



## SEND Information Report (Reg 51)

Abbeyfield Primary Academy is a mainstream school where we are committed to providing access to the curriculum and a full school life for all our children. We believe that children are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives and to make a successful transition into adulthood whether in employment or further education.

## **From the parent or carer's point of view:**

1. [How does the school know if children need extra help, and what do I do if I think my child may have special needs?](#)

### **How do you identify children with special needs?**

- We liaise with any previous school or early years setting, sharing information and paperwork
- We are notified of special educational needs/disabilities from outside agencies, e.g. Health visitor, Early Years Specialists, Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS) or the Educational Psychologist
- There are termly pupil progress meetings which are held with your child's class teacher and a member of the Senior Leadership team – where appropriate the Special Needs Co-ordinator (SENCO) will also attend.
- Concerns raised via our online monitoring system CPOMs or at informal teacher meetings, are followed up and investigated
- We regularly scrutinise assessment data gathered across the school via the school's progress tracker system

### **How will I be able to raise any concerns I may have?**

- Your first port of call is always your child's class teacher
- We have an open door policy at our school. You are always welcome to come and discuss concerns before or after school. If you need a longer session, it's usually best to make an appointment
- We hold termly Personal Mentoring meetings, where you are invited into school to discuss your child's progress with their class teacher. Alongside this you can always make an appointment with the school's SENCO by letter or telephone.

### **If the school is a specialist setting what kinds of SEND do you cater for?**

- Whilst our school is not a specialist setting, we have a team of staff and support staff with skills and experience in dealing with a wide range of needs, such as dyslexia, speech and language, autistic spectrum disorders and sensory/physical disabilities

## 2. How will the school staff support my child?

### **Who will oversee and plan the programme and who will be working with my child and how often?**

- Your child's programme will be overseen by the SENCO and is planned in conjunction with the class teacher.
- A range of people work with individual children in our school. Usually, it will be a trained Learning Support Assistant who is working on a one to one or group basis with your child
- The frequency of additional tuition and support will depend upon your child's individual needs
- On occasions, it may be a member of an outside agency team; e.g. a teacher of the deaf to support learning in class, or a speech and language specialist to develop language skills

### **What will be their roles?**

- To work with your child in achieving the individual targets set out, termly, in their Personal Mentoring Form.
- To keep records of the work covered, progress made and any areas of weakness
- To carry out assessments and reviews
- To liaise with parents, staff members and the SENCO regarding progress and areas for future focus

### **Who will explain this to me?**

- The SENCO in partnership with your child's class teacher and (where necessary) a member of an outside agency team.

### **How are the school's governors involved and what are their responsibilities?**

- There is a governor with responsibility for Special Educational Needs (Mr Joel Hardwick)
- Child protection issues are the responsibility of the Fatima Abdi.
- The progress of pupils is scrutinised by the governors', who meet termly and track the progress of all pupils with special needs and other vulnerable children.

## **How does the school know how effective its arrangements are for pupils with special educational needs?**

- The Senior Leadership Team (SLT) monitors the provision for pupils with SEN. The SENCO is a member of the SLT and reports back to the team on matters regarding SEN.
- Any evaluations, notes or test results are stored in your child's individual file which is kept in a secure filing cabinet.
- Personal Mentoring reviews are carried out termly when progress against specific individual targets is scrutinised and acted upon. Lack of progress towards meeting these targets would indicate that arrangements are ineffective, and alternative strategies are discussed and implemented.
- The progress of your child towards their target levels is tracked termly using the school's Progress Tracker data collection sheets held on SIMs.
- In addition, we monitor and report back on your child's attitude to tasks and school life in general, their self-esteem and general well-being which are also recorded on the Personal Mentoring form and the Every Child Matters form. If any member of staff has concerns around any of these issues then they are further recorded on CPOMs.

### **3. How will the curriculum be matched to my child's needs?**

#### **What are the school's approaches to differentiation?**

- Our school takes account of each individual's strengths and weaknesses when planning for the curriculum. All plans have provision for different activities and possible outcomes dependent upon the child's abilities and needs. Our staff are aware that not all children learn in the same ways, and take account of multiple intelligences (visual, interpersonal, musical/auditory etc.) when planning activities.
- Where appropriate your child can expect to have visual, aural or sensory prompts, as well as an appropriate level of adult or peer support.
- We make adjustments and arrangements for physical, emotional and educational difficulties/ barriers, and we strive to overcome these

#### **How will that help?**

- Your child will feel valued and supported whilst they learn the important steps to increased independence

- Your child will be included in as much of school life as possible, both in and out of the classroom
- Your child will meet their targets - emotionally socially and educationally

4. [How will both you and I know how my child is doing and how will you help me to support my child's learning?](#)

**In addition to the normal reporting arrangements what opportunities will there be to discuss his or her progress with the staff?**

- Before or after school, with your child's class teacher or the SENCO after school (it's usually best to make an appointment.) The SENCO is available Tuesday by arrangement during the school day, and other members of the pastoral support team are available daily

**How does the school know how well my child is doing?**

- Formal and informal observations, on a daily basis, by all staff involved
- By standard assessment testing and close scrutiny of progress tracker data
- By regular maths, spelling and reading tests
- By regularly reviewing your child's targets and acting upon the information in these reviews
- By teaching staff and assistants' comments and informal observations and logging documents. By observing your child's attitude and approaches to learning and school life in general
- By yearly Annual Reviews in addition to the three Personal Mentoring meetings for children with Education Health and Care Plans (formally Statements)
- By termly reviews of Personal Education Plans (PEPS) for Looked After children.

**How will I know what progress my child should be making?**

- Every opportunity is offered to parents to come in and discuss their child's individual programme and targets. At these meetings clear targets are agreed and set out and the progress they can be realistically expected to make is discussed.

## **What opportunities will there be for regular contact about things that have happened at school?**

- You can expect to be contacted by phone or letter, and are always welcome to come in on a daily weekly or termly basis, as appropriate, to discuss what has happened over that period in school

## **How will you explain to me how his or her learning is planned and how I can help and support this outside the school?**

- By regular Personal Mentoring meetings to discuss your child's individual plan.
- By individual sessions to demonstrate apparatus and equipment and at whole school/parent workshops
- By providing follow up activities and equipment for use at home, e.g. loaning sets of maths equipment, books, reading page filters and sets of spellings currently being tackled
- By establishing links to any home tutors your child might be working with

## **How and when will I be involved in planning my child's education?**

- We believe that the person who knows your child best is you, and the starting point of any effective provision must be a good understanding of your child based upon the information and insights you provide
- We encourage your active participation in planning and making the best provision for your child and depend upon your expressing any concerns, feedback and feelings regarding their provision and progress
- At all liaison meetings mentioned under previous questions/answers above
- By attending joint training sessions (see below)

## **Do you offer any parent training or learning events?**

- There are a number of courses run for parents throughout the year which are facilitated by the Family Learning Group.
- On occasions, we have sent staff and parents on local courses, for example courses on autistic spectrum disorders run by the NHS.
- There is also opportunity to take part in Rhyme Time with class teachers in Foundation Stage where the children learn new rhymes which they can then practise at home with their parents.

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

- We have 2 trained first aiders spread across both sites and a trained officer who works full time in our offices (Mrs. S Behzad) who has responsibility for children's Individual Care Plans. She liaises closely with parents and health professionals, and is always available during the school day to meet with you and discuss any concerns you may have regarding your child's health.
- The management and administration of your child's medicine will be by Mrs S Behzad.
- There is a fully accessible disabled toilet in both buildings
- We have a team of staff responsible for the pastoral care of children who may be experiencing any problems socially or emotionally. These might include issues of bereavement, domestic abuse, child mental health, friendship or difficulties caused by family break up. They liaise with parents personally, by phone or e mail, on a daily basis if necessary, as well as keeping staff informed of any issues affecting a child. In the same way, the pastoral team have good lines of communication with other staff, who can always voice any concerns or worries about a child's well-being in confidence
- We have a rigorous system of carrying out and updating risk assessments for any activities involving dangers, both on and off site
- The school has a system of designated staff who may be named as the person to support a child who might be at risk of underachieving due to social or emotional issues. Individuals are assigned this support on a needs basis, and the named person will be a constant throughout their school life. The designated staff role is to keep a constant eye on their children, especially at less structured times, such as playtimes or lunch breaks. They log any observations and report back to the SENCO, and/or class teachers on a regular basis

## **Social Support**

- The school employs a Learning Mentor and Attendance Officer full time. This role includes liaison with parents/carers and provides the children with tailored support with any problems they might have; either as a one off session or an ongoing, regular basis. The Attendance Officer and Learning Mentor also have responsibility for monitoring attendance of pupils and will make home visits if a child is persistently absent.

- The Learning Mentor and Attendance Officer are able to assess and refer families and children to MAST for further support if parents request this.
- The school employs a TA translator full time. Their role is to help promote parental engagement with the school through providing support for parents, staff and agencies through being able to translate important messages between both parties.
- The school has a range of strategies for providing social support including 'buddy' systems, Circle Time and lunchtime clubs where your child will meet and get to know children from other classes and year groups
- Staff will liaise with you either in person or by phone regarding any incidents or social difficulties being experienced by your child

### **What support is there for behaviour, avoiding exclusions and increased attendance?**

- Children are encouraged to join structured play groupings in the playground under the supervision of an adult.
- Where appropriate children have the opportunity to spend time in our sensory room or to attend sessions held in our nurture provision – The Den.
- Individual workstations are sometimes set up in classrooms, for example to cut out distractions and possibilities for poor behaviour.
- There are then sometimes staged exclusions from the classroom with work and activities carried on outside the room, at the same time building firm strategies for the child's return.
- Home school liaison – Choices charts and incentive programmes are created to earn small rewards. These charts are shared with home to reinforce their messages.
- In cases of attendance problems, your child will be supported throughout by home visits and close liaison between the Attendance Officer/pastoral support team and outside agencies involved, for example the LA Inclusion Officer or a member from the Multi-Agency Support Team (MAST). The pastoral support team report to the class teacher and sometimes work is sent home. We work closely with any home tutors and co-operate in reintroduction to school programmes.

### **How will my child be able to contribute their own views? How will the school support my child to do this?**

- The child is always present at their Personal Mentoring meeting so that they have the opportunity to comment and contribute to drawing up their targets.

Involvement of the child in their review is also helpful to see how they have progressed. Where appropriate there is a translator made available and all the forms are translated into a child's first language.

- Targets are written in accessible 'child speak', and are very much working documents. The child's views are valued and reflected in new targets set.
- At annual reviews of EHCP children, the children write or are helped to write their comments on their feelings, strengths and areas for development.
- By giving your child the opportunity to talk, either to their support assistant or their Learning Mentor on a one to one basis, they will be more likely to express their views and feelings, rather than in the busy classroom.
- By way of individual sessions with a member of the pastoral support team, children are encouraged to feel secure and confident to speak up about their thoughts and feelings.
- In the wider school family, each class is represented by a member of their group at the School Council, where concerns and issues brought from their classmates can be aired.
- Pupil surveys will be carried out in order to ask the children's opinions on various matters which will then be used to inform decisions made for the school.

#### 5. What specialist services are available at or accessed by the school?

##### **Are there specialist staff working at the school and what are their qualifications?**

- Sensory support teachers come in from the county team to work with children needing specific teaching such as the use of hearing aids.
- The local authority/NHS Physiotherapy and Occupational Therapists work with and direct programmes for children with physical and sensory needs.
- The speech and language service (NHS) provides expertise in assessing, drawing up programmes and monitoring, plus the training needs of the staff.
- The local authority Educational Psychology Service provides expertise in assessing needs and devising/advising on programmes.
- The Child and Adolescent Mental Health service (CAMHS) doctors and team workers provide expertise in emotional, family and social issue cases.
- Social Services are called upon in child protection issues and involved in cases affecting the child due to family issues.
- The school's allocated Inclusion Officer (MAST).
- Home tutors/Private tutors.

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

- The SENCO at Abbeyfield Primary Academy is a trained teacher, has been in the post for three years. The SENCO will attend courses and relevant training.
- The classroom assistants are all trained to work with children with a range of different needs, and some have qualifications such as NVQ 3, or equivalent, in supporting teaching and learning.
- We have also have a mixture of Higher Level Teaching Assistants (HLTA) and Curriculum Specialists. They have attended or are currently undertaking a range of training courses including: speech and language training, autism awareness, English as an additional language, maths and assessing maths, cued articulation and Makaton.

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

### **Will he or she be able to access all the activities of the school and how will you assist him or her to do so?**

- All pupils in our school are entitled to full inclusion. Children with SEN or disabilities are catered for by making adjustments to arrangements, for example:
  - i. Providing a high level of 1:1 or 1:2 care / staffing.
  - ii. Attachment of 'named person.'
  - iii. Driving individuals to venues.
  - iv. Providing alternative sports on sports day or for lunch time clubs.
  - v. Including selected parents on trips and outings
  - vi. Including parents in the planning for these trips.

## 7. How accessible is the school environment?

### **Is the building fully wheelchair accessible?**

- KS1 is wheelchair accessible apart from FS2 classrooms. However, mobility around school is restricted due to staircases, split levels etc. KS2 is wheelchair accessible on the ground floor. There are upstairs classrooms and your child, should they use a wheelchair, would have their class sensitively re-located on the ground floor.

### **Have there been improvements in the auditory and physical environment?**

- Adjustments to accommodate children with hearing or sight loss have been made over the years; for example yellow edges to steps, carpets in classrooms, splitter screens and the use of sensory resources etc.

### **Are there disabled changing and toilet facilities?**

- There is disabled toilet located in a private and quiet part of the school

### **How does the school communicate with parent/carers whose first language is not English?**

- The use of interpreters and friends to communicate written information.
- Any formal letters are translated with the help of Google translate.
- Opportunities for parents to come in for information to be conveyed/explained orally
- Liaison with the local authority support services
- Use of visuals such as Communicate in Print.

### **How will equipment and resources to support children with special needs be secured?**

- From the school's SEN budget.
- From the funding available for pupils entitled to Pupil Premium.
- Specialist local authority provision/loans e.g. braille machines, physiotherapy splints and equipment.
- Collaboration with specialist SEN schools.

### **8. How will the school prepare and support any young person to join the school, transfer to a new school/setting or the next stage of education?**

### **What preparation will there be for both the school and my child before he/she joins the school?**

- Liaison meetings with the feeder/ infant schools, including parents and all relevant staff and outside professionals.
- Any recommendations made at these meetings taken up e.g. for familiar support staff to accompany children and re-employment of specialist teachers.
- Information shared as to expectations and preparations that parents can reasonably make during the weeks leading up to transfer e.g. Social Story

books prepared with photographs of the new setting/teacher/cloakroom etc. for discussion at home.

- The SENCO liaises with any professionals outside and collects information and paperwork to disseminate to the relevant staff.

### **How will he or she be prepared to move onto the next stage?**

- Meetings between the SENCO and parents regarding recommendations, based on our current/past experiences of particular secondary places.
- Liaison SENCO to SENCO, between class teachers and other staff regarding individual children's needs with meetings, as appropriate, in the term preceding transfer.
- Extra visits to the Key Stage Two site or secondary school, both in and out of the school day.
- Group visit with our vulnerable pupils to our secondary school during school time, where the children orientate themselves with maps and have the chance to chat and ask questions.
- Transition group, which starts after the summer half term, covering such issues as timetabling, detentions, homework, uniform, lunchtime routines etc.
- Meetings by classroom staff to classroom staff in which any SEN or other issues are shared and highlighted.

### **How are the school's resources allocated and matched to children's special educational needs?**

#### **How is the school's SEN budget allocated?**

- There is a high allocation of funding in our school towards the employment of trained Learning Support Assistants. In this way, your child can always expect to be supported in all classes.
- The SENCO is employed full time.
- There is ample resourcing for general SEN materials and able children resources.
- There is annual resourcing for the provision of supply teachers cover to allow for termly Personal Mentoring meetings between the class teacher and the child.
- We have a flexible approach to the allocation of special needs funding, based very much upon individual need in any one year. For example, your child may

need specialist one to one interventions, for which we might employ a specialist teacher, or they may need daily one to one sessions for dyslexia training, and a member of our team may be deployed to carry this out.

- The funding for SEN training is allocated according to need and the professional development of staff, for example for assistants to learn Braille or signing.
- The Pupil premium funding allowances can be viewed on the separate report on our school website.

#### 9. How is the decision made as to the type and how much support my child will receive?

##### **Describe the decision making process. Who else will be involved, will I be involved?**

Following meetings with parents and professionals and taking account of any further assessments, the type, frequency and duration of the support is decided by the SENCO and class teacher, and is monitored by the senior leadership team. On some occasions, there may be a set number of hours of provision stipulated by our local authority advisers, but generally the decision rests upon a sensible, basic question: 'What extra provision will best allow this child to fulfil his/her potential and fully meet his/her needs?'

- We always welcome the input of parents and, where reasonably possible, will implement and accommodate your wishes. Parents are involved by attending meetings, both formal and informal, and via all the channels of communication detailed in the earlier questions.
- Where provision is agreed to be needed, yet the resources within school are limited, the SENCO will appeal to our Head Teachers and Business manager for additional funding allocation or appeal to outside agencies as appropriate.

##### **How does the school judge whether support has had an impact?**

- This is achieved through the setting of reasonable, achievable and meaningful targets and their regular evaluation in order to set the next steps to success/learning goals, either for behaviour, social skills, physical development or academic skills.
- By close monitoring of assessment data.
- By regular liaison between parents, teaching staff, the Head Teacher, SENCO and the Pastoral Support Team
- By the obvious improved self-esteem/sense of well-being of individual children

## 10. How are parents involved in the school? How can I be involved?

- There is a daily breakfast club where you are encouraged to bring your children and share breakfast.
- We are always actively seeking parents to be on our governing body
- There are a number of events in the year where you are encouraged to come into school and take part in activities both in and out of the classroom, for example: parenting workshop sessions and rhyme time in FS1 and FS2.
- You are always welcome to help out on school trips and walks, for example to the places of interest in our area.
- Volunteer as a reading assistant to hear children read and discuss their choices and texts.
- Get involved in helping with costumes, props or refreshments at our school productions.

## 11. Who can I contact for further information?

### **Who would be my first point of contact if I want to discuss something about my child?**

- Depending on the nature of your enquiry, your child's class teacher and teaching assistant would be the first point of contact (before school or by appointment after school).
- Alternatively, you are always welcome to contact the Principal (daily) or SENCO (daily).
- The school office is manned from 8.00 am to 4:30pm every day and there is always somebody who can take a message.

### **Who else has a role in my child's education?**

Depending upon your child's needs these might be:

- A learning support assistant or Learning Mentor.
- A member of an outside agency team e.g. a teacher of the blind, physiotherapist, educational psychologist or speech therapist

### **Who can I talk to if I'm worried?**

- The Principal
- The SENCO.
- A member of SLT
- Your child's class teacher or teaching assistant.
- The learning mentor.

## **Who should I talk to if I'm considering whether my child should join the setting?**

- Either the Principal or SENCO based on site, the Attendance/Admissions Officer (Mrs. M Newman) or any member of the team in the school office.

## **Who is the SEN coordinator and how can I contact them?**

- The SEN coordinator for Abbeyfield Primary Academy is Sabrina Girard and she can be contacted by e-mail at: [enquiries@firshill.sheffield.sch.uk](mailto:enquiries@firshill.sheffield.sch.uk) Mark emails with FAO: The SENCO.

or by phone: 0114 242 0109. You are always welcome into school for a chat. Just make an appointment via the school office to ensure they are available.

## **What other support services are there who might help me and provide me with information and advice?**

- SSENDIAS - Sheffield SEN & Disability Information Advice and Support (formerly Parent Partnership Service). They are open: Monday and Friday 9am-5pm, Tuesday, Wednesday, Thursday 9am-7pm and can be reached on: 0114 273 6009.  
[www.parentpartnership.org.uk](http://www.parentpartnership.org.uk)
- Special Needs Inclusion Playcare Service (SNIPS) and can be reached on: 0114 273 4017

- Sheffield Parent Carer Forum.  
St Mary's Community Centre  
Bramall Lane  
Sheffield  
S2 4QZ

Telephone: 0300 321 4721 (local call rate)

Their office is staffed Monday to Friday, 9.30am- 3pm.

<http://www.sheffieldparentcarerforum.org.uk/home>

## **Where can I find the local authority's Local offer?**

- The Local Offer is posted on the

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>