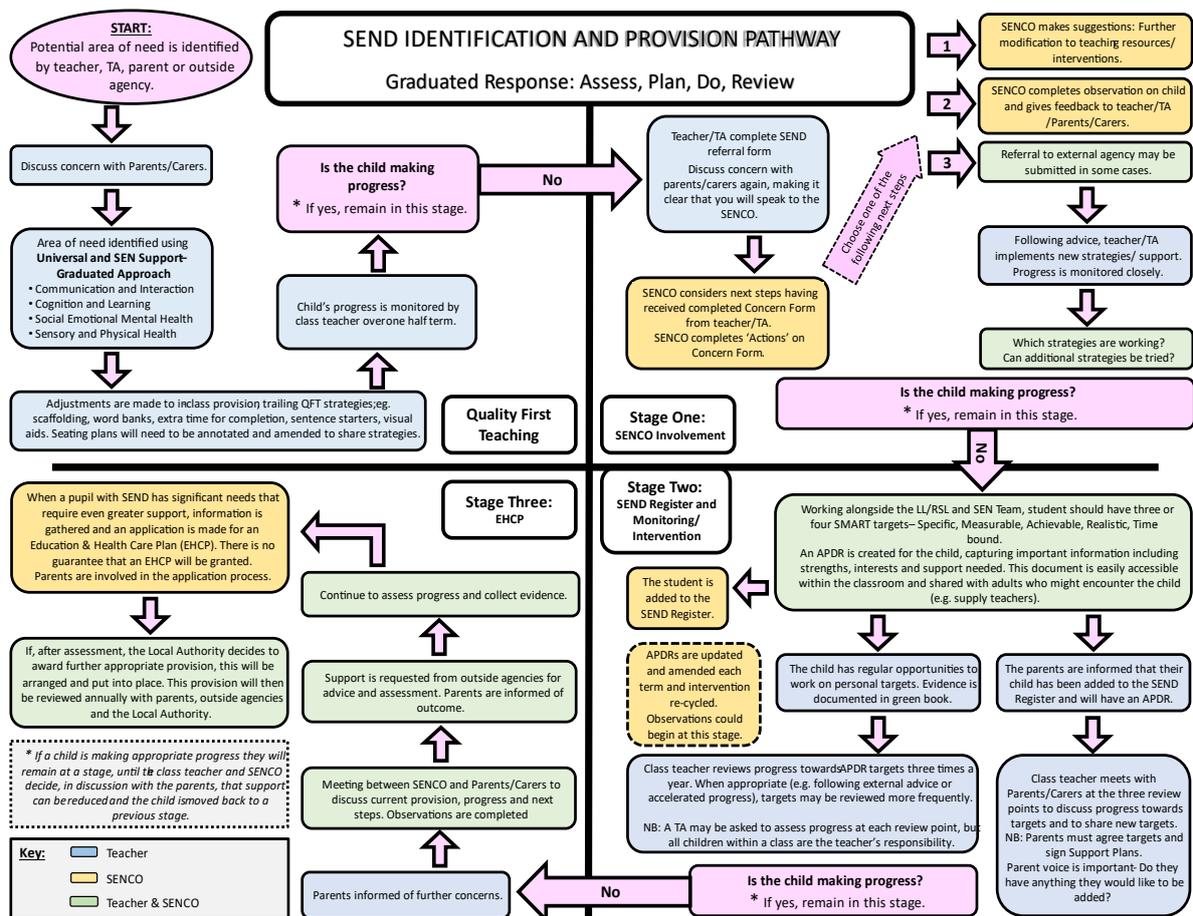


SEND information report

Abbey College

Introduction

We understand that when you, or the school have identified that your child may have a learning need, or even if you suspect that they may have; it can be a stressful time for parents, carers and the child. In 2018, 1.25 million children were identified as having a special educational need in the UK. Some reports claim that as many of 40% of children are identified as having a special educational need throughout their time in education, and as their needs change over time, approximately 15% of the student population are on schools SEN registers at any one time. As parents, carers and teachers, we are well aware of the changes within students as they grow, and our processes are designed to support everyone through these waves of need. At Abbey College we aim create an open dialogue between school, external services, parents and pupils in order 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.



1. How do I know if my child has SEND?

A pupil 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 an 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.

2. How does Abbey College know if children need extra help and what should I do if I think my child has special educational needs?

- We will liaise with your child's previous school to gather as much information as possible.
- We will listen to your concerns you raise regarding your child's learning needs. Please do let us know if you suspect an underlying need.
- We will assess your child's current skills and levels of attainment in their first term of entry, and throughout their time with us.
- We will identify pupils who are performing below their age expectation.
- We will listen and support teaching staff if a concern has been raised about a pupil.
- We will liaise with external agencies where necessary.
- We will work as a team with all those involved in support your child's learning needs.
- If your child is experiencing a period where they exhibit poor behaviour, our team will meet and if there is the possibility that there could be an underlying need which has not yet been met, that could be causing this, investigations will take place.

The first person to contact with regards to raising your concern would be through your child's form tutor. You may also choose to raise your concern with the Special Educational Needs and Disability Coordinator (SENCo) – via April Dolby ADolby@abbey.college

3. How will my child be supported in school, and who will oversee, plan and work with my child and how often?

- Your child will be regularly assessed by their class teacher through high quality teaching targeted at your child's area of weakness. Often, this targeted teacher support is all that is required. We call this Wave 1.
- The SENCo, Pastoral Leader and subject teacher will gather evidence (including the views of the pupil and parents where appropriate) and together, will put in place any extra teaching or other suitable intervention that will secure better progress. This is Wave 2. If the intervention is successful, the student will move back to wave 1 support.
- Sometimes, progress is slow, but sustained during interventions. These students will remain at wave 2. Should the progress continue to be less than expected during wave 2 interventions, the SEND team will assess whether the pupil has any underlying SEND needs. These students may be coded as K on the registers. This means that further support than wave 2 interventions is required. This could be as simple as staff having

key strategies to use, an Assess, Plan, Do, Review (APDR) process plan (where teachers and the SEND team review progress and adapt teaching strategies half termly), right through to support in our Medical/Nurture provision, New Horizons. As students grow and develop learning strategies, it may be felt that they can return to wave 2 or even 1 after a time.

- For students with further needs, they may be awarded an Educational Health Care Plan. The application process for this is lengthy and detailed. The SENCo is very happy to guide parents through this process if it is felt that an EHCP is required. This plan means that the Local Authority has an obligation to provide support to the student. This may come with some additional funding for the school to enhance support for the child

4. 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 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

5. Who will explain this to me?

- Parents will be contacted with details of any interventions or support that your child will be receiving and invited to meet the SENCo or Intervention Lead if they wish.
- Parents of students who have been given an APDR plan will be contacted by the SEND team at each review point (approx. half termly). This could take the form of a short letter if the APDR is no longer needed, or a phone call or email to explain what strategies haven't worked and what has, alongside targets for the next half term. Please note – The Jan-Feb half term is very short, so this review period may be slightly longer.
- Parents with a pupil with an Educational Health Care Plan will be invited into school annually to discuss the support and progress of your child, however, you are likely to be in regular contact with the SEND team and will also receive APDR updates approx. half termly.

Sites you may also find helpful in supporting your child:

- Special Educational Needs and Disability information, Advice and Support Service (SENDIASS): <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/> or email: pps@cambridgeshire.gov.uk or there is a confidential term time helpline on 01223 699 214.
- This is a service that offers accurate, up to date and impartial resources and information about the law on Special educational needs and disabilities.
- To access the 'Local Offer' go to: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>
- The Local Offer contains information on all of the support accessible in Cambridgeshire. This is a useful document to refer to when looking for assistance for children with complex needs, short term support and universal services available to everyone.
- A parents guide to SEND for parents produced by the Government: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

6. Who are the SEND 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:

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| <p>Jessica Davey</p> <p>Assistant Head & SENDCo</p> |  |
| <p>Magda Patrick</p> <p>Deputy SENDCo & Interventions Lead</p> |  |

April Dolby
SEN Administrator



Helen Parkins
Teaching Assistant



Lynne Hollis
Teaching Assistant



Alison Royall
Teaching Assistant



Vicky Dale
Teaching Assistant



Mark Hollis
Teaching Assistant



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| <p>Ana Sousa Learning Support Assistant</p> |  A portrait of Ana Sousa, a woman with long blonde hair and glasses, wearing a grey scarf and a dark jacket, standing in front of a light-colored brick wall. |
| <p>Joanna Gregory Learning Support Assistant</p> |  A portrait of Joanna Gregory, a woman with glasses and a grey sweater with a white lace collar, wearing an orange lanyard, standing in front of a white wall. |
| <p>Gabriela Tarancon Learning Support Assistant</p> |  A portrait of Gabriela Tarancon, a woman with dark hair, wearing a blue patterned scarf and a tan jacket, standing in front of a light-colored brick wall. |
| <p>Lynn Hunter Pastoral Bridge Co-Ordinator</p> |  A portrait of Lynn Hunter, a woman with long blonde hair, wearing a grey cardigan over a black top and an orange lanyard, standing in front of a light-colored brick wall. |
| <p>Tracey Day Academic Bridge Co-Ordinator</p> |  A portrait of Tracey Day, a woman with long brown hair and glasses, wearing a black top and a colorful patterned scarf, standing in front of a white wall. |