

SEN Information Report 2026 – 2027

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

What are the arrangements for the admission of disabled pupils?	Abbey Hey Primary Academy admissions are controlled by Manchester local authority Their admissions policy can be found here: https://www.abbeyheyprimary.org.uk/portals/0/files/policies/Admissions%20Policy%202020-2021.pdf School will receive confirmation of a place via admissions. Once a school place is allocated, the office staff and SENCO will arrange to meet with parents/carers and the child to discuss their needs and the provision that may need to be in place for the pupil.

	Liaison with external agencies will take place if needed and a transition plan will be put into place to ensure a smooth and successful start for the child.	
What kind of special educational needs do you have provision to support?	As an inclusive school, special educational needs and provision is provided under the four broad areas: 1)Communication and interaction 2)Cognition and learning 3)Social, mental and emotional health 4)Sensory and/or physical More information on the provision available is detailed in the table below	
Area of Need	Definition from the Code of Practice	Provision available
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their	- The teacher may change what they are teaching or the way they are teaching to help the child learn - Use of visual support, task boards, social stories - Staff may adapt their language to meet the child's needs - Support programmes especially made to help the child to build communication and interaction skills - Advice from professionals such as the school speech and language therapist who is employed

	lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.	by school for 2 days a week • Delivery of language programmes by our specialist speech and language teaching assistant • Referral to the educational psychologist • Referral to the speech and language therapy clinic • Support and advice from specialist settings such as The Grange • Social skills group
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.	• The teacher may change what they are teaching or the way they are teaching to help the child learn • Extra support may be given in a small group by an adult to help the child learn the things they are finding difficult • Extra support may be given to the child by an adult for a short time during the day to support them • Specific programmes/interventions to support learning • Referral to the educational psychologist • Advice from local specialist schools • Additional resources and scaffolding within class • Access to a bespoke curriculum

Social, mental and emotional health	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.	• Extra support may be given in a small group • Extra support may be given to the child for short time during the day • Use of different strategies eg. reward charts, breaking down tasks/instructions • Resources to help concentration such as a wobble cushion, fidget toy or ear defenders • Advice from professionals such as the educational psychologist or the speech therapist • Referral to the school nurse • Referral to CAMHS • Access to the school Nurture Hub • The school run a number of therapeutic groups which the child may access • Play therapy • Access to the school sensory room
Sensory and/or physical	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI	• Professional advice from specialist staff • Physiotherapy • Occupational therapy • Referral to the school nurse • Support from outreach services such as Lancastrian • Specialist equipment • Motor skills groups • Adaptations to the school environment where possible

	have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.	• Use of an Individual Health Care Plan • Access to the school sensory room
• How do you identify and assess pupils with special educational needs including progress towards their outcomes?	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”. The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised. 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. 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. If more detailed assessments of SEND area required, some of the methods are: 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 Your child's school achievements may be assessed against age related expectations (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 at this level. These smaller steps are measured in our school using a system called SEN Toolkit. Children working below SEN Toolkit may access Cherry Tree curriculum which is a bespoke curriculum for children with complex needs.
How do you consult with parents of children with SEND and involve them in their education?	Abbey Hey value the contribution that parents can make to their child's education. 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 Meetings for child with SEND take place with the class teacher and/or the SENCO. Individual targets will be reviewed and discussed at these meetings. Annual review meetings for pupils with an EHC plan 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. 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.
How are young people with SEN involved in their education?	Your child's voice is important and at the centre of everything we do. 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. All children with SEN have a one page profile and are encouraged to add their views to this document. 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
What support does the school offer around transition? (e.g. visits to the high school, buddying)	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. 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. Additional visits to high school are arranged for pupils needing them. 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.
What is the school's ethos/approach to teaching pupils with SEN and Disability?	We are a highly inclusive school and have high expectations for all our pupils, including those with additional needs. 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. Pupil's needs will be carefully assessed so that lessons are planned to meet their individual needs. Teachers use a range of approaches from whole class teaching to small group and individual teaching. Your child may access additional teaching assistant support in class either in a small group or one to one. Additional resources may be provided to meet your child's needs in the classroom. 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. 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. Teaching assistants are trained to deliver various interventions

	including; 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 Toolkit Cherry Tree
• What adaptations are made to the curriculum and the learning environment for pupils with SEND?	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. Some children benefit from the use of IT to support their learning and have access to an iPad with accessible programmes. 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. Learning environments are designed to cater for all visual, auditory 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, this may be provided.

	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. The environment is fully accessible so that it meets the needs of all pupils including those with mobility issues. The school have three accessible hygiene suites. We also have a number of additional rooms that are used for small group and 1:1 work as well as a nurture hub for pupils with social, emotional and mental health needs and a fully equipped sensory room.
What support and development is in place for staff regards supporting children and young people with SEN?	All staff have access to support and advice from external agencies Staff access regular training and also specialist training for pupils with specific needs
How does the school know if its SEN provision is effective?	Reviewing children's academic outcomes, as well as targets set on EHCPs and SEND Support plans allows us to see how well our children achieve academically and socially. 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. Our leadership team regularly reviews the provision and

	achievements for all our children to ensure the best outcomes for children and families. Provision, additional resources and teaching and outcomes are monitored regularly to ensure that children are having their needs met.
How are children with SEN enabled to engage in activities within school with their peers who do not have SEN?	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. 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. Breakfast club and after school provision is available for all pupils.
How do you prevent disabled pupils from being treated less favourably than other pupils?	We are a highly inclusive school and have high expectations for all our pupils, including those with additional needs. 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. A bullying policy is in place and bullying will not be tolerated at Abbey Hey.
What support do you offer for improving social and emotional	The behaviour policy is applicable to all children but we understand

development?	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. 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. The school ethos is very nurturing and developing children's social and emotional skills is important to all staff. Abbey Hey have a nurture hub and a sensory room which are used to support children who may be having difficulties with social, emotional and mental health. 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. Abbey Hey employ a play therapist for one day a week and have a wide range of therapeutic interventions to support children. Abbey Hey also employ an educational psychologist for one day a week and a speech therapist for two days a week. School have excellent links with the school nurse, community paediatrician and CAMHS. Conscious discipline routines help children learn to understand and regulate their emotions.

• How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child?	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. 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. The SENCO is available to arrange meetings with parents/carers regarding their child’s needs
• How can parents give feedback to the school?	Feedback is always welcome at school. This can be done via email, via the school office or face to face. The school works in partnership with parents to ensure a collaborative approach to meeting pupils’ needs. 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. The SEND Code of Practice outlines procedures for resolving disagreements. 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

Further information can be found in the following policies which are available on the school website;

- Special Educational Needs and Disability policy
- Managing medical conditions
- Behaviour policy
- Accessibility Plan

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>