

Abbey Lane Primary School SEND Information Report

Our school holds a unique and important place in the community. We aim to provide a range of educational opportunities for all our pupils regardless of gender, race, beliefs, disability and ability. We also recognise and cater for the pupils' needs educationally, emotionally, physically, morally, spiritually and culturally.

At Abbey Lane, we aim to develop the capacity our individual children need to reach their full potential by:

- Creating a happy stimulating, secure and caring environment
- Working in partnership with pupils, parents and the community
- Encouraging high standards in terms of discipline, behaviour and positive attitudes to learning
- Promoting a healthy life style
- Encouraging empathy for each other

We recognise that we cannot achieve our aims in isolation and therefore value the involvement of parents, carers, extended families and all the members of the community. It is only through partnership that we can give our children the quality of education that they deserve.

The School's Special Educational Needs Co-ordinator (SENCO) is Melissa Duncan. She works from Wednesday-Friday and can be contacted by email via SENCO@abbeylane.sheffield.sch.uk or 0114 2745054

The SEND Governor is Jemma Taylor. She can be contacted via email through governors@abbeylane.sheffield.sch.uk or alternatively by leaving a message for her at the school office.

The Designated Safeguarding Lead (DSL) is Maxine Stafford and the Designated Safeguarding Deputies are Sheryl Winslow, Tim Calcutt, Emma Bailey, Paul Boulton and Melissa Duncan.

The school's designated Children Looked After teacher is Sheryl Winslow. We promote educational inclusion for Children Looked After, to enable them to access the full range of educational opportunities available to them and to reach their potential, both academically and personally, including where they have a special educational need.

Admission of children with SEND

The Local Authority admits pupils to the school according to its own admissions policy. Children who have Education, Health & Care Plans which name Abbey Lane are given priority. Children with a range of special educational needs and disabilities are part of our school community (see our entry in the Local Offer <http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>).

Arrangements for consulting children/young people with SEND and their parents and involving them in their education

This is achieved through:

- Involving parents and their children in decisions about the provision and intended outcomes including any possible changes;
- Inviting parents to Parents Evenings
- Using School Council and pupil questionnaires to provide students with the opportunity to express their views about school;
- Consulting children as part of termly reviews with parents;
- Operating an open-door policy within school during mornings;

- Inviting children to attend meetings whenever appropriate, where their provision is to be discussed. Alternatively, by finding a means for them to contribute their views and aspirations when this is not the case.

Arrangements for the Identification and Review of Pupil Needs

Early identification of students with special educational needs is critical to their success (SEND Code of Practice 2014). When children start at Abbey Lane School, we are usually already aware of the special educational needs of all students who have a Statement or Education Health and Care Plan. Our Foundation Stage staff ensure they attend transition meetings for children with additional needs to ensure provision is in place for their start in school.

We currently use the Development Matters Ages and Stages in the Foundation Stage and Tracker Plus to assess children's attainment in Key Stage 1 and Key Stage 2. These assessments tell us how well a child is attaining according to age related expectations and the rate of progress they are making.

If a child is attaining below age related expectations in an area, at this stage their teacher will provide activities at the right level for the child (this is called differentiation). Children's progress will then be monitored by the class teacher. Most children will make progress if the learning opportunities provided by their teacher are matched to their needs. They may also receive some extra support from their teacher or teaching assistant (under the guidance of the class teacher). Some children may have the opportunity to access a catch-up (intervention) programme for a few weeks. For those children working significantly below age related expectations, we also use the Birmingham SEN Toolkit to enhance the accuracy of our assessments and in turn the effectiveness provision.

Teachers then have the opportunity to discuss concerns about a child with their year group team and during half-termly Pupil Progress meetings, which give a supportive forum in which to discuss strategies and support ideas. Following the implementation of such advice, should the child's progress not become more rapid, a referral can be made to the SENCO for additional provision.

Once the concern is registered, the SENCO becomes involved and works in conjunction with the class teacher and family to decide the best course of action. This may sometimes involve referring the child to a more specialist professional, such as our external Learning Support Teacher or the Speech and Language Service. We then put more specialised plans in place to meet the needs of the child. This is when we say the child has Special Educational Needs - a child is receiving provision different from or additional to that normally available to pupils of the same age.

We use Personal Profiles to record the cycle of identification of need, planned provision, delivery of provision and then the review of progress towards the agreed outcomes. This is very much an ongoing process.

Identification of Need and assessment of pupils takes place via:

- Discussion of concerns about their child by parents / carers (initially, this would be with the class teacher);
- Referral by teacher, following failure to make the expected progress despite high quality teaching that is differentiated and personalised to meet the needs of the student.
- Referral by Outside agencies;
- Evaluation of the effectiveness of provision and progress takes place in the following ways:
 - Discussion between class teacher and child.
 - Regular Assessment and tracking
 - Pupil Progress reviews
 - Internal review and referral meetings
 - Discussion at Governors meetings
 - Gathering views of stakeholders including children/young people and their parents

- When identifying children's needs we consider the 'whole child' i.e. not just their academic learning needs.

Some children may also have barriers to their learning which are not SEN but impact negatively on their progress and attainment. These could include:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Deprivation (being in receipt of Pupil Premium Grant)
- Being a Looked After Child or recently adopted
- Being a child of Service personnel
- Being newly arrived
- Being a traveller

Identifying behaviour as an SEN need is no longer acceptable. Any concerns relating to child or young person's behaviour should be described as an underlying response to a need which can be recognised and identified clearly.

Arrangements for Meeting the Needs of Pupils with Special Educational

Staff benefit from continuous professional development training on identified needs and training has recently included using Communicate in Print, ASD, and Dysfluency. Modified equipment and auxiliary aids may be provided to enable students to access the curriculum in line with the 2010 Equality Act.

Where necessary, "reasonable adjustments" may be made to the school's policies and procedures or physical environment (including where necessary, specialist equipment, computer software and applications) so that they do not act as barriers to learning or inclusion, in line with the 2010 Equality Act.

Should Abbey Lane School need advice and support for a particular Specialist Need which cannot be provided in house, strong working relationships are held with outside agencies such as Ryegate Children's Centre, Learning Support, Sheffield Educational Psychology Service, Sheffield Visually Impaired Service, the Autism Team, Early Years Team and the Multi Agency Support Team.

Personalisation is achieved through adapting the curriculum so that all children can achieve. Every effort is made to ensure our SEND pupils engage in all aspects of school life. Teachers can differentiate teaching and learning through content, process, outcome and the learning environment.

Wherever possible, children with special educational needs are taught in the classroom with their peers in order to achieve the best balance of educational and social progress. Our Personal, Social and Health Education (PSHE) curriculum supports all of our learners' overall mental health and wellbeing and with their relationships with others. In addition, all classes have a worry box, more vulnerable children are offered an adult mentor to provide a friendly listening ear and when appropriate, we support children with social and friendship skills during group work.

Children with SEND are encouraged to participate in extra-curricular activities, such as after school clubs, sport and Residential trips, every reasonable effort is made to facilitate this through meeting any additional requirements relating to transport, and their own or other people's health and safety, wherever possible.

To better meet individual needs, reasonable adaptations are made to work spaces, equipment, instruments or furniture within curriculum areas under the guidance of the SENCO and other professionals involved. Children and their parents will be consulted by letter, telephone, email or in person, regarding any extra support. Taking children out of lessons may be necessary at times to enable the delivery of a specific intervention. Resources are deployed according to a child's need.

To improve access in line with legislation, the following modifications have been made to the school building:

- Disabled access doors;
- External Ramps as alternatives to steps or stairs;
- Electronic access at low height for disabled users;
- Designated toilets with disabled provision;
- A lift to enable disabled access to one of the school's two buildings.

Securing expertise among teachers and other adults working in the school to support children with SEN

This is achieved through:

- Being able to access information about all children electronically via the school's management information system (SIMS)
- Attending INSET provided by colleagues within the school or outside agencies to keep abreast of best practice. The Professional Development Programme is arranged by the Senior Leadership Team within the framework of the School Improvement Plan.

Evaluating the effectiveness of provision

This is achieved through:

- The views of all stakeholders;
- Annual Reviews ;
- Assessments and SATS tests;
- Tracking data, including achievement, progress, behaviour and attendance;
- Review of targets ;
- Multi Agency meetings
- Governor reviews.

Partnerships with Outside Agencies

Abbey Lane School supports a multi-disciplinary approach to maximise the educational provision for SEND pupils. Many agencies and support services are able to help identify, assess and provide support for SEND pupils. Such agencies and support services include a wide variety of specialist teachers and other professionals. We also increasingly work as part of our Locality, drawing upon the expertise of our Locality SENCOs and the SENCOs of other Locality schools.

The most recent version of the Local Authority's published its Local Offer, can be found on their website.

<https://www.sheffielddirectory.org.uk/localoffer>

This details the range of services that are available to support children with additional needs and their families. These include the following services with which we currently engage;

- Autism Team
- Educational Psychology Service;
- Early Years Inclusion Team
- LSCB (Child Protection and Child Guidance Services);
- MAST (Multi Agency Support Team)
- Fusion TSA Learning Support;
- Sheffield Visually Impaired Service
- Speech and Language Therapy;

- Physiotherapy;
- Occupational therapy;
- Special Educational Needs Team, Local Authority;
- Police;
- Social Care;
- School Nurse
- Community Youth Teams;
- Sheffield SENDIASS (Parent Partnership)

The School may ask for input from specialist services at any time that it is deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources. Co-operation between the School, the Local Authority, the health services and social services is vital in securing effective assessment, intervention and deployment of resources for pupils with SEN.

Indeed, the Children Act 1989 and the Education Act 1993 place statutory duties on these agencies to co-operate with the School/LA's request unless they consider that the request is not reasonable (with respect to available resources) or that the required help is not necessary for the LA to discharge its functions.

Arrangements for Transition

Transition for students with identified SEN is facilitated through:

- Meetings with parents;
- Additional visits to school pre start (FS2);
- FS2 staff attend transition reviews at Early Years Placements to ensure information sharing takes place;
- Transition books and extra visits used throughout school to support children with their move to the next class/teacher;
- Attendance at Annual Review Meetings;
- For Y6 leavers, there is an enhanced programme of transition including extra visits to the Secondary School accompanied by staff from Abbey Lane;
- Secondary SENCOs visits to Abbey Lane to ensure transfer of information;
- Visits to Abbey Lane School from Y7 Secondary staff to gather information to enable them to better meet needs.

Complaints Procedures

Good communication is essential if we are to best meet the needs of our children and resolve any issues quickly. If there are any concerns, parents are invited to contact the school, initially through the class teacher. You are always welcome to share any issues you feel need to be brought to our attention. However, should a matter deem further discussion, parents are encouraged to follow the procedures outlined in the School's Complaint Policy. A copy of this is available from the school office or can be found on the school website.