

SEND INFORMATION REPORT

Updated September 2023



Introduction

At Abbey College we aim create an open dialogue between school, external services, parents and pupils to create an inclusive, supportive environment for children to learn successfully and for them to reach their full potential.

This report aims to highlight the processes and involvement of all those involved in the support for your child.

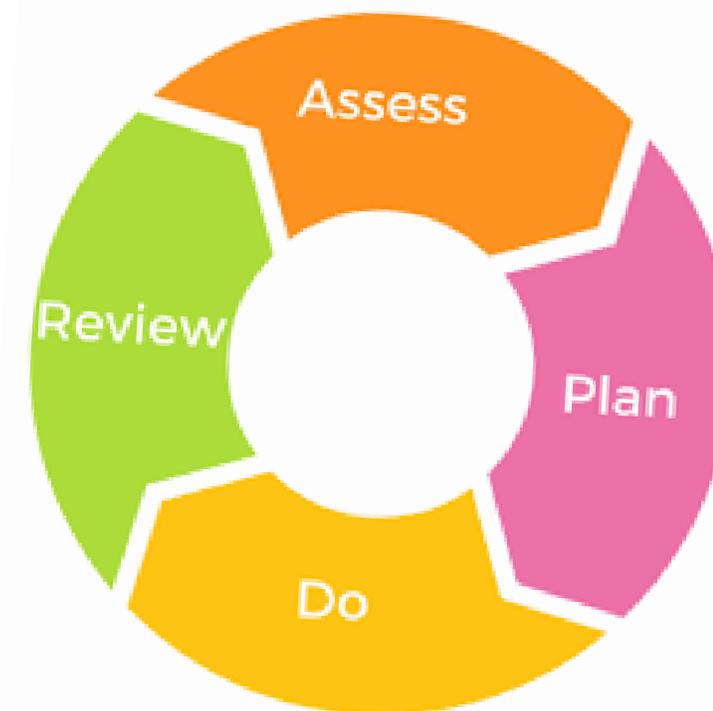


What happens if a child has SEN?

- The first and most important thing to remember is that all children with SEN are entitled to receive a broad, balanced and suitable education from the National Curriculum,
- Most children with SEN have their needs met in a mainstream school or early settings, although some children with more complex needs benefit from the more specialist help offered in a 'special' school.
- You will be told if the school thinks your child has or may have SEN and how we as a school will be helping your child. Your views are very important and so are your child's own views.
- We will ensure that you are involved in all decisions that affect your child because you have a vital role in supporting your child's education.

What is our approach to teaching students who have SEND?

- All Abbey College staff work collaboratively to create inclusive, creative and successful areas of learning.
- We value high-quality teaching (QFT) for all students and monitor the quality of learning and teaching in the school.
- We run regular SEND briefings fortnightly where staff are informed of your child's individual needs and how to consider adaptive teaching strategies in their classroom to support them.
- Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do, a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available, and should your child need this, it would be discussed with you.



How do we identify children and young people with SEN and assess their needs?

A student may have additional needs if:

- - Progress is significantly slower than that of their peers starting from the same baseline
- - Progress fails to match or better the child's previous rate of progress
- - Progress fails to close the attainment gap between the child and their peers - The attainment gap widens
- - It can also include progress in other areas than attainment (p84 Code of Practice document)

However, identification may also be as a result of:

- - Teacher concern
- - Following up parental / carer concerns
- - Tracking individual student progress over time
- - Liaison with partner primary schools on transfer - Information from previous academies/schools
- - Information from other services

How to assess for SEN and support?

Class teachers will be regularly assessing student progress as part of their normal practice, staff also have access to refer to the SEN team.

We complete reports regularly through the year for all young people, and this information is sent home to parents.

The data generated by these reports will be scrutinised by the SENCO after each reporting cycle so that less than expected progress can be highlighted and support put in place.

We will try to use our normal school assessment processes as much as possible so as not to overburden our young people with too many assessments.

There may be times though when we need to conduct more specialised assessments to obtain standardised scores so that we can see if a young person needs exam access arrangements for example. We will always let students know this is happening and let parents know the outcome of any testing.

If further assessment is required, we use a variety of assessment tools appropriate to the area of need, to support us identify specific areas of difficulty, to explore appropriate intervention and provision to support the child with their needs. If it is thought a child or family needs a more in-depth assessment, we have good working relationships with outside agencies and a referral can be made.

Disability

At Abbey College we have a big site, however we have put in specific measures that will support your child should they have a physical disability with regards to mobility and unseen medical condition. We have the following in place as examples and our schools Accessibility Plan can be found [here](#):

- Ramps from the entrance/exit of all school buildings
- Wheelchair lift for access up the stairs to the north hall
- Timetable alterations to allow for downstairs classrooms to be used for all students with physical disabilities
- Modified curriculum if needed to support on PE activities etc
- Lift and lower benches in Food technology and Science
- Base for resting in Learning Support on both sites of the school
- An IHCP (Individual Healthcare Plan) can be produced in combination with your child, yourself and our First Aid Lead to plan what adjustments are required to your child's curriculum and access around the school
- Specialist equipment is purchased as required
- We have disabled toilets that are accessible on both sites of the school
- Outside areas are accessible to all regardless of SEND
- Support with exam access arrangements are completed as necessary

Year 6 transition for students with SEN

We offer a custom-made programme for students coming from Year 6 that have SEN.

Once placements have been sent through the portal, our SENDCo and Deputy SENDCo liaise with the primary school regarding the support the students have currently been receiving and how best we can support when they reach secondary.

As well as our transition programme, we also run 3 additional events in Learning Support:

- Coffee Morning
- EHCP student transition workshop
- SEND Support Group



Who should I contact if I want to find out more information or think my child may have SEND?

All parents can contact key staff at the College by email, phone or in person and are welcome to attend events, parents' evenings and information evenings during the school year.

If you have any concerns about your child's progress your first point of contact should always be the form tutor or class teacher.

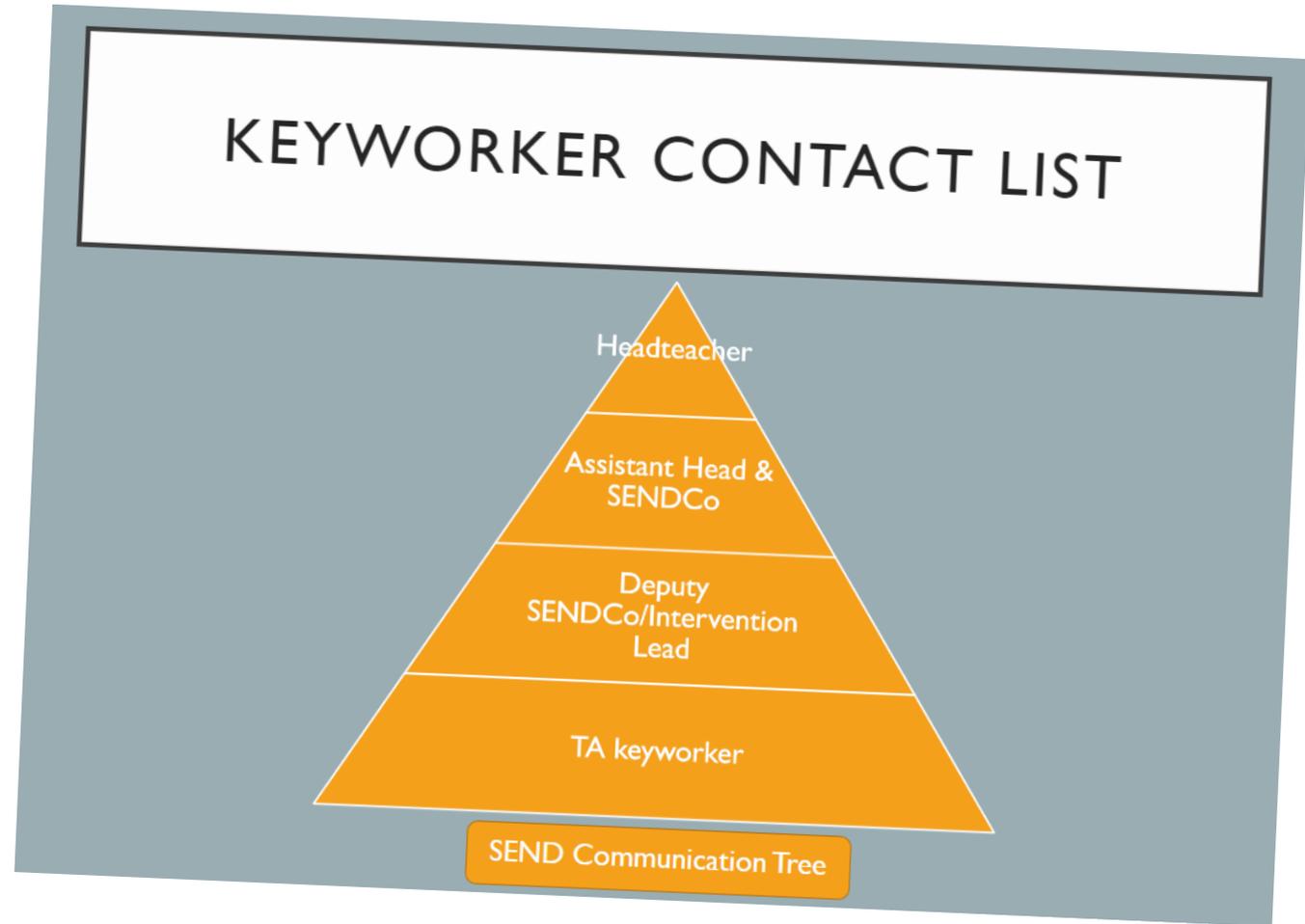
Following this communication and implementation of a plan, if progress continues to be limited, we have a dedicated Learning Support Team, where the concern will be picked up by a member of the SEND team at a 1/2 termly allocation meeting.

Who do I contact?

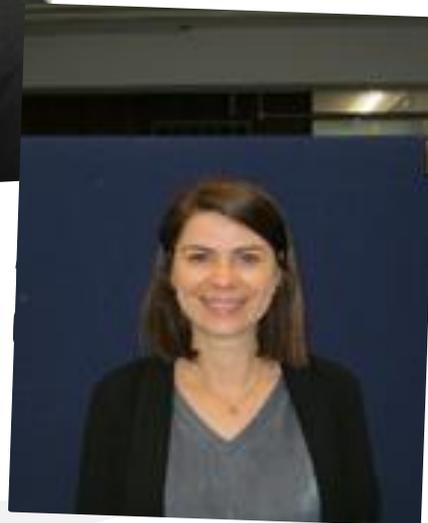
Parents/carers of SEND students with more complex SEND needs will have an identified 'keyworker' at the College.

The keyworker will be the main point of contact and will meet with parent/carers at least once every term to review their child's progress and agree outcomes and strategies to ensure progress for their APDR's.

If you would like to raise a query or concern, please contact your keyworker and if this is not assigned, please contact the SENDCo/Deputy SENDCo; we will respond with receipt within 48 hours.

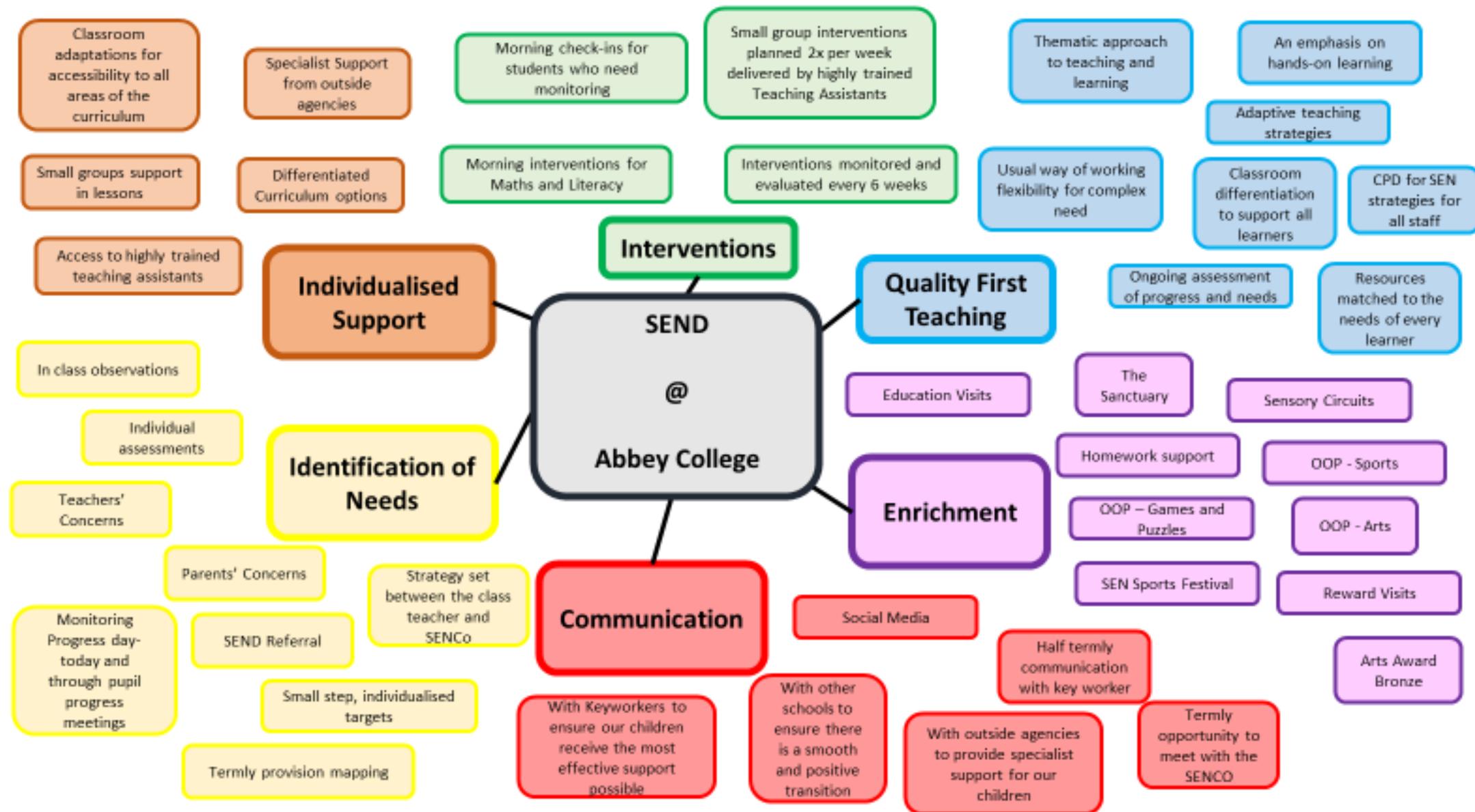


Jessica Davey
Assistant
Headteacher &
SENDCo



Magda Patrick
Deputy SENDCo &
Interventions Lead

At Abbey College we believe every student should be able to access our broad and balanced curriculum.



Specialist Areas:

Helen Parkins: Sensory and/or Physical

Victoria Dale: Communication and Interaction

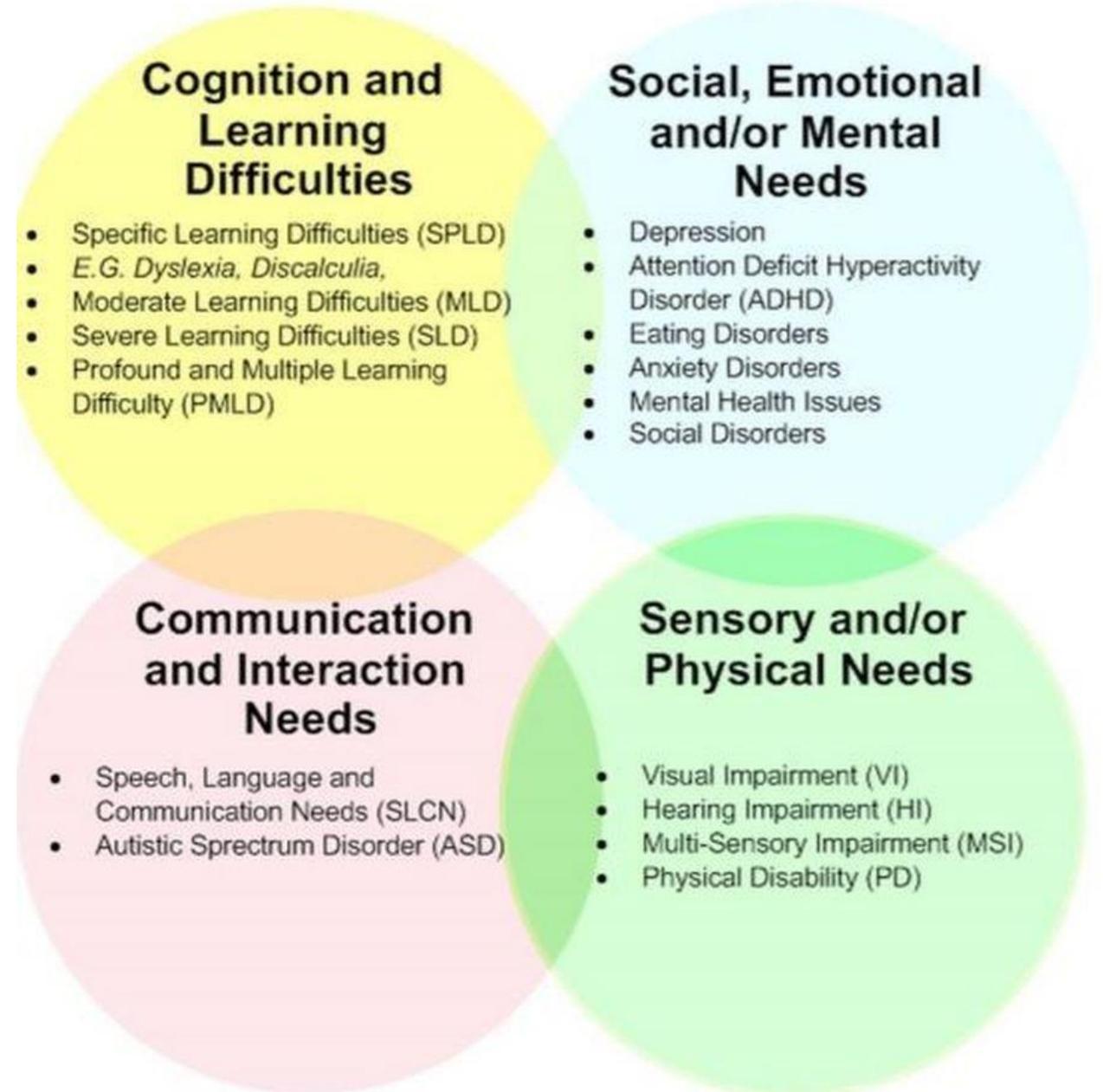
Lynne Hollis: Communication and Interaction

Mark Hollis: Cognition and Learning

Gail Broughton: Cognition and Learning

Tracey Day: Social, Emotional and/or Mental

Lynn Hunter: Social, Emotional and/or Mental



AC Interventions Programme

At Abbey College we use a holistic approach to Interventions to ensure we meet the needs of individual students. We gather information on each student from all members of staff they work with, which then informs us of their area of need or gaps.

Following a series of assessments and surveys, the students will then be invited to join our sessions:

- **English:**

- Repeated Reading- focuses on reading speed, accuracy, expression and volume
- Phonics for Spelling and Reading- a recap of common spelling and reading patterns
- Reading Workshops- book/ extract studies which focus on comprehension and GCSE language skills

- **Maths:**

- Success@Arithmetic- addresses gaps in addition, subtraction, multiplication and division
- **Timestables**- revision and problem-solving using a guided approach

- **Study Skills:** a pastoral support with academic needs, such as Time Management, Task Prioritisation, Note Taking and Reviewing, Setting up Space, Motivation and Rewards

- **Other SEN Interventions:** these support students with a range of skills across all areas of need; for example, their communication and interaction (including social skills), metacognition, physical and sensory needs (sensory circuits or using the adjustability settings on a laptop). All interventions depend on individual needs.

The Bridge

A short tailor-made programme offered to students returning to education, complex medical or SEND support needed for an interim period.

Within the Bridge we run the ASDAN, and we have three courses in which the students complete: (KS3) Key Steps, English Short Course and the AoPE (Award of Personal Effectiveness).

Pastorally we support with short-term interventions for personal development and run a series of workshops to support with well-being and interpersonal development.

Bridge Co-Ordinator's

Academic - Tracey Day

Pastoral - Lynn Hunter