



## The Abbey CE VA Primary School SEN Information Report

Date of publication January 2024

### INTRODUCTION

Welcome to our SEN information report which has been co-produced with parents, staff and pupils. This report is intended for parents and carers to outline how we identify and support pupils with SEN at our school.

As of January 2024, at The Abbey Primary School:

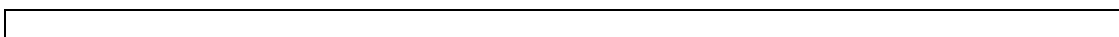
- 6% of our pupils receive SEN Support
- 1% of our pupils have an EHCP

During the academic year 2022/2023 the national statistics for pupils with SEN were:

- 13% of pupils were receiving SEN Support
- 4.3% of pupils had an EHCP

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## **1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

At the Abbey school we take pride in identifying each child's individual needs through robust assessments, regular discussions between class teachers and the SENCo, discussions with parents/carers and utilising advice from external agencies and professionals. We recognise the need to follow the Graduated Approach in identifying and assessing children who fall behind age related expectations.

The Graduated Approach refers to the system of SEN support within the system of SEN support within mainstream settings. It is the system by which schools should assess the needs of children and young people and then provide appropriate support. The system should follow four stages, often referred to as a 'cycle': Assess, Plan, Do, Review.

Children who have Special Educational Needs may be identified in a number of ways;

- Teacher observation - informal classroom and playground observation of children's approaches to learning and socialising.
- Teacher Assessment - formative assessment in the school is ongoing to ensure that every pupil is making expected progress. All formal and informal assessments are analysed to identify individual children who are not meeting age related expectations.
- Parental concerns - We take the view of the parent very seriously and understand how important their observations and their knowledge of their child is in identifying any additional needs.
- Pupil conversation – we encourage pupils to talk about their learning, to identify what challenges them and what helps them.
- Concerns raised by external agencies where their involvement is already in place.
- Information provided by the previous setting.

If a parent has a concern about their child's learning, the first person to speak to is the class teacher or head of Key Stage. The class teacher may suggest a further conversation with our SENCO (Special Educational Needs Co-ordinator) Kate Crisp and in some cases the Headteacher, Mrs O'Melia. If you wish to speak to someone about any concerns regarding your child's learning please make contact via the school office: [admin@abbey.herts.sch.uk](mailto:admin@abbey.herts.sch.uk).

## 2. How will school staff support my child?

### **All children**

We provide quality first teaching to all children - high quality education provided by skilled professionals on a daily basis. Class teachers are responsible for the progress and development of all pupils in their class. Each child's education is planned for by the class teacher, and teaching and learning will be adapted to suit the needs of individual children. Examples of Quality First Teaching include adapted materials, visual aids, graphic organisers, different teaching methods, sensory equipment, the use of learning partners. See appendix A for further examples. Teaching assistants are deployed by teachers to support pupils in many different ways including small group or 1:1 support in lessons, leading interventions, individual reading.

### **Some children**

If a child's needs relate to a more specific area of learning, then the class teacher may decide to include the child in an intervention group. These groups run for a short time and the impact of the intervention is monitored by the teacher and SENCo. We follow the 'Assess, Plan, Do, Review' (APDR) model of intervention in order to provide appropriate teaching and learning experiences.

### **SEN Support**

When deciding if a child has special education needs the class teacher and SENCo will consider all the information gathered within school about the pupil's progress. They will meet with parents and talk to the pupil to develop a good understanding of the pupil's areas of strength and difficulty. If a child is identified as having a special educational need this will lead to the creation of a Learning Passport for that child. A Learning Passport (LP) will involve parents, pupil, teacher, SENCo and any other relevant professionals. Together they will identify intended outcomes for the child. The Learning Passport is a document that details the agreed intended outcomes and how the child will be supported to achieve these. Learning Passports follow the APDR model and are reviewed collaboratively on a termly basis.

Alongside the Learning Passport, a Pupil Profile is also created with the pupil which provides them with the opportunity to discuss what they feel their strengths and difficulties are and what provision helps them.

### **EHC Plans**

If a child's needs are more complex, a formal assessment for an Education Health and Care Plan (EHC Plan – previous Statement process) may take place

Further information regarding EHCPs can be found on the Herts Local Offer website:

<https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/education-health-and-care-plans-ehcp.aspx>

### **3. How will I know how my child is doing?**

At the Abbey School we provide reasonable opportunities for parents to contact and meet with staff, both formally and informally, at a mutually convenient time. In addition, we offer:

- Autumn and Spring Parent's Consultations with class teachers. The children's strengths and areas for development are shared with parents at these meetings.
- An annual report at the end of the academic year.
- End of Key Stage 2 SATs results are shared with parents in the summer term, along with the results of the Year 1 Phonics Check and the Year 4 Multiplication Tables Check.
- Parents are invited to class assemblies/plays and other speaking and listening events.

For pupils with SEN:

- If the school feels a child may have special educational needs, parents will be promptly invited to meet with the class teacher and SENCo. This discussion will not be delayed until Parent's Consultations.
- As part of the APDR cycle, parents of pupils with a Learning Passport will meet with the SENCO and Class Teacher each term to review their child's progress. This is in addition to parent consultations. Children's Pupil Profiles are also reviewed at this point of the APDR cycle.
- If a pupil has an EHCP an Annual Review will also be held in addition to the Learning Passport review meetings

### **4. How will the school's approach to teaching and learning be matched to my child's needs?**

As detailed above and in Appendix A, all children receive Quality First teaching. All classes are different and unique. Class teachers will make appropriate adaptations according to the needs of the class to ensure that each child is fully included in all lessons and is given the provision they need to be successful.

We follow the 'Assess, Plan, Do, Review' model of support. If, through assessment, it has been identified that a child requires support for a specific area of learning this may be provided through an intervention. Most of our interventions involve a small group of pupils and may be delivered by our teachers, TAs or the SENCo. They will generally run for 6-8 weeks and the outcomes will be reviewed by the class teacher.

We occasionally run 1:1 interventions. For these we may liaise with outside agencies who offer advice to the school, suggest suitable resources and provide guidance on how to effectively run interventions.

For children not on the SEN register all individual or group provision over and above Quality First Teaching is detailed on class provision maps. This is regularly reviewed and updated by the class teacher and SENCo. The class teacher and the SENCo work closely together to review both individual and class provision to ensure that it is precisely matched to need, barriers to learning are identified and tackled and the impact of additional provision is maximised. Class teachers take part in Pupil Progress Meetings

termly with a member of the Senior Leadership Team to discuss the progress of all children in their class. The SENCo is present for these where necessary.

For children on the SEN register their Learning Passport includes intended outcomes and provision in place to support them achieve these outcomes. These are reviewed termly with parents/carers, class teachers and the SENCo.

Pupils who have a Learning Passport are involved in generating their own Pupil Profile which gives them a platform to express how they liked to be helped (eg. coloured paper, numicon, writing slope, sensory breaks, pencil grip, breaktime buddy), what they find challenging, what makes them happy and their strengths. This document then informs Learning Passport review meetings.

## **5. What support will there be for my child's overall wellbeing?**

Class Teacher and Teaching Assistant roles include the pastoral care of the children in their classes. Teaching and support staff are available for pupils who wish to discuss any issues or concerns that they may have. We use the Zones of Regulation with all children to give them strategies to express and manage their emotions and feelings. All teachers follow a weekly PSHE programme, where children are given the opportunity to share and discuss particular aspects of daily life including positive behaviour, mental health, wellbeing, resilience and achievement .

The school pupil body is represented in three Councils, the School Council, Green Council and Faith Council where children's opinions and ideas are listened to and discussed with the Head Teacher and other key school stakeholders.

It may be necessary for pupils to receive individual or group pastoral care. This could be through nurture groups focusing on areas such as social communication skills, friendships, or developing their self-esteem. We may liaise with external agencies to provide us with strategies and resources to support pupils including behaviour and special school outreach support, specialist advisory teacher support for a range of SEND and for Early Years. We have close links to DSPL7 and through the St Albans Plus Local Partnership the school has access to a School Family Worker. We can also provide support with Families First Assessments where necessary. Some children with more complex mental health concerns may need to be referred for specialist support via the School Nursing Service, NESSie, Step 2 or CAMHS.

Where children need additional support with transition between classes or schools, we may make transition books with the child about their move to a new class/school and offer extra transition visits. In moving to secondary school, the class teacher or SENCo/Mental Health Lead will liaise with the secondary school to inform them of a pupil's individual needs.

The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people. If your child has medical needs, an individual care plan will be written jointly with you to ensure that the school has a full understanding of your child's needs and that they are planned for. Children who have more extensive medical needs will be discussed before joining the school so that the appropriate care plan can be put in place, adaptations can be made to the environment and staff can be trained in the child's medical needs. We are in regular contact with our school nurse who will visit, advise and help produce a care plan when necessary.

The office holds a photo summary sheet for those pupils with allergies and medical needs. We routinely test emergency procedures and have a team approach to carrying out emergency interventions.

We have a clear and robust Behaviour Policy which all staff follow to ensure that all children are safe and that The Abbey Promise is followed. Children are encouraged to understand their responsibility to uphold Classroom Rules and to become role models to other children. Our Behaviour Policy clearly states procedures for differing levels of unwanted behaviour to ensure that poor behaviour is dealt with promptly and behaviour expectations are met. Our Anti-Bullying Policy outlines how we deal with any incidents of bullying and how we strive to have an environment in which everyone feels safe and happy.

The school's Mental Health Lead is Mrs Crisp. If you wish to discuss your child's well being please contact the class teacher or Mrs Crisp via the school office [admin@abbey.herts.sch.uk](mailto:admin@abbey.herts.sch.uk).

## **6. What specialist services and expertise are available or accessed by the school?**

The school is able to request support from a number of external agencies in Hertfordshire including:

Specialist advisory teacher support for a range of SEND  
Specialist advisory teacher support for Early Years  
Children and Young People's Integrated Therapy Service  
LINKS outreach behavioural team  
Collett Special Needs School outreach teacher  
The School Nursing Service  
St Albans Plus (Vista)  
NESSie  
DSPL7  
Families First

The SENCO liaises with all the agencies listed above. This may be to receive advice on provision, guidance on next steps for individuals or to make a referral for a pupil for a specific service.

Our SENCo also attends regular SEND briefings with other SENCOs and SEND advisers to share best practice and to keep up-to-date with local and national SEND updates.

## **7. What training have the staff, supporting children and young people with SEND, had or are having?**

We ensure that all members of our staff receive the development they need in order to provide high quality teaching and learning for all children, including those with SEND.

Staff meetings, TA meetings and INSET days are utilised to address training and development needs and to support staff to have the skills and knowledge to meet the needs of the children they are supporting. Staff are given the opportunity to liaise with external professionals working with specific children when appropriate e.g. speech and

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language therapists, specialist outreach teacher. Staff are also regularly signposted to relevant training provided by external providers.

Recent staff training has included:

- Supporting learners with Autistic Spectrum Disorder (ASD)
- Autism Education Trust (Level 1)
- Supporting learners with Specific Learning Difficulties (SpLD)
- Supporting learners with Pathological Demand Avoidance (PDA)
- Supporting social communication
- Quality First Teaching strategies
- Zones of Regulation
- Welcoming pupils with EAL
- Safeguarding
- Essential Letters and Sounds
- The Write Stuff

Our SENCo, Mrs Crisp, completed the National Award for SEN Coordination in December 2020.

All staff have Safeguarding training which is updated regularly and the Headteacher, Deputy and the SENCo are the Designated Senior Leader (DSL) and the Deputy DSLs for Safeguarding concerns.

There are a number of trained first aiders and an established set of protocols for managing medical needs which are reviewed regularly.

The school also regularly signposts parents and carers to parenting courses, training and support services outside of school.

## **8. How will you help me to support my child's learning?**

In the Autumn term all parents are invited in to meet the class teacher and find out about class routines and expectations in a Curriculum Meeting. Each term a Curriculum Letter is sent home detailing the areas to be taught and topic vocabulary. This information can be found on our school website, along with long term plans of our curriculum.

Homework is set for each class and this will be adapted where necessary to meet a child's needs.

We hold training sessions for parents to help them assist their child's learning, these have included Online Safety, SATs, Phonics and Essentials Letters and Sounds. Our SENCo holds a termly parent coffee morning which has a different theme each term. Areas that have been discussed at these coffee mornings have included children's emotional wellbeing, transitions, St Albans Plus services, welcoming families from abroad.

For pupils with SEN, Learning Passport review meetings are held once a term with the SENCo and class teacher to discuss strategies on how to support your child with their specific needs and to give parents the opportunity to express their views.

Where the support of external professionals has been sought by the school, parents are invited to meet with professionals to discuss their child's needs and further support.

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Information about parenting courses and other support for families is regularly shared in the weekly newsletter.

### **9. How will I be involved in discussions about and planning for my child's education?**

At the Abbey School we believe in a person-centred approach- the thoughts and feelings of the parents and child are taken into account, along with the views of school staff and relevant professionals.

In addition to parent consultation meetings twice a year and an annual report at the end of the school year, we keep in contact with our parents through phone calls, emails and regular meetings to ensure they always know the next steps we are taking with their child.

The school may invite parents in to discuss their child after concerns have been raised by the teacher or the parent. Additional support or strategies will be discussed and implemented as part of the 'assess, plan, do, review cycle'. It might be at this stage that external professionals are involved in providing further support. If it is decided that a child has SEN then, in agreement with the parents, the child will start a Learning Passport which will be reviewed every term by parents, teacher and SENCo.

Children who have a Learning Passport contribute to the process by contributing to their 'Pupil Profile' which enables children to express their thoughts and ideas about their learning and wellbeing. This is updated termly by the SENCo or staff from their class.

Parents of a child with an EHC plan are consulted with and involved in every stage of the process.

### **10. How will my child be included in activities outside the classroom including school trips?**

We ensure all children participate in all aspects of school life and activities. We take the needs of children into account when planning activities outside the classroom and on school trips. Particular needs and an assessment of any risk will be discussed with parents and appropriate provision and reasonable adjustments will be made where necessary. For example, additional adults for school trips, adapting planned activities. Medical support will be put in place where necessary.

When going on a residential trip, the SENCo may consult the parents of children with SEN and/or a disability to discuss the difficulties their child may face on such a trip and how all parties can support them in order for the child to participate. The SENCo will liaise with the provider to ensure they can make reasonable adjustments to make activities and participation inclusive of all the children's needs.



## 11. How accessible is the school environment?

- The school is fully compliant with the Equality Act and, whenever possible, reasonable adjustments are made for all children with SEND where necessary.
- We liaise with outside agencies to access specialist equipment as necessary e.g. screen magnifiers (visual impairment team), sensory equipment (DSPL7).
- We have a disabled changing toilet facility in the front entrance of school.
- We have installed an infra-red Soundfield System in all of our open plan classrooms to support children with auditory processing and hearing difficulties.
- With parents whose first language is not English, we aim to enlist support in communication with them, through a relative or a trusted member of the community.
- Abbey School is a complex site with 73 external steps around the entire site and 65 well established trees, providing a woodland setting.
- Although we have a school accessibility plan and equality scheme, the 1970s building is not easily accessible to children or adults with mobility issues due to steep flights of internal and external stairs to access the majority of the classrooms and play areas, which minor adjustments would not make accessible.

## 12. Who can I contact for further information?

The school SENCO and Mental Health Lead, Kate Crisp works on Mondays and Tuesdays and can be contacted on 01727 851802 or [SENCo@abbey.herts.sch.uk](mailto:SENCo@abbey.herts.sch.uk)  
The Head Teacher, Mrs O'Melia can also be contacted on the same number and at [admin@abbey.herts.sch.uk](mailto:admin@abbey.herts.sch.uk)  
Further information about SEN provision in our school is available from Mrs Crisp or Mrs O'Melia, who are always happy to arrange to meet with you about your child's needs.

On a daily basis, any enquiries about your child's learning should be directed to the class teacher. In the event of a complaint, please contact the Head Teacher or see the complaints procedure which is available from the School Office.

If you feel you need impartial information regarding your child's SEN needs SENDIASS offer free and confidential advice for families.

<https://hertssendiass.org.uk/>

### 13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

For pupils joining our reception class:

- Our reception teacher visits the nursery settings of as many of our new starters as possible and liaises with the nursery on appropriate provision for pupils.
- New reception children and their parents are invited to two transition sessions during the summer term to prepare for the September start.
- New starter paperwork is completed by parents to assist the school understand each child's needs.
- A meeting with the reception teacher is arranged during the first two weeks of school as part of our transition process, where children build up their school day staying until 12pm, 1pm and then finally 3.20pm.
- Reception children are paired with a Year 6 'Special Friend' to assist them in their first few weeks of school life.
- Sometimes it will be necessary for the SENCO and Head Teacher to make a visit to meet the child, parents and people working with the child.

- For pupils with SEND we may introduce a phased start to school, building up to full time attendance.

For children joining us from another school:

- A tour of the school is given by the Head Teacher and new starter paperwork is completed by parents to assist the school understand the child's needs.
- Where appropriate we will contact the school's SENCo to discuss specific arrangements or support that may be necessary for your child.
- We will request that all records about your child are passed on as soon as possible.
- Pupils are 'buddied' with a child from their new class to aid them as they navigate the school day.

For children moving to a new year group:

- Information is passed to the new class teacher/s in advance and all teachers have the opportunity to talk through each pupil in a handover meeting during the summer term.
- Additional meetings between the teacher and SENCo are arranged if necessary.
- Some children may have a transition book to support their understanding or have additional transition sessions with their new class teacher.

For children moving from Year 6 to Year 7:

- Specific transition sessions are planned to prepare all pupils for the next stage of their schooling. These may be delivered by the class teacher or we may utilise resources from an outside organisation e.g. the LINKs transition programme.
- In addition, small group or individual sessions may be carried out.
- Year 6 and Year 7 teachers meet to discuss individual children
- SENCO liaises with SENCO from secondary school to pass on relevant information.
- Pupils with SEND may have additional visits to their secondary school.

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- Heads of Year 7 will visit pupils in school and pupils will spend some time at their secondary school.

**14. How are the school's resources allocated and matched to children's special educational needs?**

The school budget includes money for supporting children with SEND. The governing body and the Head Teacher decide on how to use the money for additional support or resources depending on the needs of the school.

Should a child require provision which exceeds the nationally prescribed threshold, the SENCo can apply to the Local Authority for Local Higher Needs Funding. However, only a very small number of children within mainstream education, whose needs are truly exceptional, will be granted this funding.

Children who have an Education, Health and Care plan are banded to determine how much funding they will receive.

**15. How is the decision made about how much support my child will receive?**

If your child needs support over and above Quality First Teaching the amount and type of support your child receives will be planned for by their class teacher who may liaise with the SENCo and/or members of the Senior Leadership Team. We take into account any advice from relevant professionals and we involve the parents and the child as far as possible.

The level of support will be constantly reviewed as part of the assess, plan, do, review cycle. Only in very exceptional circumstances will children receive 1:1 support within class.

**16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

The local authority, Hertfordshire County Council, has published its local offer of services and provision for children and young people with SEN on its website:

[The Hertfordshire Local Offer](#)

**The Abbey CE VA Primary School  
Quality First Teaching**

<p><b>Classroom environment</b></p> <ul style="list-style-type: none"> <li>Well organised classroom</li> <li>Calm learning environment</li> <li>Working walls and relevant displays</li> <li>Consider dyslexia friendly presentation e.g. font (<i>Arial and Comic Sans. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans</i>) and colour and contrast (<i>Use dark coloured text on a light (not white) background. Avoid green and red/pink. Consider alternatives to white backgrounds - use cream or a soft pastel colour.</i>)</li> </ul>	<p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>Clearly designed lesson plans</li> <li>Differentiation</li> <li>Learning intentions and success criteria consistently shared with children</li> <li>Plenty of opportunities to involve and engage with pupils</li> <li>Use of 'cold calling', not just 'hands up'</li> <li>Opportunities for pupils to talk and work individually, in pairs and in groups</li> <li>High quality questioning for children of all abilities (AfI)</li> <li>An expectation that pupils will accept responsibility for their own learning and work independently.</li> </ul>	<p><b>Cognition and Learning cont.</b></p> <ul style="list-style-type: none"> <li>Appropriate use of modelling and explaining for pupils</li> <li>Opportunities to use physical resources/manipulatives</li> <li>Scaffolding tools are used as appropriate</li> <li>Graphic organisers (e.g. writing frame, story map, spider diagram) are used as appropriate</li> <li>Regularly using encouragement and specific praise to engage and motivate pupils.</li> <li>Access to good quality resources</li> <li>Access to ICT</li> <li>Classroom assistants planned for and used to maximize learning</li> </ul>
<p><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>Use of visual time tables</li> <li>Visual aids</li> <li>Topic /spelling banks</li> <li>Phonics mats</li> <li>Use of graphic organisers e.g. sentence starters, writing frames</li> <li>Always use a pupil's name</li> <li>Clear and age appropriate instructions</li> <li>Appropriate time to process verbal questions or instructions</li> <li>Regular and explicit classroom routine</li> <li>Language clear and unambiguous at all times</li> </ul>	<p><b>Social, Emotional and Mental Health</b></p> <ul style="list-style-type: none"> <li>Groupings provide positive role models</li> <li>All adults promote well being</li> <li>There is an ethos where asking for help and support is okay and is welcomed</li> <li>All staff are committed to developing a safe and secure environment for all</li> </ul>	<p><b>Sensory and Physical Needs</b></p> <ul style="list-style-type: none"> <li>Appropriate seating positions are considered (noise, light, proximity to board and/or teacher)</li> <li>Appropriate noise levels are maintained</li> <li>Sound field system in every classroom</li> <li>All adults speak clearly and naturally</li> <li>Opportunities to work with a learning partner</li> </ul>