SEND Information Report

2026-2027

Date reviewed: 1st September 2026

Date ratified by the Governing Board: …….

At Abbey Schools, our vision is to provide a high quality, relevant educational community which enables children to achieve their best in a safe, creative and exciting environment. All are valued and inspired to flourish and grow as individuals, leaving us believing anything is possible.

What Kind of Special Educational Needs is Provision Made for at Our School?

At Abbey Schools, we are proud to be an inclusive school where every child is valued, supported and encouraged to achieve their full potential. We believe that all pupils should have access to a broad, ambitious and inclusive curriculum, regardless of their individual needs or starting points. Our approach is centred on identifying and removing barriers to learning, promoting participation, and ensuring that every child experiences a sense of belonging within our school community.

We recognise that children may have a wide range of strengths and needs and, where appropriate, provide additional and different provision to support pupils with Special Educational Needs and Disabilities (SEND). Our SEND Policy, available on the school website, outlines our commitment to inclusive practice and details how we support pupils with SEND.

Provision is currently available for pupils with needs across the four broad areas of SEND identified within the SEND Code of Practice:

Cognition and Learning

Support may be provided for pupils with:

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD), including dyslexia and dyspraxia
- Difficulties with memory, processing, organisation and acquiring new skills and knowledge

Communication and Interaction

Support may be provided for pupils with:

- Autism Spectrum Condition (ASC)
- Speech, language and communication needs
- Selective mutism (selective speaking difficulties)
- Social communication difficulties

Social, Emotional and Mental Health (SEMH)

Support may be provided for pupils with:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Social, emotional and behavioural needs
- Difficulties relating to emotional regulation, resilience and wellbeing

Sensory, Physical and Medical Needs

Support may be provided for pupils with:

- Hearing impairment
- Sensory processing difficulties
- Epilepsy
- Physical disabilities
- Medical conditions requiring ongoing support within school

Identification of Needs

How do staff at Abbey identify children with SEND?

Our staff are committed to continually developing their knowledge and understanding of SEND. Training forms an integral part of our professional development programme, ensuring that teachers and teaching assistants are equipped with the skills, knowledge and confidence required to meet the needs of all learners effectively. Training is responsive to the needs of pupils within the school and may be delivered through specialist services, external professionals, collaborative working and professional development opportunities. Abbey Schools work closely with other schools, specialist services and external agencies to share expertise, access training opportunities and ensure that the support provided reflects current best practice.

Further information about how we adapt our environment to support pupils with disabilities and additional needs can be found in our Accessibility Plan, which is available on the school website. This document outlines the measures we have taken, and continue to develop, to improve access to the curriculum, physical environment and information for all members of our school community.

Through high expectations, high-quality adaptive teaching and a strong culture of inclusion, we strive to ensure that every child is supported to flourish academically, socially, emotionally and spiritually.

At Abbey Schools, we recognise the importance of early identification of special educational needs and disabilities (SEND) to ensure that appropriate support can be put in place as soon as possible. We use a range of assessment, monitoring and consultation processes to build a clear picture of each child's strengths, needs and progress over time.

- On entry to the school, all pupils participate in baseline assessments. These provide staff with important information about a child's starting points and help to identify any areas where additional support may be required. Pupils continue to be assessed regularly throughout their time at school so that progress, attainment and development can be carefully monitored.
- Before children start reception, the class teacher and SENCo carries out nursery visits to build positive relationships with families and gain a deeper understanding of each child's needs and interests. For pupils transferring from another school, staff liaise closely with the previous setting to gather relevant information, including details of any identified SEND, support arrangements and involvement from external agencies such as Speech and Language Therapy, Educational Psychology or the School Nursing Service.
- We value pupil voice and recognise that children themselves can often identify when they are finding aspects of learning, communication, social interaction or emotional wellbeing difficult. Children are encouraged to share any concerns and seek support from trusted adults within school.
- Teachers regularly review pupils' attainment, progress and engagement in learning. Through ongoing assessment and pupil progress meetings, staff identify any children who may not be making expected progress or who are experiencing barriers to learning. This information is used to determine whether additional monitoring, targeted support or intervention may be required.
- The school also monitors pupils' behaviour, attendance, social development, emotional wellbeing and wider engagement in school life, recognising that SEND can present in many different ways.
- Where a class teacher has concerns about a child's progress, learning, communication, behaviour or emotional wellbeing, they will initially implement appropriate adaptations and targeted support within the classroom. If concerns remain despite this support, the teacher will consult with the SENDCo to discuss the next steps.
- If a pupil continues to experience difficulties or make limited progress, the school will work collaboratively with parents and carers to explore the most appropriate support. This may include additional assessments, targeted interventions,

specialist advice or referrals to external agencies to gain a deeper understanding of the child's needs and inform future provision.

- Parents and carers play a vital role in the identification process. If you have concerns about your child's development, learning or wellbeing, we encourage you to speak to your child's class teacher at the earliest opportunity. This may be during parent consultation meetings or through a scheduled appointment with the class teacher or SENDCo. We value parents' knowledge of their child and see partnership working as essential to ensuring the best possible outcomes.

Some of the strategies used by school to support pupils over the course of the academic year have included:

Communication and interaction

- Visual timetables
- Personal workstations
- Support throughout the day to develop understanding of safety
- Ensure pupils are seated in the best place to reduce distraction and provide additional equipment to support concentration, for example wobble cushions, ear defenders etc.
- Equipment and resources
- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.
- Support at unstructured times of the day
- Small group work focusing on personalised targets
- Use of visual supports to define areas and structure the day, for example, visual timetable or ‘Now and Next’ boards.
- Personalised or adapted curriculum and resources
- Scaffolding learning and breaking learning into small steps
- Appropriate language used to suit the needs of individuals
- Technology to support learning
- Each pupil’s special interests are incorporated to focus attention and increase motivation.
- Restorative chats
- Sensory diets
- Personalised Emotional Regulation plans
- Busy / sensory boxes / activity breaks

- Safe spaces
- Attention Autism
- Personalised speech and language interventions
- Communication Boards

Cognition and learning

- Diagnostic screening Tools
- Little Wandle Phonics - SEND
- Coloured overlays to support reading
- Personalised, adaptations to curriculum delivery and resources
- Embedded use of metacognition strategies to support children's learning and inform teachers' assessment of pupils
- Regularly monitor pupil's understanding by asking the pupil to show or explain the instructions in their own words
- Provide scaffolding and resources to support children accessing their learning task or adapting the task if necessary.
- Use of same-day catch up interventions when required and the use of specific targeted interventions,
- Provide additional processing time to respond to questions and tasks
- Provide opportunities for repetition and reinforcement
- Give information in small steps in clear, concise language
- Relate the work to the pupil's direct experience whenever possible and avoid the use of ambiguities.
- Strategies to promote / develop skills in English and Maths
- Targeted intervention programmes delivered to small groups of pupils to improve skills in a variety of areas
- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.
- Pre- teach including key vocabulary

Social, emotional and mental health

- Personalised Emotional Regulation plans where needed.
- Metacognitive targets to promote independence
- Enhancing planning for trips / visits / residentials
- Explicit teaching of social skills

- Sensory resources and diets
- Enhanced transitions
- Working with external agencies
- Personalised home / school communication plans
- Pastoral Support
- Behaviour management systems encouraged pupils to make positive decisions about behavioural choices and restore relationships.
- Risk assessments are made with action taken to increase the safety and inclusion of all pupils in all activities.
- Resources are made available for children for example fidget tools, sensory boxes, personal workstations.
- Support throughout the day to develop understanding of safety.
- Support at unstructured times of the day.
- Small group work focusing on personalised targets.
- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.
- Referrals to outside agencies such as the neurodevelopment pathway.
- Have a knowledge of the pupil and possible triggers and help to strengthen the pupil's self-confidence and help them to develop and implement coping strategies.
- Anticipate impending sensory overload in order to intervene at an early stage, or allow the pupil to remove themselves from the situation.
- Have discussions with pupil and parents/carers about how support for emotional and mental health needs is managed.
- Prepare the pupil for new or unusual experiences.
- Supported and scaffolded leadership opportunities
- Access to wider services, including signposting to support mental health and wellbeing.

Sensory and/or physical needs

- Classroom adapted to reduce visual or auditory distraction.
- Sensory circuits
- There are opportunities for alternative forms of recording e.g. use of technology
- Staff use agreed verbal and visual cues if and when necessary.
- Clear expectations of activities are established with visual cues.
- Teaching areas are kept tidy and uncluttered to support pupils' access to the environment.

- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.
- Resources are purchased and made available for children for example wobble cushion, pencil grips, theraputty, weighted blankets, chew buddies, peanut balls, movement boards
- Sensory diets
- Support with personal care if and when needed
- Access to programmes to support Occupational Therapy / Physiotherapy
- Personalised routine and timetable adaptations
- Intervention based on OT recommendations
- Access to specialist equipment for changing, mobility and curriculum access.

Support

Who in school will support my child and how will this be monitored and evaluated?

Class Teachers

At Abbey Schools, the class teacher has overall responsibility for the progress and development of every pupil in their class, including those with SEND. They are responsible for ensuring that all pupils can access a broad, ambitious and inclusive curriculum through high-quality adaptive teaching and effective classroom practice.

Class teachers will:

- Deliver high-quality, inclusive teaching that is adapted to meet the strengths, needs and starting points of all pupils.
- Regularly assess, monitor and review each child's progress, identifying any barriers to learning and implementing appropriate support where needed.
- Work closely with parents, carers, the SENDCo and other professionals to plan, deliver and evaluate provision that supports pupils to achieve their full potential.
- Develop, implement and review SEND Plans where additional support is required, ensuring that parents and carers are fully involved in the process and that outcomes are reviewed regularly.
- Ensure that all adults working with a pupil understand their individual needs, strengths, SEND profile and any reasonable adjustments required to support their inclusion, participation and progress.
- Collaborate with teaching assistants and specialist staff to ensure that support is effectively targeted and promotes independence, engagement and successful

learning.

- Implement recommendations from external agencies and specialist services where appropriate, incorporating these into classroom practice and wider provision.
- Maintain high expectations for all pupils and promote a culture of belonging, participation and achievement.
- Ensure that the school's SEND Policy and inclusive practices are consistently implemented, enabling pupils with SEND to access all aspects of school life and flourish alongside their peers.

  Through effective teaching, strong relationships and a commitment to inclusive practice, class teachers play a key role in ensuring that every child receives the support they need to succeed academically, socially and emotionally.

Mrs Carbert, as SENDCo and Assistant Headteacher, is responsible for leading and coordinating the school's approach to SEND and inclusion, ensuring that all pupils receive the support they need to achieve, participate and thrive.

Mrs Carbert's responsibilities include:

- Leading and coordinating provision for pupils with Special Educational Needs and Disabilities (SEND), ensuring that a consistent, high-quality and inclusive approach is implemented across the school.
- Overseeing the development, implementation and review of the school's SEND Policy and procedures, ensuring compliance with statutory requirements and promoting best practice.
- Working in partnership with parents and carers to ensure they are fully involved in supporting their child's education, are kept informed about provision and progress, and contribute to planning and reviewing support.
- Providing advice, guidance and specialist support to teachers and support staff to ensure that pupils with SEND receive effective, high-quality provision that enables them to achieve their full potential.
- Liaising with a range of external agencies and professionals, including Educational Psychologists, Speech and Language Therapists, Health Services and other specialist support services, to secure appropriate advice and provision for pupils.
- Completing referrals to external agencies, where appropriate, in collaboration with class teachers, parents and carers, ensuring that pupils and families can access the support they need.
- Monitoring and reviewing the effectiveness of SEND provision across the school,

including the use of interventions, targeted support and provision mapping, to ensure that resources are having a positive impact on pupil outcomes.

- Maintaining accurate and up-to-date records of pupils' needs, support arrangements, progress and outcomes, ensuring that provision is responsive to changing needs.
- Coordinating and delivering professional development opportunities for staff, enabling them to develop the knowledge, skills and confidence required to meet the needs of pupils with SEND effectively.
- Leading the strategic development of SEND and inclusion across the school, ensuring that all pupils can access a broad, ambitious and inclusive curriculum.
- Overseeing the day-to-day management of the school, including ensuring that appropriate support and provision are in place for pupils with SEND.
- Reporting regularly to the Governing Body on SEND provision, pupil outcomes and developments within the school, enabling governors to fulfil their statutory responsibilities and monitor the effectiveness of SEND provision.

Through close collaboration with staff, families, governors and external professionals, Mrs Carbert ensures that Abbey Schools maintain a strong culture of inclusion, where every child is supported to flourish academically, socially and emotionally.

Mike Fryer, as the school's SEND Governor, plays an important strategic role in supporting, challenging and monitoring the school's provision for pupils with Special Educational Needs and Disabilities (SEND). He works closely with school leaders to ensure that the school fulfils its statutory responsibilities and continues to promote an inclusive culture where all pupils can succeed.

Mr Fryer’s responsibilities include:

- Ensuring that the school has an up-to-date SEND Policy that reflects current legislation, guidance and best practice.
- Supporting the Governing Body in ensuring that effective arrangements are in place to meet the needs of pupils with SEND and that inclusion remains a key priority within the school's strategic development.
- Monitoring whether the school is providing appropriate provision, reasonable adjustments and targeted support to enable all pupils, including those with SEND, to access the curriculum and participate fully in school life.
- Ensuring that the resources allocated to SEND are used effectively and that provision is having a positive impact on pupils' progress, wellbeing and outcomes.

- Seeking assurance that the necessary support is in place for any pupil with SEND attending the school and that statutory requirements are being met.
- Making visits to the school to develop an understanding of SEND provision, meet with leaders and discuss how the needs of pupils with SEND are identified, supported and reviewed.
- Monitoring the effectiveness of the school's SEND arrangements through discussions with school leaders, review of school information and governor meetings.
- Acting as a critical friend to the school, providing both support and challenge to help ensure that pupils with SEND receive high-quality provision and are enabled to achieve their full potential.

Through regular engagement with school leaders and governors, Mr K Wilkinson helps ensure that Abbey CE Primary School continues to provide an inclusive, ambitious and supportive learning environment for all pupils.

Types of Provision in school

Universal Provision

At Abbey Schools, all pupils benefit from high-quality, inclusive teaching that is carefully planned to meet the needs of all learners. Class teachers are responsible for the progress and achievement of every child in their class and maintain high expectations for all pupils. Through skilled adaptive teaching, teachers identify and respond to individual strengths, needs and starting points, ensuring that lessons are accessible, appropriately challenging and enable every child to participate fully in learning. Universal provision may include adaptations to teaching approaches, resources, levels of support, classroom environments and methods of recording, ensuring that barriers to learning are minimised and all pupils are supported to achieve their potential.

Targeted Provision

Some pupils may require additional support to help them accelerate progress; address identified gaps in learning, develop specific skills or overcome barriers to achievement. In these cases, targeted interventions may be provided either individually or in small groups with pupils who have similar needs. These interventions are carefully planned, evidence-informed and time-limited, with clear intended outcomes. Provision follows the graduated approach of Assess, Plan, Do, Review, ensuring that support is closely matched to need and regularly evaluated for its impact. The SENCO oversees targeted provision across the

school, working closely with staff to monitor progress and ensure that support remains effective. Pupils accessing targeted provision may not necessarily be identified as having SEND or be included on the SEND Register, as interventions are often used as part of the school's early identification and support processes.

Additionally Resourced Provision

Abbey Schools has Sensory Group for children with specific difficulties.
The provision is designed to offer specialist support whilst enabling pupils to access mainstream learning and opportunities alongside their peers wherever appropriate.
The ARP provides:

- Access to specialist staff with expertise in SEND.
- Individualised programmes tailored to pupils' needs.
- Small-group and individual intervention support.
- Adapted learning environments and specialist resources.
- Opportunities for inclusion within mainstream classes and wider school life.
- Close working partnerships with families and external agencies.

Admissions to the sensory group are determined through needs based provision.
The school works closely with parents, carers and professionals to ensure that pupils accessing the group make progress academically, socially and emotionally.

Curriculum
How will the curriculum be matched to the needs of the young person?

At Abbey Schools, we are committed to providing an inclusive curriculum that enables all pupils to achieve and succeed. We believe that every child should have access to high-quality learning opportunities within a supportive and ambitious environment. Through high-quality adaptive teaching, staff carefully plan and deliver lessons that respond to the diverse strengths, needs and starting points of all learners. This includes adapting teaching approaches, questioning, resources, scaffolding, levels of support and learning environments to ensure pupils can access the curriculum and make progress. Teachers maintain high expectations for all pupils whilst providing the appropriate support and challenge needed for individuals to thrive. Where required, additional interventions and specialist support are used to complement, rather than replace, high-quality classroom teaching, ensuring that all pupils are fully included in the life and learning of the school.

- High-quality adaptive teaching is the first response to meeting additional needs. Teachers maintain high expectations for all pupils and carefully remove barriers to learning through responsive classroom practice rather than creating separate or less ambitious learning pathways. Where appropriate, trained teaching assistants provide targeted support within lessons, through small-group work, individual programmes or carefully planned interventions that complement high-quality classroom teaching.
- The school uses a range of specialist resources and equipment to support access to learning and promote independence. These may include laptops, iPads, C-Pens, writing slopes, pencil grips, sensory equipment and adapted seating. Following assessment by specialist staff, some pupils may also benefit from coloured overlays, coloured paper or other strategies to support reading and writing.
- We recognise that disability does not necessarily mean that a child has special educational needs. We are committed to ensuring that pupils with disabilities can participate fully in all aspects of school life, including the curriculum, enrichment activities, educational visits and statutory assessments. Through a culture of inclusion, belonging and high expectations, we strive to ensure that all pupils are valued, supported and able to flourish both academically and personally.

Wider curriculum engagement

At Abbey Schools, we are committed to ensuring that all pupils can participate fully in the wider life of the school. We believe that enrichment opportunities play a vital role in children's personal development, wellbeing and sense of belonging. All pupils are encouraged and supported to access the full range of opportunities available, including educational visits, residential experiences, extracurricular clubs, sporting events and leadership opportunities. Through this inclusive approach, we strive to ensure that every child can enjoy, contribute to and benefit from the rich experiences that form part of our wider curriculum offer.

Accessibility

How accessible is the school environment?

At Abbey Schools, we are committed to providing a welcoming, inclusive and accessible environment that enables all pupils to participate fully in school life.

- The school site is fully wheelchair accessible, allowing pupils, parents, carers and

visitors with mobility needs to access all areas of the school.

- Accessible toilet facilities are available in both buildings.
- The school has dedicated changing facilities and a shower room to meet the needs of pupils who require personal care support.
- We continually review and develop the accessibility of our environment and provision. An up-to-date Accessibility Plan outlines our ongoing commitment to improving access to the curriculum, physical environment and information for pupils with disabilities.
- Technology is used effectively to support access to learning and promote independence. Every classroom is equipped with an interactive whiteboard, and pupils have access to devices such as iPads and laptops where these support their individual learning needs.
- Classrooms are designed to be supportive and inclusive learning environments. Resources are clearly organised and labelled, and a range of supportive tools may be available, including word walls, visual prompts, prompt mats, reading rulers, highlighting tools and vocabulary support. Where appropriate, pupils may also access personalised resources such as number lines, hundred squares, phonics prompts, writing frames, alternative methods of recording, and opportunities for modelled and shared learning.
- We strive to ensure that learning environments are autism-friendly and responsive to individual needs. This may include the use of visual timetables, personalised schedules, task-sequencing cards, visual supports, quiet workstations, low-stimulation spaces, areas for regulation and reflection, and pictorially labelled resources. These adjustments are implemented where appropriate to support individual pupils in accessing learning successfully and independently.

Parental Involvement

How will both the school and parent know how the young person is doing and how will the school support the young person's learning?

At Abbey Schools, we believe that strong partnerships between home and school are essential in ensuring that all pupils achieve their full potential. We are committed to maintaining open, honest and regular communication with parents and carers so that they are fully involved in their child's education and development.

Parents and carers are encouraged to support learning at home through regular reading,

home learning activities and the reinforcement of key skills. Reading materials are provided regularly, and homework is carefully planned to complement learning taking place in school. Teachers work closely with families to share information about pupils' progress, attainment and wellbeing. Where additional support is required, teachers may provide personalised strategies, resources or guidance to help parents support learning at home.

Recommendations from external professionals and specialist services are also shared with families where appropriate, ensuring a consistent approach between home and school.
At the beginning of each academic year, parents are invited to meet their child's class teacher to learn about curriculum expectations, topics for learning and the teaching approaches being used within the classroom. Families are also provided with guidance on how they can support learning at home.

We offer a range of formal and informal opportunities for parents and carers to discuss their child's progress, including:

- Termly Parent Consultation Evenings, where parents can meet with teachers, discuss progress, celebrate achievements and review next steps for learning.
- Termly SEND Plan reviews for pupils receiving SEND support, ensuring that targets, provision and outcomes are discussed and evaluated collaboratively.
- Annual Review meetings for pupils with an Education, Health and Care Plan (EHCP), involving parents, school staff and relevant professionals.
- Ongoing communication through meetings, telephone calls, emails and other agreed methods of contact as required.

Parents and carers are valued members of our school community and are regularly invited to participate in school life through assemblies, performances, themed learning events, fundraising activities, church services and other celebrations of learning.

Where appropriate, home-school communication systems, such as reading records and communication diaries, are used to strengthen the partnership between home and school and ensure that important information can be shared effectively.

By working together with families, we aim to create a consistent, supportive and inclusive approach that enables every child to thrive academically, socially and emotionally.

Well Being

What support will there be for the young person's well-being?

At Abbey, we place a strong emphasis on promoting the emotional wellbeing, mental health and personal development of all pupils. We recognise that some children may experience emotional, social or behavioural difficulties at different points in their school journey and are committed to providing a wide range of pastoral support to help them feel safe, happy and ready to learn.

Members of staff, including class teachers, teaching assistants and the SENDCo, are readily available to provide support and guidance to pupils who wish to discuss any worries, concerns or challenges they may be experiencing.

For pupils who find lunchtimes challenging, we offer a range of structured lunchtime activities led by teaching assistants and sports coaches each day. These activities provide opportunities for positive social interaction, engagement and support within a supervised environment.

We also have our year 6 buddies- a group of pupils who help promote friendship, inclusion and positive social interactions during playtimes, supporting children in developing relationships and confidence within the school community.

Pupil voice is an important part of school life at Abbey. Through our **School Council**, pupils are encouraged to share their views, contribute ideas and work alongside staff to help continually improve the school for everyone.

Positive behaviour is promoted through clear behaviour systems, including rewards and sanctions, which support pupils in developing responsibility, self-regulation and positive relationships.

Abbey Schools work closely with a range of external services to support pupils' wellbeing and development, including the Health Service, School Nursing Service and CAMHS (Child and Adolescent Mental Health Services).

For pupils with medical needs, detailed Medical Care Plans are prepared by senior leaders in consultation with parents and carers. These plans are shared with all relevant staff and

are reviewed and updated annually, or sooner if required, to ensure that pupils receive appropriate support throughout the school day.

Where necessary, and with parental agreement, prescribed medicines can be administered by trained staff in school following the completion of the school's medication consent procedures.

The school also works closely with Social Services and other care providers to safeguard and promote the welfare of all pupils and families who may require additional support.

Parents and carers are encouraged to contact the school if they have any concerns regarding their child's wellbeing. In the first instance, they should speak to their child's class teacher. If further support is required, parents can arrange to meet with the Deputy Headteacher or Headteacher/SENDCo to discuss how the school can help.

Specialist Services

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

- Abbey Schools has a wealth of expertise from its staff.
- Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a child makes the best progress.
- Speech and Language Therapy (SALT) input which provide children with weekly or termly therapy, assessments or reviews.
- Educational Psychologist (EP) –assesses your child’s needs and gives advice to parents/carers and staff.
- School Nurse
- Health Services
- Autistic Spectrum Disorder Services - including Small Steps Team
- Visual and Hearing Impaired Service.
- CAHMS (Child & Adolescent Mental Health Service)
- Occupational Therapy. (OT)
- Physiotherapy.
- Melrose Learning Trust Mental Health and Well being Lead Miss. S. Jones
- Attendance and Welfare service.
- Social Services, including Child Protection Service.

Staff Training

What training are the staff supporting children and young people with SEND had or are having?

At Abbey Schools, we are committed to ensuring that all staff have the knowledge, skills and confidence to meet the needs of all learners, including those with Special Educational Needs and Disabilities (SEND). Professional development is a key priority and forms an important part of our ongoing school improvement work.

- The school's development plan includes a comprehensive programme of professional development designed to continually improve teaching, learning and inclusion for all pupils, including those with SEND. Training may focus on whole-school priorities or specific areas of need identified within the school, such as Autism Spectrum Condition (ASC), dyslexia, dyscalculia, speech and language needs, social, emotional and mental health (SEMH) needs, or sensory processing difficulties.
- Whole-school SEND training is delivered regularly to ensure that staff develop a shared understanding of effective inclusive practice. This enables knowledge, strategies and expertise to be shared across the school and promotes consistency in the support provided to pupils with SEND.
- Teachers, teaching assistants and support staff access specialist training from external agencies and professionals to develop expertise in meeting the needs of individual pupils and groups of learners. This may include training related to speech and language development, autism, dyslexia, dyscalculia, emotional wellbeing, behaviour support and personalised learning approaches.
- Staff receive specialist health and medical training where required to ensure that they can safely support pupils with medical needs and implement individual healthcare plans effectively.
- The school maintains high standards of medical and first aid training. Relevant staff are trained in the administration of medication and emergency procedures for specific medical conditions, including the use of EpiPens and the management of conditions such as severe allergies, diabetes and epilepsy. Staff also receive regular first aid and paediatric first aid training to ensure the safety and wellbeing of all pupils.

Through ongoing professional development and a commitment to inclusive practice, we strive to ensure that all staff are equipped to meet the diverse needs of our pupils and provide a high-quality, supportive learning environment where every child can flourish.

Activities Outside the School

How will the young person be included in activities outside of the classroom including school trips?

At Abbey Schools, we are committed to ensuring that all pupils can participate fully in the wider life of the school, regardless of their individual needs or disabilities. We believe that educational visits, residential experiences and extracurricular activities make an important contribution to children's personal development, wellbeing and sense of belonging.

- All school trips, educational visits and enrichment activities are planned to be as inclusive and accessible as possible, enabling all pupils to participate alongside their peers.
- Breakfast clubs, after-school clubs and other extracurricular opportunities are available to all pupils where appropriate, with reasonable adjustments made where necessary to support participation.
- Individual risk assessments are undertaken where appropriate, and suitable arrangements are put in place to ensure that pupils can access activities safely and successfully.
- Where a risk assessment identifies that a pupil requires a particularly high level of support, parents or carers may be invited to accompany their child on an activity, alongside usual school staffing, to ensure that the trip is both safe and enjoyable.
- The school offers a wide range of after-school clubs and enrichment opportunities designed to cater for a diverse range of interests, talents and abilities, ensuring that every child has the opportunity to participate and develop new skills.
- A member of the Senior Leadership Team, acting as the Educational Visits Coordinator (EVC), oversees all educational visits to ensure that appropriate planning, risk management and reasonable adjustments are in place, and that the needs of individual pupils are carefully considered.

Through careful planning and an inclusive approach, we strive to ensure that all pupils can access the full range of opportunities available at Abbey Schools and benefit from the rich experiences that support their learning, development and wellbeing.

Transition Arrangements

At Abbey Schools, we recognise that periods of transition can be both exciting and

challenging for children and their families. We are committed to ensuring that all transitions are carefully planned, supportive and tailored to individual needs, enabling pupils to feel confident, secure and ready for the next stage of their learning journey. In addition to the arrangements outlined below, staff work closely with families, partner schools and external agencies to develop personalised transition programmes where required, particularly for pupils with SEND or additional needs.

Starting Early Years

We place great importance on helping children settle successfully into our Early Years setting and offer a range of opportunities to support a smooth transition into school.

- A planned programme of nursery visits is undertaken before children begin reception, enabling staff to get to know each child and family in a familiar environment.
- Parents and carers are invited to attend information meetings prior to their child's start date, providing an opportunity to learn about school routines, expectations and provision, as well as discuss any questions or concerns.
- Families are encouraged to visit the school and Early Years setting before their child starts to help them become familiar with the environment and staff.

Transition from Reception to Year 1

We recognise that the move from the Early Years Foundation Stage into Key Stage 1 is an important milestone and carefully plan opportunities to support this transition.

- During the Summer Term, staff work closely together to ensure continuity of learning and provision.
- Reception pupils take part in regular visits to the Year 1 classroom and learning environment, helping them become familiar with new routines and expectations.
- At the end of the academic year, all children take part in a dedicated transition week, spending time with their new teacher and classmates in their future classroom.
- Parents and carers are welcome to meet with their child's new class teacher to discuss any questions or individual needs.
- Welcome meetings are held in the Autumn Term to provide information about the curriculum, expectations and ways to support learning at home.

Transitions from Years 2 to 5

To ensure continuity and consistency as pupils move through the school, we provide structured transition opportunities at the end of each academic year.

- Pupils participate in transition activities and spend time in their new classroom during a dedicated transition week.
- Teachers share detailed information about pupils' academic progress, pastoral needs and individual support arrangements to ensure a seamless handover.
- Parents and carers have opportunities to meet their child's new class teacher and discuss any concerns or additional support requirements.
- Welcome meetings are held in the Autumn Term to help families understand curriculum expectations and key information for the year ahead.

Transition to Secondary School

We work closely with local secondary schools to ensure that pupils are well prepared for the next stage of their education and that receiving schools have a thorough understanding of each child's needs.

- The Year 6 teacher provides additional support for pupils who may feel anxious about moving to secondary school.
- Some pupils access enhanced transition arrangements, including additional visits and transition days, where these would be beneficial.
- The Year 6 teacher and SENDCo meet with receiving secondary schools to share detailed information about pupils with SEND and any support that may be required.
- Pupils attend transition days or transition weeks organised by their receiving secondary school.
- The SENDCo attends transition meetings with secondary schools to ensure effective information sharing and continuity of support.
- Parents and carers are encouraged to discuss any concerns regarding transition with their child's class teacher, SENDCo or senior leaders.
- The school completes the Local Authority Transition Tool Audit and works with secondary schools to identify pupils who may require an extended or personalised transition programme.

Through careful planning, strong partnerships and a personalised approach, we aim to ensure that every child experiences a positive and successful transition at each stage of

their education.

SEND Resources

How are the school's resources allocated and matched to the young person's special educational needs?

At Abbey Schools, resources are allocated carefully to ensure that pupils receive the support they need to make progress, achieve well and access the curriculum successfully. Decisions about the deployment of staffing, interventions, specialist resources and external support are based on a thorough assessment of individual need and are regularly reviewed to ensure they remain effective.

The school's SEND budget is allocated annually and is used to provide additional provision, resources and support for pupils with identified needs. The level and type of support provided are determined through ongoing assessment, discussion and review, ensuring that provision is tailored to the specific needs of each child.

Additional support may be identified through regular pupil progress meetings, where class teachers and senior leaders review the progress, attainment and wellbeing of all pupils. Provision may also be introduced at any point during the academic year if concerns are raised by staff, parents, carers or external professionals.

Where appropriate, assessments and recommendations from outside agencies, such as Educational Psychologists, Speech and Language Therapists and other specialist services, help to inform decisions about the support, interventions, equipment and resources a pupil may require. Funding may also be used to commission specialist services and expertise to meet individual needs more effectively.

All interventions and additional support programmes are monitored closely by the Senior Leadership Team (SLT) to evaluate their impact on pupil outcomes and ensure that resources are being used effectively.

Abbey Schools hold termly progress meetings during which staff review the progress of cohorts, groups and individual pupils. This enables leaders to identify emerging needs, evaluate the effectiveness of current provision and make informed decisions about future support.

Governors are kept informed about SEND funding and resourcing decisions and play an important role in monitoring the effectiveness of provision. They regularly review information relating to the achievement and progress of different groups of pupils to ensure that resources are being used appropriately and that pupils' needs are being met effectively.

Through this strategic and responsive approach, we aim to ensure that resources are targeted where they will have the greatest impact, enabling all pupils to thrive academically, socially and emotionally.

How is the decision made about what type and how much support a child will receive?

At Abbey, decisions regarding the type and level of support a pupil receives are based on a thorough understanding of their individual strengths, needs and barriers to learning. Provision is determined in accordance with the SEND Code of Practice: 0-25 years (2015) and Local Authority guidance, ensuring that support is tailored to meet each child's specific needs and circumstances.

All pupils are assessed on an individual basis, and support is planned using a graduated approach. Where additional needs are identified, personalised support plans and targeted interventions may be implemented to address specific areas of need and promote progress.

Advice and assessments from external professionals, such as Educational Psychologists, Speech and Language Therapists, Health Services and other specialist support agencies, are used where appropriate to inform provision and ensure that the most effective strategies, resources and support are in place.

The impact of support is regularly reviewed through ongoing assessment and discussion between teachers, support staff, parents and the SENDCo. Review meetings are held as appropriate to evaluate progress, identify any emerging needs and make adjustments to provision where necessary.

In addition, pupil progress meetings are held regularly between class teachers and the Senior Leadership Team (SLT). These meetings provide an opportunity to closely monitor attainment, progress and wellbeing, identify pupils who may require additional support, and ensure that provision is appropriate, effective and responsive to changing needs.

Through this collaborative and evidence-informed approach, we aim to ensure that every pupil receives the right support, at the right time, to enable them to achieve their full potential.

Further Information

Who do you contact for further information?

- Firstly, you should contact your child's class teacher.
- Special Educational Needs and Disabilities Coordinator – Mrs. N. Carbert
- Our school website also has a good source of information, guidance, and links to other websites.