



Abbots Farm Junior School Special **Educational Needs and Disabilities (SEND)** **Information report**

At Abbots Farm Junior School, we have adopted the motto 'Learners for Life, Farmers Forever', which incorporates our 4 key values. Our aim is to provide all children with opportunities to be *reflective, resilient* and *ambitious* in their learning as well as to maintain a *healthy body and mind* in their approach to their work. We look to promote their spiritual, moral, cultural and physical development so that in time they will be ready for the opportunities, responsibilities and experiences of adult life. All children, regardless of race, creed, culture, sex or disability will be treated equally in every aspect of school life and educated within the resources of the school.

What kinds of SEND are provided for at Abbots Farm Junior School?

Abbots Farm Junior School is a mainstream school, which operates inclusive practices for children aged 7 to 11 years old. We provide for children with the following categories of need as identified by the Code of Practice:

- Cognition and Learning
- Communication and Interaction
- Social, Mental and Emotional Health
- Physical and Sensory

Who leads on SEND at Abbots Farm Junior School?

Although all staff have responsibility for SEN under the direction of the Head teacher, Joss Andrews, the Behaviour, Welfare and Inclusion team consists of Karl Robinson (Assistant Headteacher), Lauren Tate (SENCO), Miranda Barker (from the Specialist Teaching Service) and Mrs Lisa Bell (our SEND governor).

How do we identify and assess children with SEND?

Children who need extra help can be identified in many different ways. These include:

- Liaison with previous schools, where needs have already been identified.
- Parents and Carers concerns
- Through tracking and observations by class teachers
- In-house learning assessments or observations by the SEND team

What should I do if I think my child may have special educational needs?

Talk to your child's teacher or the SEND team about your concerns. Lauren Tate is the dedicated SENCO and Miranda Barker is in school every Tuesday.

How will I know how Abbots Farm Junior School supports my child?

At Abbots Farm Junior School, we endeavour to regularly communicate with parents involved about their child's education, as we recognise how important parental contribution is. This is through:

- Termly SEND review meetings
- Annual review meetings (for children with Statements or EHCP's)
- Early help (previously Common Assessment Framework) meetings
- Parents evenings
- SEND drop-ins (every Tuesday afternoon from 2:30)
- New parents meetings.

(See SEN Policy/Guide to Parents for more details)

What are Abbots Farm Junior's arrangements for assessing and reviewing the progress of pupils with SEN?

We operate a graduated approach in school to assessing a child's needs. This begins with in-class assessments, followed by more detailed standardised assessments delivered by the SEND team in school moving to referral to outside agencies for assessment when deemed necessary.

The Senior Leadership team, Class Teacher and SENCO track, monitor and review pupils with SEND termly at Pupil Progress Meetings. Parents and Carers of children on the SEN register are invited to meet the SENCO and Class teacher to review their child's progress each term. (See SEND Policy)

What is Abbots Farm Junior's approach to teaching children with SEN?

Children with SEND have an Individual Education Plan (IEP) with personalised targets, which are reviewed and co-produced with parents / carers, pupils, teacher and the SENCO. Pupils with SEND will receive different types of support, which match their needs, so that they can achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

Universal Provision: This describes a range of support that is available to all learners. All teachers differentiate their lessons to match the needs of the children in their class. As a school, we make reasonable adjustments to the learning environment including the use of Communication in Print and provide a multi-sensory curriculum to cater for a range of learning styles. We have level 2 and 3 Learning Support Assistants in the classroom to support SEN pupil's learning. Regular observations are carried out by the SENCO to advise staff on developing greater inclusion. **Where possible, all children are educated within the classroom setting.** (See Accessibility Policy) Small group support is provided to all children to address gaps in knowledge and understanding. These interventions are monitored and reviewed regularly to ensure they are effective.

Targeted Provision: Learners who make less than expected progress with Universal Provision will receive some of these types of support, according to their needs. This provision is additional to and different from the previous element and may include: a personalised learning plan, small, structured group support, individual support to access the curriculum or changes to the physical environment. When appropriate, a Nurture provision is also in place to develop children's emotional resilience, self-esteem as well as communication and interaction skills.

Higher Needs Provision: The individualised types of support that a few learners may receive as well as Targeted Provision, if Targeted Provision alone is not sufficient to enable them to make consistent progress.

How will the school prepare and support my child when joining Abbots Farm Junior School or transferring to a new school or Secondary provision?

We offer an extensive transition programme for children moving from Key Stage 1 to Key Stage 2, with good links to our main feeder school, Abbots Farm Infant School. Strategies include:

- A buddy system: all Year 2 pupils have a buddy in Year 3 who writes to them and plays with them once a week at break-time, when they attend a short break-time at their new school.
- Teachers visit their new classes to share stories
- Pupils who have additional needs and may have an EHC plan are offered extra visits and tours around their new school, where a transition booklet can be compiled.
- Children with an EHC plan also have additional support from outside agencies during transition and we endeavour to contact and meet with parents to discuss the needs of their child prior to transition.
- All relevant documents containing advice and support on a child are transferred and professionals invited to transition meetings where appropriate.
- Transition support is also provided for vulnerable pupils as they move to a new class within the school. (See SEN Policy for more details)

What specialist services and expertise are available at or accessed by the school?

Each year, we have a planned programme of professional development to extend and enhance our knowledge of variety of different areas related to SEND.

As a school, we regularly communicate, collaborate and subscribe to outside agencies such as:

- The Educational Psychology service
- The Specialist Teaching Service (STS)
- The Integrated Disability Service (IDS)
- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse (COMPASS)

We also can access a range of voluntary organisations through an Early Help Officer when an Early Help is in operation. The SENCO also signposts parents to SENDIAS (an independent parent partnership service) and other family support groups when appropriate. (See SEN Policy)

How do you evaluate your SEND provision?

All interventions are evaluated by pupil progress on a half termly basis. Impact is also measured according to their progress made from their Key Stage 1 results, up to their current performance. At Abbots Farm Junior School, we are always striving to narrow the gap for children with SEND and have high expectations of their progress with an expectation that most pupils with SEND should make the same or better progress than their peers. If evaluation shows that children are not making progress then staff are encouraged to try different interventions matched to the children's needs even if it requires additional staff training.

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

At Abbots Farm Junior School, we feel it is important for all children to participate in activities outside of the classroom and on school trips. We follow all guidance in relation to school trips and carry out individual risk assessments when necessary to plan for and support pupils. These plans may include adult support on a one-to-one or in a small group. We also encourage pupils with SEND to participate in before and after school clubs. (See Accessibility Policy for more details)

What support will there be for my child's overall well being?

At Abbots Farm Junior we seek to ensure that all children feel safe and happy. As part of this, we provide:

- Learning Mentor
- A buddy system as new children start at our school
- Year 6 Play Leaders
- The "Taking Care project" as well as Social and Emotional Aspects of Learning units.
- The Barn – nurture provision
- Lego Therapy
- Personal Support Plans where appropriate to provide a consistent approach to supporting individuals

Where appropriate, the SEND team will also refer pupils for counselling or other therapy e.g. music therapy if they have experienced a traumatic life event or are exhibiting anxiety.

What do I do if I am unhappy about the current provision for my child?

At Abbots Farm, we have an open door policy and we are happy to discuss any concerns you have regarding provision. You can contact your child's teacher to arrange an appointment to see them and the SENCO. If there continues to be an issue, you can organise an appointment to speak to the Head teacher or SEN Governor via the school office. (See Complaints Procedure for further details)

What is the Local Authorities offer for SEND provision?

The link below will take you to Warwickshire's Local Offer:

<http://www.warwickshire.gov.uk/send>

Reviewed: L.Bell, J.Andrews, L.Tate and M.Barker

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