



SEND information for Parents

Name of person to contact	Bharti Jansari – Special Educational Needs Co-ordinator (SENCo)
Does the school have designated specialist provision (DSP,) if so what is the school DSP.	No
How does the school know if children/young people need extra help?	<p>All the children in the school receive quality first teaching. It is our normal practice to continuously monitor all the children's /young people's progress. We consider information about their speaking and listening, reading, writing, maths, emotional needs, and physical development. Through our monitoring and observations of children's progress and how they work in different situations; we are able to identify those children/young people who are finding it harder to make progress in their learning.</p> <p>The child's/young person's strengths and areas of development are also taken into consideration when devising interventions to support their learning.</p> <p>All this information is used to decide on an appropriate intervention to match the child's/young person's needs. During this process if the child/young person isn't making the progress we would expect, we would consider the possibility of them having a special educational needs difficulty.</p> <p>The SEN Code of Practice (2014) states that a child has a special educational need "if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age;</p>

<p>What should I do if I think my child/young person may have special educational needs?</p>	<p>or (b)have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or Mainstream post---16 institutions.”</p> <p>If your son or daughter meets the criteria, which is detailed in the statutory guidance, we will meet with you to discuss putting them on our Special Educational Needs Register.</p> <p>This means that their progress and needs will be monitored more closely by the class teacher and we will consider which other methods of support will match their needs.</p> <p>If you are concerned about your child’s progress you should contact their class teacher, who will be able to discuss your concerns. The teacher will consider how best to address any concerns at school. They will also advice you about what you could do at home to help. The class teacher might also speak with our SENCo, who might in turn make suggestions or approach our specialist support services if necessary.</p>
<p>How will the school staff support my child/young person?</p>	<p>The DfE gives schools guidance on a range of different types of support which would be beneficial to children/young people. These include; small groups work, visual timetables and resources, practical experiences and resources, matching the learning styles of children and children supporting children/young people under the direction of adults.</p> <p>We also use Teaching assistants (TAs) to work with children in small groups and one-to-one with individual children/young people. These focus on specific targets for the children/young people. The support can take place in or out of class depending on the needs of the children/young people.</p> <p>All staff at Abbey Primary work towards supporting and ensuring all children/young people feel safe, listened to and supported at all times.</p>

<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p>All children/young people are individuals who have matched to my child's/young individual needs and different ways of learning. We endeavour to provide and teach a curriculum which will meet the needs of all the children/young people. The curriculum is designed to motivate and encourage all children/young people to learn about and explore their world using a variety of method, for example ICT.</p>
<p>How will both you and I know how my child/young person is doing?</p>	<p>The teachers and TAs observe how the children are learning and if they are meeting their learning objectives on a daily basis. The children/young people are also formally assessed during the year. These informal and formal assessments provide information about whether the children are achieving their targets.</p> <p>Those children/young people who are identified as having special educational needs have an Individual Education Plan with differentiated specific targets. These targets will be reviewed twice yearly with the SENCo, teachers and parents/careers.</p>
<p>How will you help me to support my child's/young person's learning?</p>	<p>Parents/carers will receive day to day informal feedback as well as an opportunity to discuss their child's/young person's progress at parent's evenings.</p> <p>These meetings will also give you ideas of how you can help/support your child/young person at home. If you wish to discuss your child's progress, or you have any concerns please make an appointment to see your child's/young person's teacher or B. Jansari (SENCo)</p>
<p>What support will there be for my child's/young person's overall well-being?</p>	<p>The wellbeing of all the children/young people is of paramount importance to us; all staff are responsible for the wellbeing of all pupils and have a duty of care to protect and care for the children/young people in the school. We have a policy of 'zero tolerance' for bullying and have put into place strategies to provide opportunities for children to tell us what concerns them and also what makes them feel safe. These strategies include using pupils to support each other and offer mediation on a daily basis under the guidance of Learning mentors</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>The SENCo holds the nationally recognised SENCo and Dyslexia qualification and is a member of the Professional Association of Teachers and Assessors of Students with Specific Learning Difficulties (SpLD) and an Associate Member of the British Dyslexia Association.</p> <p>We also work with a range of LEA agencies to advise us, work with and support the children /young people at the school. Unfortunately, most of these agencies have a number of hours allocated to the school and their school link person also works in a number of schools. However, we try our hardest to use the SENCo's expertise and the outside agencies to best support the children with special educational needs.</p> <p>Whether a child/young person has support from these agencies depends on their level of need; this is considered in terms of the needs across the school. The specialist agencies do however; provide us with informal general advice to staff for those children/young people we are concerned about.</p>

	<p>The main agencies we work with are; Complex Learning, Communication and Interaction Team – they offer advice for Learning, Autism, Hearing Impairment, Vision Impairment and Behaviour. We also refer children/young people to and receive advice and support from the Early Years Support team, the Educational Psychology Service and Health Services which include Speech and language therapy, Physiotherapy Occupational Therapy and Paediatricians. If we require referral to or advice from other agencies we endeavour to obtain it for the children/young people</p>
<p>What training are the staff Staff receive training on general and specific SEND and supporting children/young people the national changes which take place. with SEND had or are having?</p>	<p>We undertake to use our staff expertise to provide training for all staff, however, some children/young people have specialist needs and adults working with them receive the required training necessary to support those children/young people. The specialist agencies also provide informal/formal training to equip the staff working with specific children/young people. All cases are looked at individually and our primary concern is to ensure meeting the individual child's/young person's needs as well as theirs and others safety.</p>

<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>All children/young people are given equal opportunities to participate in all activities. All children are offered places on school trips. However, there may be exceptional circumstances under which it is deemed not safe for a child/young person to participate in the trip. In these circumstances the school will contact all agencies involved in the care for the child/young person and a decision will be taken in the best interests of the child/young person, and the safety of the other children/young people and staff.</p>
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<p>How accessible is the school environment?</p>	<p>We make every possible effort to ensure the school building is accessible to all children/young people.</p> <p>However, the school building is old and it isn't possible for all children/young people to access the classrooms and computer suite on the mezzanine. Nevertheless, the rest of the building is accessible by use of the lift. A disabled toilet is available on the ground floor.</p>
<p>How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?</p>	<p>We work closely with the agencies involved in the care of new children/young people with special educational needs before they start at the school to ensure a smooth and happy transfer. The SENCo makes every effort to attend review meetings, meets the child and parents, liaises with the agencies; informs school staff of the child's /young person's needs and puts into place arrangements before the new child/young person starts at the school.</p> <p>We make every effort to ensure the smooth transfer of our children/young people with special educational needs to their next educational placement. The SENCo works closely with the agencies and new school staff/SENCo to advice and inform them about the child's/young person's needs.</p>
<p>How are school's resources allocated and matched to the children's/young people's special educational needs?</p>	<p>The school understands that all children/young people have individual needs and individual learning styles. We closely monitor all the children's/young people's progress and make decisions on the best type of support which is needed for the child/young person to continue their learning. It may be decided that the child requires specific one-to-one or small group support. Advice from specialist agencies is sought on the interventions and approaches which are used for children/young people with special educational needs. The interventions and</p>
	<p>approaches chosen have been shown by educational research to have a positive impact on children's/young people's learning.</p>
<p>How is the decision made about what type and how much support my child/young person will</p>	<p>All children's/young people's individual needs are considered when decisions are made about the best possible support for them. The SENCo consults with</p>

<p>receive?</p>	<p>agencies and school staff involved with the child/young person to decide which support, how much and length of time it may be required. The support is reviewed on a regular basis and modified as required.</p>
<p>How are the parents involved in the school? How can they be involved?</p>	<p>The teachers will informally feedback to parents on a day to day basis and will raise any concerns as and when they may occur. The SENCo may arrange a meeting to discuss any concerns the school staff, parents or agencies may have. Feedback will also be provided during parent's evenings, through the annual school report and through the twice yearly meeting with the SENCo if your child/young person has special educational needs.</p> <p>Parents are always welcome to join in and attend all school celebrations, special events and occasions.</p>
<p>Who can I contact for further information?</p>	<p>The school office will be able to help with any general queries about school admissions. The SENCo, B. Jansari, can be contacted for any additional information required for children/young people with special educational needs.</p>