

SEND Information Report for Parents and Carers

Autumn 2026 | Review due Autumn 2027

This report explains how we identify and support children with special educational needs and disabilities (SEND), how we work with families and how to raise a concern. It is based on our SEND Policy adopted in autumn 2026. We aim for every child to belong, participate, learn and achieve.

Who to contact

If you are concerned about your child's learning, communication, wellbeing or access to school life, speak to the class teacher first. You can also ask the school office to arrange a conversation with the special educational needs and disabilities coordinator (SENDCO).

SENDCO: Emily Davies | Telephone: 01642 210567 | Email: abingdon@abingdonprimary.org.uk | Abingdon Primary School, Abingdon Road, Middlesbrough TS1 3JR. Please mark an email for the attention of the SENDCO.

What needs do we support

We support children whose needs affect learning or participation in one or more of four broad areas:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and physical needs.

A child may have needs in several areas. We look at the child's strengths and the barriers they face, rather than using a diagnosis alone to decide support.

How do we identify needs and agree support

Teachers use assessment, observation and progress information alongside the child's and family's views. Attendance, behaviour, transitions and professional advice may also help us understand barriers. The class teacher and SENDCO consider whether everyday adaptations are enough or whether further assessment, targeted support or specialist advice is needed.

Assess Build a picture of strengths, needs and barriers with the child and family.

Plan Agree a small number of outcomes, the support to use, who will provide it and when it will be reviewed.

Do Put the support into everyday teaching. The class teacher remains responsible for teaching and learning.

Review Look at progress, participation and independence with the child and family, then continue or change support as needed.

This Assess, Plan, Do, Review cycle continues for as long as needed. Its timescale depends on the child. Parents and carers receive information about identified needs, agreed outcomes, support, specialist involvement and review arrangements.

What support might my child receive

All children have access to a broad and ambitious curriculum. Teachers adapt teaching and make reasonable adjustments where needed. Examples include clear routines, visual information, instructions in smaller steps, modelling and practice, accessible resources and ways to show learning, sensory or movement breaks, and support for communication and emotional regulation. Adults aim to build independence.

Where everyday support is not sufficient, we may plan and monitor additional teaching, short interventions, environmental adjustments or pastoral support. More complex needs may call for a highly personalised programme, specialist equipment or advice, or an education, health and care (EHC) plan. Middlesbrough's SEND Ranges help us discuss the level of support required.

How do we assess progress

We consider progress from each child's starting point and towards their agreed outcomes. Evidence may include learning, communication, engagement, attendance, participation, independence, physical development and wellbeing. The teacher and SENDCO review whether adaptations, interventions and professional advice are working and discuss changes with the child and family.

How are children and families involved

Children are helped to share their views in a way that works for them. We invite parents and carers into assessment, planning and review and explain professional advice in accessible language. Tell the class teacher what helps your child at home and what your child says about school. Families are welcomed into school to share in their child's success and plan their next steps.

How do we support access and inclusion

We consider reasonable adjustments so children with SEND can take part in lessons, playtimes, lunchtimes, assemblies, clubs, visits and the wider life of school. These may include changes to routines, resources, seating, communication, sensory demands, adult support and assessment arrangements. Disabled children are welcomed under the school's admissions arrangements. We consider individual access needs with families and relevant professionals, including facilities and physical access, before and after admission.

Who provides the support

The class teacher leads day-to-day teaching, assessment and review. The SENDCO coordinates provision, advises staff, works with families and agencies and supports EHC processes. Teaching assistants use agreed approaches with teachers and help children grow in independence. School leaders monitor the quality and impact of provision, and staff receive professional development in inclusive teaching, communication, sensory and physical needs and social and emotional support.

Where appropriate, we may seek advice from educational psychology, speech and language therapy, occupational therapy, physiotherapy, school nursing, specialist teaching and advisory services, mental health services and other education, health or social care teams. We use relevant advice in the child's school provision and continue to review its effect.

What if my child needs more support

If needs are significant and long term, we will discuss with the family whether to request an EHC needs assessment from Middlesbrough Council. An EHC plan may be issued following the council's assessment. We work with the council and family on the plan and its reviews. In some circumstances, a purposeful, reviewed alternative provision placement may be considered; the school remains responsible for monitoring the child's education, attendance, wellbeing and progress.

How do we prepare for change

We plan changes of class or school with the child and family, share relevant information appropriately and tell the receiving staff which approaches work. Additional visits, communication supports or other arrangements are considered according to the child's needs. Planning also supports growing independence and preparation for later life.

What if I disagree or want to complain

Please first speak to the class teacher or SENDCO so we can understand and address the concern. If it remains unresolved, use the school's published Complaints Policy and Procedures, available through the school office and website. The school office can explain how to submit a formal complaint. For impartial SEND information and advice, contact South Tees SENDIASS through the Middlesbrough Council page below.

Further information

School SEND page: <https://www.abingdonprimary.org.uk/send/>

School complaints page: <https://www.abingdonprimary.org.uk/complaints-policy-and-procedures/>

Middlesbrough Local Offer: <https://www.middlesbrough.gov.uk/schools-and-education/special-educational-needs/local-offer/>

Middlesbrough SENDIASS: <https://www.middlesbrough.gov.uk/schools-and-education/special-educational-needs/information-advice-and-support-service-sendiaass/>

This report is reviewed at least annually and updated when information changes. Please ask the school office for a paper copy or help accessing it.