

Abbot Beyne

Special Educational Needs and Disability School Information Report

What are Special Educational Needs?

“A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.”

We provide SEND support for students with significant needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and /or Physical.

What provision is available for my child?

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and /or Physical.

We are a fully inclusive school who ensures that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, or educational needs). This table is intended to give you information regarding the ways in which we ensure we support all of our students, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Students are identified as having SEND when their progress has slowed or stopped and the interventions, resources etc. put in place do not enable improvement. Once this occurs, we have student profiles to help support their development and accelerate progress. Students at Abbot Beyne make at least good progress and achieve at least in line with other schools nationally with SEND.

Area of Need	Provision
A)Communication and Interaction Needs: E.g. Autistic Spectrum Disorder Speech, Language and	<ul style="list-style-type: none"> • Use of student profiles – students, parents and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the student. • Whole school policies are evaluated annually to ensure inclusion and progress for SEND pupils.

<p>Communication Needs</p>	<ul style="list-style-type: none"> • Staff and Governors undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement.
<p>B)Cognition and Learning Needs: E.g. Moderate Learning Needs</p>	<ul style="list-style-type: none"> • The school has an effective assessment process which identifies barriers to learning upon entry and provides appropriate action to reduce any negative impact upon student success. • Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to. • All staff have completed CPD in relation to meeting students' needs within the classroom and there is an on-going programme to update these skills. • All support staff are effectively deployed to ensure student progress, independence and value for money. • The SENCo has undertaken national accreditation in this role and provides advice and guidance to staff. • Access to teaching and learning for SEND students is monitored through the school's self-evaluation processes. • Behaviour and anti-bullying policies are evaluated regularly with a focus on the impact upon SEND students. • All school-related activities are evaluated in terms of their positive impact upon the learning, success and inclusion of SEND students. • Teaching resources are routinely evaluated to ensure they are accessible to all students. • Small group targeted intervention programmes are delivered to students to improve skills in a variety of areas. • ICT is used to reduce barriers to learning where possible. • The engagement of parents/carers in formulating plans to support their children is central to the work of the school.
<p>C) Social, emotional and mental health difficulties E.g. Mental and Emotional Health. Social Need and well-being</p>	<ul style="list-style-type: none"> • The school ethos values all students and their diverse abilities are equally celebrated. • The school's behaviour systems are predominantly based on a positive approach. • Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all students in all activities. • Support is offered and signposted to families in order to reduce the impact of any disadvantage. • The school provides effective pastoral care for all its students and is judged to be supportive of their needs by the pupils. • Access to information and support is provided within school for social, emotional and mental health needs. • External support is sought and any advice implemented to support individual students' needs. • Student voice mechanisms lead to changes in school practices and procedures and encourage a greater level of involvement. • Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching and learning within school. • The school uses systems to try their best to ensure that peer friendships are maintained and no student feels isolated. Small

	<p>group targeted programmes are delivered to students to improve social skills and emotional resilience.</p> <ul style="list-style-type: none"> • Outdoor learning opportunities offer a different approach to the curriculum, which supports students with social, emotional and mental health needs. • There is a lunch time group to support selected vulnerable students.
<p>D)Sensory and Physical Needs: E.g. Hearing Impairment Multi-Sensory Impairment Physical and Medical Need</p>	<ul style="list-style-type: none"> • Advice and guidance is sought and implemented from the Physical Disability team to ensure that barriers to success are reduced or removed. • ICT is used to increase access to the curriculum where appropriate. • Additional adults may be deployed to increase student success and independence. • Advice and guidance is sought and implemented to respond to students who have significant medical needs e.g. asthma • Staff receive training to ensure understanding of the impact of a sensory need upon teaching and learning e.g. deafness; visual impairment • Staff understand and implement the medicine administration policy. • The SENCo completes any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of students. • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.

What should I do if I think my child has SEN or disability?

- Speak to your child's Progress Leader/subject teacher
- Referral to the SENCo if there are still concerns. The SENCo at Abbot Beyne is Mrs Airey. Tel: 01283 759007 – The Assistant SENCo is Mrs Jarvis
- Points which you may want to consider before meeting with the SENCo:
 - Why you think your child has SEN/disability
 - Whether your child learns at the same rate as other children their age
 - What the school can do to help
 - What you can do to help
- Speak to your doctor if you have any concerns about your child's learning/behaviour/well-being
- Also, if you have any medical paperwork which may be appropriate, please bring it with you to the meeting.

How will I know how my child is doing?

- You will receive Monitoring Performance Reports on a regular basis
- Contact via telephone/letter if there are any concerns about your child from a member of staff

- Consultation Evenings
- You will be invited to a review for a child with a Statement/Education Health and Care Plan (EHCP) or SEN Support

How will I know if my child needs extra help?

- At transition, information is exchanged between schools.
- Teachers/CALS/SENCo visit primary schools to gather information
- Schools make contact with external agencies at transition regarding students within their service using information gathered from Year 6 Annual Reviews and TACAF meetings.
- Year 6/7 students undertake the Access Reading Test to give us a baseline for their reading comprehension levels. Cognitive Assessment Testing will also be used as a baseline.
- KS2 Results/Teacher Assessments.
- Referral will be made to the SENCo from subject teachers after differentiation and intervention within the classroom.

How will you let me know about my child`s support?

Communication via one or more of the following:

- Contact from teaching staff via letter/phone-call
- Consultation Evenings
- Invitation to a meeting with appropriate staff members
- Letter/phone-call from Special Educational Needs and Disability Department (SEND)
- Outcome from meeting could result in;
 - Plan/Do/Review meeting
 - Student Profile Sheet
- We will write to you about Exam Access Arrangements for your child. Assessment for this will be in Year 9.

How can I support my child`s learning?

- Visit the school website and the links to relevant information
- Encourage your child to attend homework/revision clubs
- Know your child`s targets and actively encourage your child to work towards them
- Encourage your child to engage in extra-curricular activities
- Follow advice given by staff/external agencies
- Attend planning and review meetings

How will I be involved in planning for my child`s education?

- Open evenings
- Consultation Evening/Progress Leader /Subject Teacher
- Planning meetings about your child`s needs
- Discussions with External Agencies
- Review Meetings to explore if your child`s needs are being met
- Feedback from Student profile reviews.

How will my child be involved in planning for his or her education?

- Take responsibility for their learning
- Ensure homework is recorded and completed
- Talk to mentor/subject teachers/CALS/Student Support Team when they have a problem.
- Select their options carefully at the end of Year 9
- Undertake relevant assessments to qualify for intervention
- Be involved in the writing of their Student Profile Sheet
- Discussions with staff/CALS about how their education could be improved i.e. what intervention is necessary to enable them to achieve their targets
- Identified children (at SEND Support level or with a statement or an Education and Health Care Plan (EHCP)) will plan/do/review their progress

How will you support my child in starting school and moving on?

Primary Transition

- General/SEND information requested from primary schools
- Primary transition meetings with Y6 teachers and/or SENCo
- Year 6 Transition Days
- Extra transition visits for nominated students from primary schools
- Review meetings e.g. Annual Reviews/TACAFs
- Y6 New Intake Information Evening

Post-16 Transition

- Liaison with Careers advisor in school
- Careers education including information about post-16 education options
- Information about sixth forms, colleges, training providers is given
- Transition meetings are arranged and relevant information is shared with support staff at college
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How will you match the curriculum to my child`s needs?

- Differentiated planning

- Additional in-class support in appropriate lessons
- Subject specific intervention sessions
- Use of Student Profile Sheets to inform staff
- Specialist equipment provided for students where appropriate
- Exam Access Arrangements

How will you make decisions about how much support my child will receive?

- Tracking student progress
- For students with SEND but without an Education Health and Care Plan (EHCP), the decision regarding the support required will be taken by the SENCo in consultation with staff and the Senior Leadership Team (SLT)
- Change in a student's circumstances which has an effect on their well-being may lead to certain interventions being arranged
- For students with a Statement of Educational Needs or EHCP, the decision will be reached when a plan is being produced and the needs have been identified.
- Recommendations resulting from assessments by Outside Agencies

How does the school allocate resources to match the needs of students with SEND?

- All staff are teachers of SEND and are trained to enable them to meet the variety of needs of students within the classroom
- In-class support from CALS
- Small group support
- Availability of accessible resources and equipment
- Exam Access Arrangements
- External agency support e.g. Autism Outreach, Visual Impairment Team etc.
- Provision of specialist resources where an identified need is established

What training or expertise do your staff have?

- In-house and specialist training is provided for all staff
- Specific training in aspects of SEND through in-service training
- Continuing Professional Development training as per Performance Management Reviews

- CALS with specialisms
- There is a Governor with specific responsibility for SEN.

What specialist services could be available for my child?

School	<ul style="list-style-type: none"> • SENCo • Experienced CALSs
Independent Advice	<ul style="list-style-type: none"> • Parent Partnership – provide support for parents in student meetings
Local Authority Support Services	<ul style="list-style-type: none"> • SENSS Learning Support Service • Educational Psychology Service • Hearing Impairment Team (HI) • Visual Impairment Team (VI) • Physical Disability Support Service (PDSS) • Occupational Therapist • Autism Outreach Team (AOT) • Social Services
Health Services	<ul style="list-style-type: none"> • School Nurse/GP • Children and Adolescent Mental Health Service (CAMHS) • Speech and Language Therapists

How will the school know that its SEND provision is effective?

- Your child is happy in school and showing expected progress
- School will gather information about the progress of your child through regular assessment of individual subjects which will indicate if your child is making expected progress and this will be shared with you
- Interventions will be assessed to indicate progress or not and this will be used to plan for your child's needs within school
- OFSTED reports

How will you include my child in activities outside the classroom?

- Your child is invited to access extra-curricular activities at lunchtimes and after school
- Teachers will inform their class about extra-curricular activities

- Completing relevant risk assessments for out of school activities
- Planning for appropriate transport and reasonable adjustments to make sure that all students are able to take part.

What should I do if I have a complaint?

Please contact the SENCo if the complaint is related to SEND provision.

Please follow the standard school complaints procedure. This is found on the school website.

Where can I find more information or advice?

- Staffordshire County Council website www.staffordshireconnects.info
- Parent Partnership – www.staff-iass.org/home.aspx
- Council for disabled Children <http://www.councilfordisabledchildren.org.uk/>
- Independent Parental Special Education Advice (IPSEA) <http://www.ipsea.org.uk/>
- British Dyslexia Association (BDA) <http://www.bdadyslexia.org.uk/>
- National Autistic Society (NAS) <http://www.autism.org.uk/>
- RNIB <http://www.rnib.org.uk/>
- National Deaf Children's Society <http://www.ndcs.org.uk/>

This is not an exhaustive list, other sources are available

This report was Reviewed and updated in June 2019