



## Abbey Schools SEND information Report

### Introduction

Our SEN information report outlines details for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive, if you choose Abbey Schools for your children. Abbey schools are committed to supporting all children to achieve their potential academically, socially and emotionally and aim to be as inclusive as possible.

We welcome children with a broad range of needs to our school.

Special educational needs and provision fall under four broad areas that are planned for on an individual basis. These are;

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical behavioural difficulties do not necessarily mean that a child or young person has SEN.

### Policies

**Please read our SEND and accessibility policies alongside this document. These can be found on the SEND section of our website**

Through regular and careful monitoring of pupil progress, any pupil whose progress gives cause for concern is quickly identified and any areas of weakness or difficulty are targeted. Where progress continues to be less than expected, the class teacher and SENCO would assess whether the child has SEND.

SEND is defined as 'when a pupil requires provision which is additional to or different to their peer group'. We have a range of assessments in school that can be used to help understand what may be causing the difficulties your child is having.

Parents and pupils are fully involved in this process and external advice is sought, if appropriate.

If you have concerns, your child may have additional needs your child's class teacher is your initial point of contact to discuss those concerns. Discussion will take place as to whether your child should be added to the school SEND register.

### Assessing and reviewing

As part of their day-to-day work, all teachers are constantly assessing and reviewing pupil progress and making adjustments to their teaching to ensure the learning needs of all pupils are being met. Pupils identified as having SEND have a personalised plan and progress tracker to support their learning. These are used as a tool to record targets and support strategies and a means of carefully evaluating progress and provision.

These form part of the Assess, Plan, Do, Review cycle outlined in the SEND Code of Practice (2014).

- Assess a child's special educational needs
- Plan the provision to meet the needs of individual children
- Do - put the planning in place
- Review the support through progress tracking



Pupil data is closely monitored, as are specific interventions to ensure the ongoing effectiveness of our provision.

Termly progress information is shared with parents, to give them the confidence that their views are being heard and that their child is well supported.

### **Transition**

Additional help is available to support pupils moving between phases of education and also between year groups. This is carefully planned and implemented on an individual needs basis and may include multi agency meetings, additional transition visits and planning.

Towards the end of the academic year, handover meetings are arranged for class teachers to hand over information to receiving teachers.

Transition packages usually take the form of additional visits, but their format may be different dependent upon the pupil.

We maintain excellent relationships with secondary schools within the area and are able to offer extended transition packages when required. We tailor transition packages dependent on the needs and concerns of you and your child and it will always involve a discussion with you to decide together on the best approach.

### **Admissions**

Abbey Schools operates an Equal Opportunities Policy, which means that students are not discriminated against, based on their gender, faith, race or disability. All of our admissions are managed through Darlington Borough Council, which operates a co-ordinated admission arrangement. Admissions for students with additional needs are addressed within the admissions policy.

### **Complaints**

Any concerns parents have about their child's education should, in the first instance, be addressed by the class teacher.

Parents of pupils with Special Educational Needs may also wish to contact the SENDCo for further assistance.

If parents are not satisfied with the outcome they should bring their concern or complaint to the attention of the Head Teacher. If the head teacher is unable to resolve the matter to the satisfaction of the complainant, the matter should be referred to the Governing Body.

### Looked after children

Abbey Schools has a designated teacher for Looked After Children, who is responsible for coordinating provision for children through Personal Education Plans (PEPs), liaising with parents, foster parents and professionals (including attending Looked After Child Review Meetings) and supporting children and families.

Teacher in Charge of LAC - Mrs Nicola Carbert

The SENDCo has day-to-day responsibility for the implementation of our school's SEND policy and of co-ordinating specific provision to support individual pupils with SEND. The school SENCO, can be contacted via the school office on 01325 380748 or via email at [nicola.carbert@abbeyschools.org.uk](mailto:nicola.carbert@abbeyschools.org.uk)

SENCo – Mrs Nicola Carbert

SEND Governor – Mr Fryer

### Local Offer

The Darlington Local Offer is a useful source of information and can be viewed via the link below:

<https://livingwell.darlington.gov.uk/Categories/528>