

Address: Abingdon Primary School and Children's Centre, Abingdon Road,
Middlesbrough, TS1 3JR



Telephone: 01642 210567

Website: <http://www.abingdonprimary.org.uk>

Email: abingdon@abingdonprimary.org.uk

SEND Information Report

Our school: Basic information

Abingdon Primary is a larger than average, diverse primary school in the centre of Middlesbrough. At our last Ofsted inspection we were judged to be good. Our mission statement highlights what is important to us:

“Our vision is to create an inclusive community that supports the well-being of every child and their family to enhance enjoyment, raise achievement and aspiration for all and ensure that children and families are supported through their learning journey and school life in pursuit of excellence.”

Aspirations, Resilience, Commitment and Harmony (ARCH) are our core principles that are woven through everything we do and indeed everyday life at Abingdon. Children strive towards receiving ARCH points for displaying these principles in their work, play, sport and friendships.

Other information about the school and our school calendar can be found on our website:
<http://www.abingdonprimary.org.uk>

Referral & Availability of school places

Our current admission number is 75 pupils and, subject to availability, can offer pupils places from Nursery to Year 6 (ages 2 to 11).

Percentage of pupils with SEND: 22%

Places at the school are allocated by Middlesbrough LA - please contact the admissions team further information:

School Admissions, Middlesbrough Council, Middlesbrough

House, 50 Corporation Road, Middlesbrough, TS1 2RH

Telephone: 01642 01642 201889

Additional support and advice may be given by the Ethnic

Minority Achievement Team (EMAT) on; 01642 201881

Visits to the school, prior to an application to the LA for a place, are welcomed and can be made by contacting the Headteacher's PA, Mrs Debra Baxter.

1. Introduction

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Broad areas of need

There are four broad areas of special educational need, these are:

1. Communication and interaction

- Difficulties in saying what they want to; understanding what is being said to them or do not understand or use the social rules of communication. Includes pupils with Autism Spectrum Disorder and those with Speech, Language and Communication needs.

2. Cognition and learning – learning at a slower pace than peers, even with appropriate differentiation

Includes pupils with: MLD Moderate Learning Difficulties, SLD Severe Learning Difficulties, PMLD Profound and Multiple Learning Difficulties and SpLD Specific Learning Difficulties.

3. Social, emotional and mental health

- Includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

4. Sensory and/ or physical

- Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. Includes pupils with VI (Visual impairment); HI (Hearing impairment); PD (Physical disability) and sensory needs.

School Ethos and Approach

Abingdon Primary School and Children's Centre accepts the principle that 'The teaching of all children involves a continuous and dynamic process of identification, assessment and recording.' This fundamental principle is then used to plan for the future educational, social and emotional development of all children including those identified as having special educational needs.

Aims and objectives

Aims

We are a growing school family with a shared drive and determination to ensure all of our children reach their full potential across all aspects of our broad, balanced and bespoke Abingdon curriculum. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (2014)

Objectives

Staff members seek to identify the needs of pupils with SEND as early as

possible. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.

Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum wherever possible. This will be co-ordinated by the SENCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual outcomes are being met and all pupils' needs are catered for.

Work with parents/Carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include the Educational Psychologist, Speech and Language Team, Children and Adult Mental Health Service CAMHS, the school's counsellor and the Occupational Therapist.

Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to learn and contribute

2. SEN Provision

We currently have children with a range of needs attending Abingdon Primary School and Children's Centre; these include children with: communication and interaction needs, cognition and learning needs, social, emotional and mental health needs and physical/sensory needs.

What is our approach to teaching children with SEN?

We strive to include all children regardless of their needs in the mainstream classroom. This often requires adaptations to be made and these are decided depending on the needs of the individual child. For example, some children are taught in much smaller groups for specific subjects such as English and Maths. All work for children with SEN is highly differentiated to meet the specific outcomes of their support plan; this may involve pupils having access to a curriculum which is tailored to their needs but isn't necessarily based on their year group curriculum. Some children with SEND also have personalised timetables where some time would be spent on therapeutic interventions. We provide tailored support whilst encouraging children to become independent, develop their confidence, improve their self-esteem and promote enthusiasm and a love for learning. We have a sensory room available for children to use supported by adults during the school day, quiet spaces for those children who may need them, sensory baskets in all classrooms and sensory packs for adults to use with pupils who may need a break from their usual timetable.

How will the curriculum be matched to my child's needs?

Each class teacher follows the school's long-term plans to ensure that all elements of the National Curriculum are covered. This is used to create termly and then weekly/daily plans to ensure that the curriculum is covered using a range of teaching and learning strategies. By using a range of targeted or differentiated teaching and learning strategies, we strive to ensure that every child's needs will be met.

Where specific adaptations of the curriculum need to be made to ensure a pupil can access this learning then this will be identified on the provision map or pupil support plan. This may include small group teaching in and out of class, one to one support and other programmes linked to specific needs such as fine and gross motor skill programmes.

How do we know if a child needs help? What should a parent do if they think their child may require additional help?

We believe in early and continuous assessment to identify the needs of all pupils. Within the classroom there will always be a range of need and the class teacher will plan to meet the needs of all pupils. They will also identify and allocate resources, including additional support from a teaching assistant or other adults (when available), as appropriate to ensure that all children make maximum progress.

If a teacher feels that a child may need additional support other than that which can be normally provided by Quality First teaching in the classroom, they will discuss these needs with the child's parents, as well as colleagues (including the SENCO). Sometimes

this may lead to a referral to a specialist provider e.g. Speech Therapist; Educational Psychologist; Dietician; Occupational therapists or CAMHS.

If a parent has concerns about their child's needs then we would encourage them to speak to their child's class teacher or the SENCO, Mrs Emma Ingledew (Special Educational Needs Co-ordinator)

How will school staff support my child?

We believe that all children can be helped by Quality First teaching in the classroom and on occasions via additional help in small groups or one to one support. This will be provided by the class teacher, teaching assistant or on occasions a health professional.

Where a child is working two years or more below ARE (age related expectations) and after reviewing their support it may be decided in conjunction with parents that further support is needed. This support may then be recorded on a SEN Support Plan which is updated at least three times a year. This plan identifies small outcomes and resources allocated to help each child move forward in their learning. The Pupil Support Plan will be shared with parents and discussed at termly parent's/carer's meetings as well as at an annual review meeting. (EHCP)

SEND Support Cycle

Where teachers or parents have concerns about their pupil's learning we will begin discussions around what additional support might be needed to support them in school. We will record these early discussions and targets as a 'short note', which will be monitored and reviewed regularly. Following this monitoring period if it is determined that the pupil does have SEND, parents will be formally advised that their child is receiving SEND support. At this point the child's name will be added to the SEND register.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

Assess

Plan

Do

Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. During this cycle we will take action to remove barriers to learning and put effective special educational provision in place.

ASSESS

A clear analysis of pupil's needs are made by the class teacher (working with the SENCO) – including information about progress, behaviour and other factors; parent and pupil views; development compared to peers and national data, and if relevant advice from external agencies.

PLAN

Parent formally notified that SEND support is being provided

Joint agreement on adjustments, interventions and support to be put in place as well as expected improvement

Clear date for review

All staff made aware of plan and their role in meeting outcomes

Plan recorded on school's information system

DO

Class teacher responsible for working with the child on a daily basis – both in class and in formulating/monitoring/assessing interventions delivered by CT or TA.
SENCO continues to monitor and further assess child to identify strengths and weaknesses

REVIEW

Effectiveness of support and interventions in line with agreed date
Include views of pupil and parents
Class teacher, with SENCO, review support in light of progress and development
Decide upon any changes, in consultation with parent and pupil
Parents have clear information about impact of support and interventions

Education, Health and Care Plans

SEND Code of Practice (2014) 6:63 – ‘where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the LEA will expect to see evidence of the action taken by the school as part of SEND support.’

Referral for an Education, Health and Care Plan

This Statutory Assessment process is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a Progress review meeting for the child. The subsequent application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary results of outcomes set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Middlesbrough Council, if it is decided that the child’s needs are not being met by the support that is ordinarily available. The school and the child’s parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil’s formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, plan for changes to be put in place, for example, reducing or increasing levels of support.

It will usually take 20 weeks until the process of referring and assessing a pupil for an EHC plan is

complete and a decision about the application made.

REVIEW MEETINGS

At Abingdon Primary school and Children's Centre termly reviews will be held for each child on the SEND register in October, February and June. Parents will be invited to attend these meetings whose purpose will be to review the progress made by each child during the previous term and establish any additional interventions which are required. Parents, the child's class teacher and usually the SENDCO will be present at these reviews. Reports from external agencies (if appropriate) will also be considered and the impact/implementation of their recommendations discussed.

A new SEND Support Plan will be produced at this meeting.

If outcomes previously set have not been met what are the options?

- 1) Child has made good progress and is almost achieving outcomes. Outcomes are still appropriate as are teaching strategies: The child may continue to work on agreed outcomes for further period of time – review date agreed and set.
- 2) Child hasn't made enough progress towards outcomes: Alternative teaching approaches and/or resources may be required to achieve given outcomes.

Outcomes may be too ambitious and require some modification or simplifying.

Further advice/input may be required from external agencies.

If outcomes have been met and the child has made good progress then it may be decided to remove the child's name from the register and put them on a period of monitoring. If the outcomes have been met but the child still requires additional support then new outcomes will be set to build upon previous progress.

The class teacher will further monitor each child's SEND Support Plan termly during the course of the year and amend outcomes as they are achieved.

Parents may also discuss their child's progress and Support Plan at any time with either the class teacher or SENCO by calling school to make an appointment or dropping in to see us.

How will you and I know how well my child is doing and how will you help me to meet my child's needs?

Every week a teacher will assess each child's learning against our teaching and learning outcomes for that week. This will inform their future sequences of teaching and learning.

We also regularly discuss with each pupil how they feel about their progress and what areas of further support that they feel they need.

In addition, we hold termly meetings with parents and provide an annual written report which will identify the progress and attainment of each child. The reports and parents consultations will give opportunity for the teacher to share current targets, as well as to discuss the way that parents should support their child's learning at home via homework or additional areas of support.

Parents of pupils with an EHC plan will also be invited to an annual review meeting to discuss their child's progress and needs. This meeting will be attended by the school SENCO, class teacher and other representatives from agencies with whom the child is working.

Throughout the year all pupils will complete curriculum assessments which are used to assist staff in ensuring that every pupil is making the maximum progress possible. This information is used by school staff to assess the strengths and areas for support required by all pupils and feeds directly into their daily, weekly and termly planning.

In addition, pupils also have to complete a number of National Statutory assessments, which

include: The Foundation Stage Profile, a Phonics Screening test at the end of Year 1 and SAT's (Statutory Assessment tests) at the end of KS1 and KS2. These tests are used to inform teacher's Summative Assessment of a child's attainment at age 7 and 11. Currently, this summative assessment includes in KS1 - Speaking & Listening, Reading, Writing, Maths and Science; and in KS2 internal assessment for Speaking & Listening, Writing and Science, alongside externally marked written assessments in Maths, Reading and Spelling, Grammar & Punctuation (SPAG test). Some children who have additional needs will have further arrangements made for them when undertaking statutory tests for example they may qualify for extra time, questions to be read to them or extra breaks. This would be decided through discussion with the class teacher, SENCO, Headteacher, parents and child alongside the ARA document (Assessment and Reporting Arrangements)

How will my child be supported in activities outside of the classroom, including school trips?

We are an inclusive school and all pupils will have access to the full range of curriculum opportunities, both inside and outside of the school. Whenever any child is taken on a school trip a full risk assessment is undertaken by the class-teacher and appropriate measures are put in place to ensure all pupils will be able to access all the opportunities during the trip.

How accessible is the school environment?

The building is accessible to all pupils. It is all on one level with several access points for pupils of all ages and accessibility needs. We have an accessibility plan which is regularly updated to ensure that the building and our facilities are completely inclusive/accessible to all current and future students.

How will children with SEND engage in all activities?

In addition to adapting the curriculum to meet the needs of individual children with SEND and therefore enabling all children to have high levels of achievement, we encourage our children to attend extra-curricular activities where needed providing additional adult support or adapting activities to make them accessible for everyone. Sporting events are adapted where needed to ensure everyone has an opportunity to take part and achieve to the best of their ability.

How do we evaluate the effectiveness of SEN provision?

Our evaluation of policy and practice is robust; we ensure through half termly monitoring by the SLT that all children are making progress and adapt our practice where needed. This is done through book scrutiny, learning walks and termly monitoring of all Support Plans by the SENDCO.

Support for Emotional and Social Development

What support will there be for my child's overall well-being?

We want all pupils to feel welcome and part of the school, so we place a high value on well-being. Our wellbeing lead in school is Mrs Nicola Cairns. The class teacher and teaching assistants use PSHCE lessons, register time, circle time, rewards and other opportunities to support the well-being of the pupils with whom they work.

The school motto is 'Believe in Achieving' - to us this means that we want all pupils to feel valued for who they are and know that we will help them achieve their potential.

There are also many opportunities throughout the school day for pupils to talk and share with one another and staff, which enables them all to learn to care for one another by developing deeper relationships based on trust and respect. In addition to this as a school we have access to a counselling service (CAT's) which after discussion with the child and parents/carers we can allocate slots to either specific children for a particular need or to small groups of children. For example; sessions could be linked to building relationships where children are developing skills in relating to other children, how to talk about feelings and building confidence in making and sustaining friendships. Mrs Emma Ingledew is also a licensed THRIVE practitioner and can offer therapeutic support to individual children when needed.

Looked after Children with SEN

How will the school support Looked After children (LAC)?

Children who are in Looked After Care provided by the Local Authority or private Fostering/Adoption agencies, who are also SEN, will have their needs supported through a Personal Education Plan (PEP) which is reviewed termly. This review takes place with representatives from the school, LA/Private fostering or adoption agency, Foster carers and in some cases birth parents. The Designated Teacher for LAC (Mrs Emma Ingledew) will also attend Care Team reviews or Child Protection meetings regarding the child and where applicable ensure this information is considered in the PEP review meeting.

SEN Transition

How will the school support my child/prepare my child for the next stage of the education?

We have very close links with all of our feeder Secondary schools where pupils transfer. During each child's final year, the school arranges several visits to the Secondary school chosen by each pupil and may also work alongside staff from these schools/settings prior to transition. In addition, children are supported when transferring between Key Stages through our 'meet the teacher' days where they have the opportunity to spend time getting to know their new class and teacher.

Where staff have identified a child who requires additional support with transition, they will complete a 'transition planner' with the child. These will include extra activities to support the child for example; extra visits to their new class or school, passport activities, time with their new teacher, additional story time in the new class. These extra activities and visits help to ease anxieties and prepare children with SEND for the next stage of their education.

SEN Specialist Expertise

What training have the staff supporting pupils with SEND had or are having?

All staff complete regular training, both in school and through external providers, to keep up to date with changing advice and resources for pupils with additional needs.

In addition, the SENDCO Emma Ingledew has undertaken the National Award for Special Education Needs (NASEN), a postgraduate award for teachers, that ensures she has up to date knowledge and awareness of how to meet the needs of all pupils within the school. She regularly leads staff training events in-house, as well as being available for staff and parents to come to for specialist advice.

All maintained schools MUST ensure that there is a qualified teacher designated as the SENDCO in order to ensure the detailed implementation of support for children with SEND.

This individual SHOULD also have the prescribed qualification for SEND co-ordination or relevant experience (this MUST be achieved within 3 years of appointment)

Key responsibilities:

Oversee the day to day operation of the school's SEND policy

Co-ordinate provision for children with SEND

Liaise with Designated teacher where a looked after pupil has SEND

Advise on graduated approach to providing SEND support

Advise on deployment of school's delegated budget and other resources

Liaise with parents

Liaise with next provider of education to ensure smooth transition

Ensure with HT and Governors that school meets its responsibilities under the Equality Act 2010, Children & Families act 2014 and SEN Code of Practice 2014

Ensure records of pupils with SEN are up to date

Teachers in school deliver 'Quality First Teaching' differentiating the curriculum to meet the needs of the children in their class. Our staff in school regularly attend courses to further their professional development. A range of courses linked to specific areas of SEND are available and through discussion with the Headteacher and SENDCO all staff have the opportunity to attend those of

specific interest or need. Any new staff work closely with the SENDCO to ensure they have a clear understanding of the needs of the children in the class and how to meet these effectively.

What specialist services are available at or can be accessed by the school?

As a mainstream primary school, we have access to a range of Educational and Health care professionals across Middlesbrough. Where appropriate we will refer pupils to these service providers. These may include: Educational Psychologists; Sensory support; School Nurses; Speech and Language Therapists; Occupational and Physiotherapists; CAMHS and Behaviour Support services.

We also purchase additional support from CAT's, which is a counselling service.

How are the school's resources allocated/matched to a child's Special Educational need?

Resources - both physical and human are allocated according to each pupil's needs identified in their support plan, this is then shared with parents.

Funding for pupils with SEND is allocated to the school by the LA in two ways, The Notional SEN funding or funding for individual pupils who may have an Education, Health & Care plan (EHC) or be in receipt of Top up Funding. (Higher Needs Funding Matrix)

The Notional SEN funding amount is decided by a formula used within the LA to allocate financial resources to pupils fairly across the LA. Information used within this formula includes information about the type of area the school is found within (i.e. measures of deprivation), size of the school and the number of pupils on the SEND register. This funding is not allocated to named individual pupils but to the school and the school then decides on how it should be used to support pupils with additional needs. In our school this funding is used to employ teaching assistants, purchase resources to aid delivery of the National Curriculum to pupils with additional needs and in the commissioning of specialist services to support pupils with additional needs.

Some pupils may have very Specific additional needs and have an EHC plan. This is a very detailed plan which outlines the nature of the child's need and the support required to help them make maximum progress. It is prepared by all agencies with whom the child is working – social, health, learning support services and school. A specific amount of funding is attached to each EHC plan and should be used only to meet the needs of an individual child.

Consulting with SEN pupils, Parents, Carers

How are decisions made about how much and what type of support my child will receive?

Decisions about the type and frequency of support are made by the Class teacher and SENDCO in consultation with parents, any professionals working with the child and the child. This happens weekly (by the class teacher from their daily and weekly assessments of learning) and, more formally, termly during internal pupil progress meetings, during the termly parent's consultations and also in the termly review meeting held to discuss each child's additional needs and progress.

The information about the type and level of support is then reported within the pupil's support plan. Parents are welcome to call school and speak to the SENDCO at any time about support for a child with SEND.

How are parents involved in the school? How can I be involved?

We encourage parents to be as involved as they can be in the school. This can be through helping their child complete homework tasks and during the termly parent's meetings and SEND/EHC review meetings. In addition, the Governing body is well represented by parents of pupils in the school.

Compliments, Complaints and Feedback

What do I do if I have a complaint about my child's support in school?

Complaints should be addressed, in the first instance, to the Head Teacher following the school complaints procedure. A copy of the school complaints policy and forms are available on the Key Documents section of the school website.

If the concern is directly related to EHC assessment or EHCP this will be managed by SENDIASS.

We welcome viewpoints from parents and encourage parents to attend their child's SEND review meeting so that they can give their viewpoint. In addition, we also gain parent views through our annual parent questionnaire where any concerns are acted upon. Parents are always welcome to come and speak to staff in school about feedback, compliments and complaints at any time.

Key Policies

Please find links to all policies related to SEN below:

SEND Policy

Equality Information and Accessibility Plan

Anti-Bullying Policy

Behaviour Policy

Medical Needs Policy

Inclusion Policy

Further information

Further information about the Local offer provided by the school is available from: Mr Adam Cooper – Head Teacher
Mrs Emma Ingledew - SENDCO

In addition, the following are useful points of contact/references for those seeking additional information to support children with additional needs:

Middlesbrough LA SEND Duty Officer

Telephone (01642) 201831

E-mail: sen@middlesbrough.gov.uk

Website: [Middlesbrough Local Offer](#)

SENDIASS

Website - <https://barnardosendiass.org.uk/south-tees-sendiass/>

Email: southteessendiass@barnardos.org.uk

Telephone: 01642 300774 EX: 225

March 2022

Monitored by SENDCO and SLT

