

SEN Information Report 2018 – 2019

At Abbey Hey Primary Academy we support all children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

For some children there are occasions when further additional support may be needed to help them achieve their targets.

If you are concerned that your child may have special educational needs, talk to your child’s class teacher or arrange to see the SENCO, Mrs Tracey Short.

<ul style="list-style-type: none"> • What kind of special educational needs do you have provision to support? 	<p>As an inclusive school, special educational needs and provision is provided under the four broad areas:</p> <ol style="list-style-type: none"> 1)Communication and interaction 2)Cognition and learning 3)Social, mental and emotional health 4)Sensory and/or physical
<ul style="list-style-type: none"> • How do you identify and assess pupils with special educational needs including progress towards their outcomes? 	<p>The school tracks the progress of all children very closely. It is our job to identify need, assess need and meet need. This is referred to as the “graduated approach”.</p> <p>The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-</p>

	<p>emphasised.</p> <p>Every term the SENCO meets with class teacher and support staff to review children’s targets and set new ones following the graduated approach with a “assess, plan, do, review” cycle This is done in collaboration with parents and pupils.</p> <p>In order for your child’s successes and needs to be accurately identified, we carefully assess your child using a range of assessments. We always communicate your child’s attainment through parents’ evenings and end of term reports or your child’s teacher may call an additional meeting if they have an area to discuss.</p> <p>If more detailed assessments of SEND area required, some of the methods are:</p> <p>Speech Therapy Assessments Education Psychology Assessments Cognition and Learning Assessments On going school assessment Social and Emotional Assessments Additional assessments relevant to your child’s needs</p> <p>Your child’s school achievements may be assessed against the levels expected for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels. These smaller steps are measured in our school using a system called SEN Toolkit.</p>
<ul style="list-style-type: none"> • How do you consult with parents of children with SEND and involve them in their education? 	<p>Abbey Hey value the contribution that parents can make to their child’s education.</p>

	<p>There are two Parents' Evenings each year where the parents of children with SEND can discuss their child's learning and review and set outcomes</p> <p>Meetings for child with SEND take place with the class teacher and/or the SENCO.</p> <p>Individual targets will be reviewed and discussed at these meetings.</p> <p>Annual review meetings are held at school with parents/carers, SENCO and other agencies involved in meeting your child's needs. Children are often invited to the review to give their views. Help and support is available for parents filling out review forms.</p> <p>Parents are always welcome to call in to see how their child is getting on and are encouraged to make an appointment via our school office.</p>
<ul style="list-style-type: none"> • How are young people with SEN involved in their education? 	<p>Your child's voice is important and at the centre of everything we do.</p> <p>At child centred annual reviews (for children with EHCPs) your child is invited to the review and is able to join in the discussion about how their learning is going. They are also encouraged to write their views prior to the meeting.</p> <p>All children with SEN have a one page profile and are encouraged to add their views to this document.</p> <p>We pride ourselves in the effective relationships that we have with our children – which means that we have daily, open conversations with our children leading to a very clear picture of what our children enjoy, what works and what support they may need</p>

<ul style="list-style-type: none"> • What support does the school offer around transition? (e.g. visits to the high school, buddying) 	<p>Secondary transition staff visit school from local high schools. The SENCO has close links with local high school SENCOs and will meet in the summer term to discuss individual children.</p> <p>Transition plans will be drawn up for children with additional needs and multi agency meetings will be held in the summer term to support the child in transition.</p> <p>Additional visits to high school are arranged for pupils needing them.</p> <p>The school has worked hard to ensure that there is a smooth transition between each year group. This is carefully managed and children with SEN will access additional visits to their new classrooms, take photographs and have a comprehensive transition package to aid a smooth transition.</p>
<ul style="list-style-type: none"> • What is the school's ethos/approach to teaching pupils with SEN and Disability? 	<p>We are a highly inclusive school and have high expectations for all our pupils, including those with additional needs.</p> <p>Pupils with Special Educational Needs and Disabilities (SEND) are included in every aspect of school life and where necessary reasonable adjustments are made to make this possible.</p> <p>Pupil's needs will be carefully assessed so that lessons are planned to meet their individual needs.</p> <p>Teachers use a range of approaches from whole class teaching to small group and individual teaching.</p> <p>Your child may access additional teaching assistant support in class either in a small group or one to one.</p> <p>Additional resources may be provided to meet your child's needs in the classroom.</p> <p>Your child may benefit from additional resources such as coloured</p>

	<p>overlays, dyslexia dictionaries, pencil grips or other materials as recommended by professionals involved in your child's care.</p> <p>Professionals involved with your child regularly visit school to offer advice to class teachers about meeting their needs. These professionals may include physiotherapists, occupational therapists, speech and language therapists, educational psychologists, specialist nurses and/or teachers of the hearing impaired or visually impaired.</p> <p>Teaching assistants are trained to deliver various interventions including;</p> <ul style="list-style-type: none"> Therapeutic interventions Social skills Nurture Social & emotional skills Various speech & language interventions Dyslexia interventions including Toe by Toe, Word Wasp and Stareway to Spelling Handwriting Motor skills interventions Working memory Phonics Maths catch up
<ul style="list-style-type: none"> • What adaptations are made to the curriculum and the learning environment for pupils with SEND? 	<p>Your child may benefit from additional resources such as coloured overlays, dyslexia dictionaries, pencil grips or other materials as recommended by professionals involved in your child's care.</p> <p>We ensure that equipment used is accessible to all children regardless of their needs. Specialist equipment is bought or loaned as and when needed in conjunction with specialist services.</p> <p>Learning environments are designed to cater for all visual, auditory</p>

	<p>and kinaesthetic learning styles, with classroom displays always encouraged to be interactive and child led. For children at any age still in need of continuous provision,</p> <p>Professionals involved with your child regularly visit school to offer advice to class teachers about meeting their needs. These professionals may include physiotherapists, occupational therapists, speech and language therapists, educational psychologists, specialist nurses and/or teachers of the hearing impaired or visually impaired.</p> <p>The environment is fully accessible so that it meets the needs of all pupils including those with mobility issues. The school have two accessible hygiene suites.</p> <p>We also have a number of additional rooms that are used for small group and 1:1 work as well as two nurture hubs for pupils with social, emotional and mental health needs.</p>
<ul style="list-style-type: none"> • What support and development is in place for staff regards supporting children and young people with SEN? 	<p>All staff have access to support and advice from external agencies Staff access regular training and also specialist training for pupils with specific needs</p>
<ul style="list-style-type: none"> • How does the school know if its SEN provision is effective? 	<p>Reviewing children’s academic outcomes, as well as targets set on EHC and SEND Support plans allows us to see how well our children achieve academically and socially.</p> <p>We invite external evaluators from United Learning to review our provision and formally consult children and parents regularly with regard to their experiences of SEND provision.</p> <p>Our leadership team regularly reviews the provision and</p>

	<p>achievements for all our children to ensure the best outcomes for children and families.</p> <p>Provision, additional resources and teaching and outcomes are monitored regularly to ensure that children are having their needs met.</p>
<ul style="list-style-type: none"> • How are children with SEN enabled to engage in activities within school with their peers who do not have SEN? 	<p>Abbey Hey is a highly inclusive school and children are actively encouraged to access all activities. We have a wide range of after school clubs.</p> <p>Risk assessments are carried out for all activities. Individual needs are discussed with after school club staff members and activities will be adapted to meet any individual needs.</p> <p>Breakfast club and after school provision is available for all pupils.</p>
<ul style="list-style-type: none"> • What support do you offer for improving social and emotional development? 	<p>The behaviour policy is applicable to all children but we understand that a child with certain types of special educational needs may find it harder to understand and follow the rules than a child who is typically developing and support is put in place and adaptations may be made.</p> <p>Children with SEN have a one page profile that is shared amongst staff so that they are aware of these children and are able to approach and communicate with them in a way that best supports their needs.</p> <p>The school ethos is very nurturing and developing children’s social and emotional skills is important to all staff.</p> <p>Abbey Hey have two nurture hubs which are used to support children who may be having difficulties with social, emotional and mental health.</p>

	<p>Children access a wide range of support and interventions in the nurture hubs including breakfast club, lunchtime support, 1-1 work, group work and more specific therapeutic interventions.</p> <p>Abbey Hey employ a play therapist for one day a week and have a wide range of therapeutic interventions to support children.</p> <p>Abbey Hey also employ an educational psychologist for one day a week and a speech therapist for two days a week.</p> <p>School have excellent links with the school nurse, community paediatrician and CAMHS.</p> <p>Conscious discipline routines help children learn to understand and regulate their emotions.</p>
<ul style="list-style-type: none"> • How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child? 	<p>When children start at Abbey Hey, parents/carers are invited to a meeting. During the meeting relevant information is given out and parents/carers are shown around the school and introduced to the class teacher.</p> <p>The school web site lists staff members. If parents/carers do have a concern they can approach the school office who will signpost them to the relevant member of staff.</p> <p>The SENCO is available to arrange meetings with parents/carers regarding their child’s needs</p>
<ul style="list-style-type: none"> • How can parents give feedback to the school? 	<p>Feedback is always welcome at school. This can be done via email, via the school office or face to face.</p> <p>The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils’ needs.</p>

	<p>All complaints are taken seriously. A copy of the school Complaints Policy is available on the school website and is also available in the office.</p> <p>The SEND Code of Practice outlines procedures for resolving disagreements.</p> <p>IAS Manchester offers independent information, advice and support to parents and carers to increase their involvement in the education of their children with Special Educational Needs and Disabilities (SEND). The service also ensures that parents, carers and young people have access to information and advice about issues relating to the child or young person's health and social care. They can be contacted on: 0161 209 8356</p>
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Further support and advice can be found by visiting Manchester's local offer

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>