participation in all school trips, extra-curricular activities e.g. music, sporting clubs and forest schools, as well as being representatives on our school forums, for example school council, wellbeing ambassadors. Children will have access to support to join such groups if appropriate

How do we ensure accessibility for all?

- Review of accessibility plan
- Disabled toilet facilities in EYFS building, ramps into school, disabled parking
- Accessible resources and staff trained to support physical needs

How do we support transition for SEND pupils?

Within school:

- Handover meetings between teachers
- Transition visits for pupils with their new teacher
- Slower start to the school year to support a transition if required
- Enhanced transitions if required

To another school / secondary:

- Liaison with receiving school's SEND staff
- Transfer of records and support information
- Secondary school visits and familiarisation sessions
- Some high schools and special schools offer enhanced personalised transitions

How do we allocate our SEND resources?

- Additional SEND funding used for teaching assistants, interventions, and resources
- Highest support is given to pupils with the most complex needs

How are parents involved in decision making?

- Joint decisions – parents, teachers, SENCO and external professionals.
- Termly pupil passport review meetings ensure parents and pupils contribute to planning
- Education, Health & Care (EHC) plans reviewed conducted annually with all stakeholders– for pupils with an EHC plan, support follows the plan's recommendations.
- Parent voice is valued - parent surveys are completed to gain an understanding of parent views
- Open door policy for parents to speak to staff
- Parent access to dojo message
- Parents of pupils with SEND are invited to meet with the SENCO each parents' evening along with their class teacher.

- Parents are welcome to email the SENCO at admin@abbeyhulton.orchardct.org.uk or ring the school office to make an appointment.

How do we support pupils with medical needs?

- Pupils who have a medical condition receive an Individual Health Care Plan if required.
- The plan is written by the school together with the relevant health professionals, the pupil's parents and, where appropriate, the pupil themselves.
- All staff who give medication are trained and are signed-off as competent by the school nurse.
- Medicine-administration procedures follow the Local Authority policy and the Department for Education's statutory guidance on supporting pupils with medical conditions (December 2015).

Staff receive ongoing CPD to deliver interventions and meet medical or SEND needs.

Who is the school's Special Educational Needs Coordinator (SENCO) and the key staff who will work with our children with SEN?

All our staff work with and support our children with SEND. Some of the staff you may meet are:

Head Teacher

Mr C Crook

Assistant Head Teacher

Mrs S Heming

Special Educational Needs Co-ordinator (SENCO)

Mrs M Brookfield

Assistant SENCO

Mrs J Poole

SEN Support Assistant

Miss L Enoch-Smith

Designated Safeguarding and Attendance Officer

Mrs E Burton

What expertise and training do staff have?

The SENCO is a qualified teacher who has done extensive training in special educational needs and disabilities, as well as a post graduate qualification, National Award for Special Educational Needs Co-ordination. All our staff receive ongoing training related to special educational needs.

Can school refer my child to any other services?

If appropriate we can support a referral to services such as:

- Drawing and Talking – for pupils with anxiety

- Staywell – this includes bereavement and loss, changes for young people and mind – for pupils who need extra support with mental health
- NHS MHST (Mental Health Support Worker) for pupils who need extra support with mental health. This is run by professionals at Keele University and includes parent and child groups.
- CAMHS (Child & Adult Mental Health)
- School Nursing Hub
- Parenting Classes run by Family Services

We can also access Children's Advice and Duty service (formally known as Children Services) for access to family support worker and social workers. Our safeguarding lead, Mrs E Burton, can open and lead an early help plan for early intervention and support.

What should I do if I have a complaint?

1. Informal discussion – speak to the class teacher, SENCO, headteacher or deputy head.
2. Formal complaint – write to the school office; the complaint will be handled according to the school's complaints policy.

Where else can I find information to help support me and my child?

Outside of school there are a variety of people who you can contact for further help and support. You refer yourself or your child to many of these services via an online referral form. Please click on the links below for further information:

- The Stoke on Trent and Staffordshire Safeguarding Board (SSSCB) – 01782 235100 <https://www.staffsscb.org.uk/about-us/>
This includes information about Early Help programmes
[Early Help - Staffordshire Safeguarding Children Board \(staffsscb.org.uk\)](https://www.staffsscb.org.uk/early-help)
- Information for children and families
https://www.stoke.gov.uk/info/20009/children_and_families
- Stoke-on-Trent City Council, local offer information. The Local Offer brings together information from education, health and social care about Special Educational Needs and/or Disability (SEND) in one place and covers children and young people from birth to 25 years. This includes information on the Inclusive Learning Service.
[SEND Local Offer – Local Offer](https://www.stoke.gov.uk/info/20009/send_local_offer)
- Health visitor and school nursing service
<https://www.mpft.nhs.uk/services/health-visiting-and-school-nursing>
- SENDIASS - SEND Information Advice and Support Service. This service provides information, advice and support to children with Special Educational Needs and/or Disabilities (SEND), their parents, and young people with SEND. [About Us – SENDIASS](https://www.sendiass.org.uk/about-us)

- Staywell - Services to improve the wellbeing of children and young people in Stoke on Trent. Provided by Changes in partnership with Younger Mind and the Dove Service.
[staywellcyp.org/wp/Stay Well CYP services for children & young people in Stoke-on-Trent \(changes.org.uk\)](http://staywellcyp.org/wp/Stay-Well-CYP-services-for-children-&-young-people-in-Stoke-on-Trent-changes.org.uk)
- CAMHS (Children and Adult Mental Health Services) Information for children and young people.

[Young people - Online-referral - Combined Wellbeing](#) – to complete an online referral (scroll down to the bottom of the page for the referral form).
- National Autistic Society - The website provides support, guidance and advice on a wide range of issues affecting autistic pupils and their families.
[National Autistic Society \(autism.org.uk\)](http://autism.org.uk)
- British Dyslexia Association – The website offers a wealth of information and support for dyslexic people.
<https://www.bdadyslexia.org.uk/>
- British Dyspraxia Foundation – This website offers a wealth of information and support for people with Developmental Coordination Disorder (DCD) and dyspraxia.
[Dyspraxia Foundation](#)
- Movement Matters - Movement Matters is the UK umbrella organisation representing the major national groups concerned with children and adults with coordination difficulties, a condition called Developmental Coordination Disorder (or DCD) and sometimes referred to as 'dyspraxia'.
[Developmental Coordination Disorder, DCD, Dyspraxia, ADHD SPLD, support and information, Movement Matters \(movementmattersuk.org\)](#)

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