

SEN Information Report

September 2021-22

Abbey College

Introduction

Thank you for taking an interest in Abbey College Special Educational Needs department. The aim of this document is to answer any of your questions about what we can provide to help support your child and how you can access support outside of the school day and self-help.

Some useful documents/websites that you may also wish to read/review are:

- SEND Code of Practice: 0-25 years. From September 2014
- Special Educational Needs and Disability information, Advice and Support Services (SENDIASS): [here](#) or email: pps@cambridgeshire.gov.uk or there is a confidential term time helpline on 01223 699 214.
- To access the 'Local Offer' see [here](#).

What is the 'Local Offer'?

The Local Offer for Cambridgeshire includes information about the following:

- Services and support available to you within your community and schools
- Information on how children and young people's needs are identified and assessed.
- The way schools, colleges and maintained nurseries support children and young people with SEND
- How to access services and explains how decisions are made.
- Preparation for adulthood and independence
- Arrangements for making a complaint and mediation.
- How to comment on the local offer

If you have any questions about the Local Offer, our Acting SENco, Laura Lancaster, will be happy to assist you. Please contact her at llancaster@abbeycollege.cambs.sch.uk

I think my child may have a learning difficulty, who do I speak to?

Form Tutor:

Your child's Form Tutor is the first person to contact. If you are unsure of their email address, email your inquiry to the main school Office email address and title it FAO (for the attention of) and the form tutors name. This will get to them. They can support through:

- Well-being checks with your child
- Liaising with subject teachers to identify any joint concerns and meet to come up with a plan of support.
- Check on your child's progress and be of regular contact with you.
- Work in collaboration with other departments within the school to support your child.

Raising Standards Lead:

Your child's form tutor and Raising Standards Lead will liaise with a variety of departments to ensure the best targeted support is provided to help your child progress. They can support through:

- Daily reports with students.

- Working with students on a one to one basis when things are not quite going right.
- Provide a rewards programme using the schools spirit awards system.
- Working collaboratively with staff, students and parents to plan a supportive pathway for your child.

Welfare Team:

If you have a well-being or safeguarding concern please report them to our Welfare team via welfare@abbeycollege.cambs.sch.uk.

Learning Support Team

Whether your child has a diagnosis or not, no matter if they have an EHCP or not, Learning Support are here to provide your child with additional support above and beyond to complement quality first teaching within the classroom. Our team are made up of the following:

<p><u>Laura Lancaster- Abbey College Acting SENCo</u></p> <p>llancaster@abbeycollege.cambs.sch.uk</p> <p>I am a qualified teacher (Science) and part of the schools Extended Leadership Team. I have a wealth of experience with pastoral and behavioural issues.</p> 	
	<p><u>Magda Patrick – Primary trained teacher</u></p> <p>magda.patrick@abbeycollege.cambs.sch.uk</p> <p>I have many years of primary teaching and all aspects of Intervention.</p>
<p><u>Helen Parkins- Level 3 Teaching Assistant</u></p> <p>I am lead in the department for the ASDAN curriculum pathway.</p>	
	<p><u>Mark Hollis- Level 2 Teaching Assistant</u></p> <p>I am lead in the department for Science and Technology interventions.</p>

Lynne Hollis- Level 2 Teaching Assistant

I am lead in the department for Maths Intervention.



Level 1 Teaching Assistants

We have an additional 4 other level 1 Teaching Assistants allocated to classroom and one to one or small group intervention and support work.



Gail Broughton- Year 10



Victoria Dale- Year 7/8



Tracey Day- Year 7/8



Alice Hardbattle- Year 10

Nicki Hill- SEN Administration Support

The keystone of our department. Many of you will speak to Nicki when arranging annual reviews or meetings within school.



Senior Leadership Link: Dr Janet Oswell

Governor SEND Link: John Crisp

When is a child or young person defined as having additional learning difficulties?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

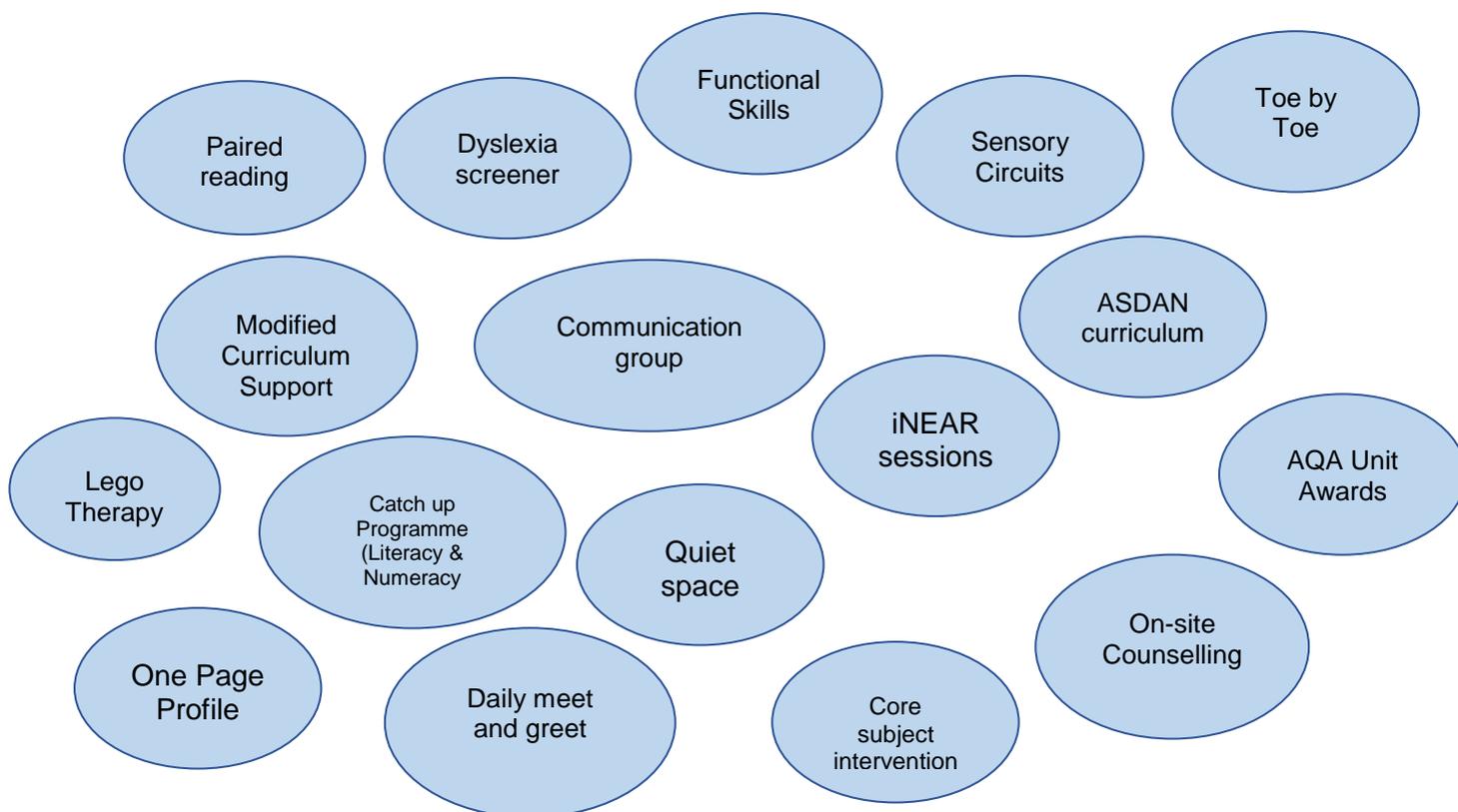
- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

How will we know if your child or young person needs extra help?

- We liaise with your child's previous school teachers (primary school or other mid-year admissions)
- Gather key stage 2 results and carry out Cognitive Ability Tests early in year 7 and some again in year 9.
- Progress in English and Maths tests known as PTE and PTM in early year 7.
- Parents/carers information at transition
- External agencies referrals.
- Dyslexia screening assessments
- Termly assessment and reporting data used to identify child's areas of need.

What support can Abbey College provide through Learning Support?



I don't know if my child has an EHCP, what is one of these?

An EHCP (Educational Healthcare Plan) is where funding is provided to the school to support a child whose special educational needs are severe, complex and lifelong. These students experience specific barriers to learning and require specialist support. A nominal budget is given above the baseline school contribution to provide the additional support required for a child to make progress. An EHCP contains information based on

a child's additional needs and offers outcomes for focus within school and with additional external support. You will be offered what's called an annual review once a year as a minimum to review the progress being made to meet the child's outcomes. Each EHCP is provided with an additional amount of funding above the standard school contribution and this will vary depending on the child's additional needs. Schools are then given the responsibility to distribute that additional funding as they see fit to support the child meeting their outcomes.

How will teachers know how to support my child in the classroom?

At Abbey College we have a document called a 'One Page Profile', this document is shared with all staff that may be involved with your child throughout the school day. It is created with your child with support from one of the learning support team. Once completed it will be shared with home to ensure we have everything before being sent to staff. An example of a blank one is pictured here.

The form is a grid with the following sections:

- Photo (small box)
- Name (small box)
- Strengths and Interests (large box)
- Targets (large box)
- Reasonable adjustments in lessons (large box)
- My barriers (large box)
- Interventions (large box)
- Key people (small box)

The sample form includes the following text:

My barriers

In order to support me I have access to:

- Toilet Pass

Date: _____ Sign: _____

- 5 minutes outside the classroom to rest.

Date: _____ Sign: _____

- Please can I go to Learning Support.

Date: _____ Sign: _____

- Please can I go to Welfare.

Date: _____ Sign: _____

- Please allow me to enter the canteen early to avoid the crowds.

Date: _____ Sign: _____

- Exemption from wearing a face mask.

Date: _____ Sign: _____

If I have your lesson please notify Welfare or Learning Support

Review date: _____

Review by: _____

Reasonable adjustments in lessons

This one page profile then can if needed form an access card as seen to the left. These cards are kept on the student and can be used for a variety of bespoke requirements from a toilet pass through to access to canteen early to avoid the crowds. If you feel your child may require one of these please do let us know.

My child has a physical disability, how will they cope in such a big school?

Please do not worry about this. Yes, 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 a disabled toilet that is 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

What can I expect if my child has an Educational Healthcare Plan (EHCP)?

Depending on your child's needs will depend on your child's overall provision plan. But some examples below are what you could expect:

- Working in collaboration with school and external agencies
- Termly reviews from your child's keyworker
- Annual reviews carried out yearly which will include your child and your views on progress made
- Bespoke provision plan to help support your child in meeting their outcomes on their EHCP

What if my child does not have an EHCP?

Depending on the level of need some students will be placed on our wave 2 programme which means we will be closely monitoring their progress while providing small scale intervention for a short period of time. If you child requires additional support as they are not making progress they will move onto our wave 3 programme. You will then follow the stages as below:

- Provision plan (assess, plan, do, review) made in collaboration with you, your child and your child's keyworker or SENCo.
- This provision plan (assess, plan, do, review) will be reviewed termly until progress seen with input from all involved with your child.
- A risk reduction plan, intimate care plan and/or emergency evacuation plan may be required to be completed also.
- If progress is not seen your child will remain on wave 3 for three cycles of their provision plan. If progress is still not seen then an EHCP request will be submitted from school or yourself as a parent/carer.

I have been informed by the school that my child needs additional support through Learning Support. What does this mean?

You may receive a letter and possible further communication from the Learning Support team if your child has been identified as requiring additional support. This is explained below:

WAVE 4	For children with an EHCP- For children with more complex needs.
WAVE 3	SEN support- For children with additional long-term, individualised support. For children still making less progress than their peers even with support.
WAVE 2	Quality teaching plus extra short term support. For children making slower progress to their peers.
WAVE 1	High quality, differentiated teaching. For all children.

My child is joining Abbey College as a year 7 in September. What can we expect from their transition?

The past two years have presented new challenges with regards to our regular transition programme. We traditionally have a period of transition in the summer term before the holidays for all students attending Abbey College. However, due to the pandemic this has altered to become a variety of different transition events. Learning support will provide the following to help students that require some additional support with their transition:

- Individual visits; to have a tour of the school and be able to ask questions to someone in the team
- Liaison with your child's Primary school to hand over all documents and information about your child's needs in the summer term
- Where possible a member of the team to attend your child's annual review in year 6
- Liaison with yourselves from a member of the team to introduce themselves and be a point of contact for you
- Virtual tours to those unable to attend the site
- Bespoke package of correspondence as needed
- Meet the mentor evening traditionally in July where parents can meet with the SENCo and other members of the learning support team

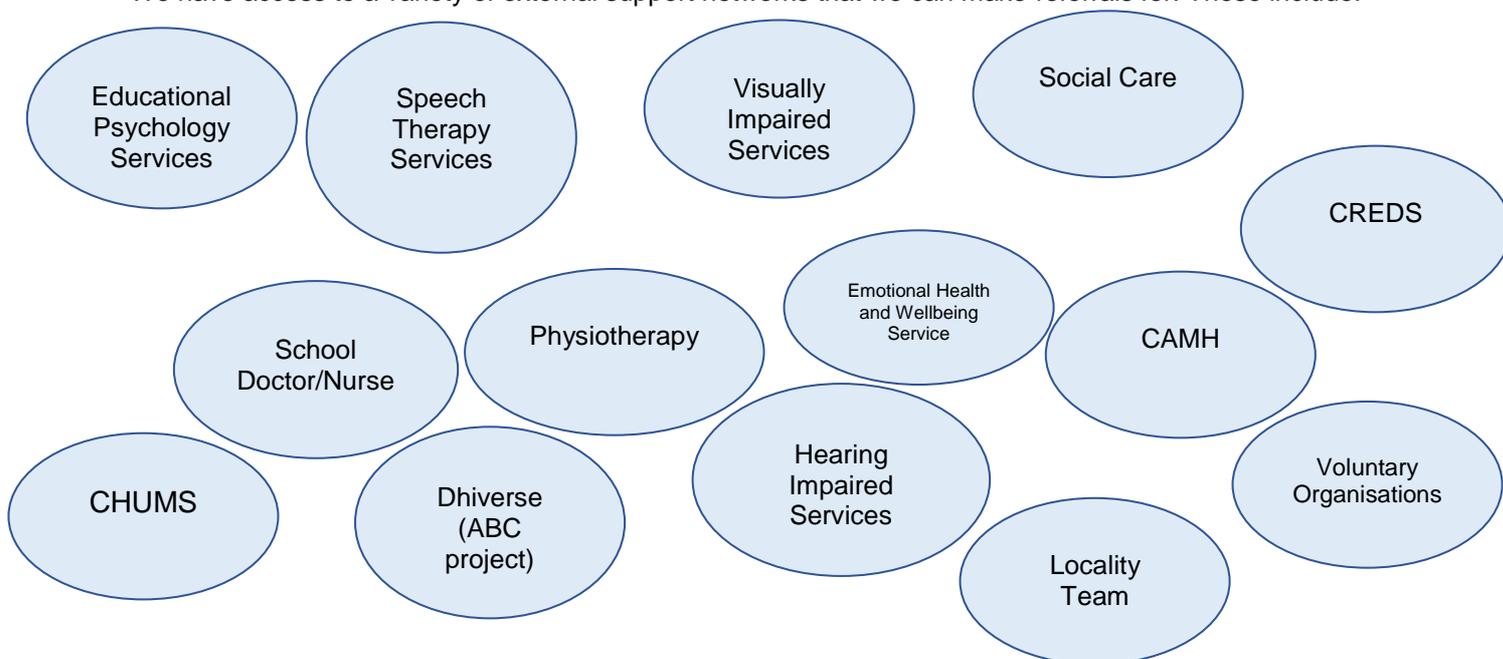
My child is going to College or University, what support can I expect?

We have many links with our local colleges to be able to ensure the transition to sixth form or college is smooth. We will provide the following to support with transition to post 16 or post 18:

- If your child is going to be attending our in-house sixth form, we can complete an internal hand over and invite our Head of Sixth Form to your child's annual review
- Taster days in our Abbey College Sixth Form (year 10)
- If your child is going to attend an external post 16 establishment. Where possible, we would invite a member of the College or post 16 establishment to your child's annual review
- Taster day's organised where possible to the college of choice
- Support with UniFrog and UCAS as required for post 18 application
- One to one or small group careers meetings
- Careers development programme in Social Studies in year 11
- Support with work experience in year 10
- File transfers to new educational provision for your child including any exam access arrangement documentation to support future exam needs/requests.

My child may need some specialist support, what do you have access to?

We have access to a variety of external support networks that we can make referrals for. These include:



How will my child be included in outside activities, including school trips?

- At Abbey College we include all Pupils in all parts of the school experience including school trips. We will provide the necessary support working with both Pupil and parents on the best methods to ensure this is successful.
- A risk assessment is carried out by trip leads to ensure the safety of all Pupils during the visit. In the unlikely event that it is considered unsafe for a Pupil to take part in an activity, an alternative will be provided which will cover the same curriculum areas in school.

Who can I contact for further information and advice?

- Your first point of contact would be your child's form tutor or a member of the learning support team at office@abbeycollege.cambs.sch.uk.

- You may also contact Special Educational Needs and Disability information, Advice and Support Services (SENDIASS): pps@cambridgeshire.gov.uk or there is a confidential term time helpline on 01223 699 214.
- START- start@cambridgeshire.gov.uk Tel: 01480 372600
- Information on applying for an Educational Healthcare Plan: www.cambridgeshire.gov.uk/send

