

Great Abington Primary School

SEND Report

The aim of this report is to give parents information about how we support children's learning in our school.

How are the school's resources allocated and matched to pupils? How are decisions made about how much support my child will receive?

Our School is an inclusive school and we offer a range of provision to support children with SEND, where the school has identified a need and staffing levels allow. Children's needs are identified in the termly pupil progress meetings and resources are allocated according to need. All the interventions at our school are delivered by staff who have had training in running these groups. The provision in these groups is overseen by our Special Educational Needs Coordinator (Senco.) The effectiveness of every intervention run in school is monitored by the use of assessments at the beginning of the support work, which are repeated at least termly to monitor the impact the support is having on the children. Interventions are then modified, if necessary, in light of these assessments. A whole school provision map is updated termly. This document tracks the support being offered throughout the school and is updated every term in discussions between the Senco, class teachers and the headteacher.

How will I know that the school will support my child? How does the school know if pupils need extra help?

The progress of all children in school is underpinned by planning and assessment and the progress of every child in our school is assessed, monitored and discussed in termly pupil progress meetings between the head teacher, Senco, SLT and every class teacher.

If any child is not making the progress we would expect, this is discussed with parents and support is put into place. Parent evenings are held in the autumn and spring terms and parents receive a written report in the summer term. However if there are any concerns about a child's progress between these times teachers will contact the child's parents.

What training have staff who are supporting children with SEND had or are receiving?

Our school has a special needs coordinator (Senco), Laura Lungley who is responsible for advising class teachers about the provision they make for children with SEND (special educational needs and disabilities), and for overseeing our whole school provision. She can be contacted by email via the school office: office@greatabington.school

We have an ongoing programme of training in place for both teachers and teaching assistants to ensure that they have up to date knowledge of a wide range of needs and how best to meet these needs.

How will the curriculum be matched to meet my child's needs?

- Classroom based strategies to ensure all teaching is as good as it can possibly be (High Quality Teaching)
- Cambridgeshire SEND [Ordinarily Available Provision Toolkit](#) indicates provision that may be used to support different needs
- Access to a supportive environment
- Use of appropriate visual timetables, checklists, personalised success criteria
- Pre-teaching of strategies and vocabulary
- Access to appropriate technology

- Specialist equipment to enable children to access lessons
- A dyslexia friendly environment e.g. word mats, visual timetables
- Provision to facilitate / support access to the curriculum
- Small group support from a TA / class teacher
- One-to-one support in the classroom from a teaching assistant to aid access through support or modified resources / language (if the school feels this is needed)
- Individualised curriculum where necessary
- Provision of quiet workstations to enable children to focus
- Support for children to enable them to participate in school trips/ residential visits
- Strategies / support to develop independent learning
- Visual support e.g. visual timetables, sequenced pictures, mind maps etc
- Scaffolding e.g. writing frames, story maps, task plans to provide a support structure to help children to complete a task.
- Accessible resources readily available in the classroom that children can fetch if they need them.
- Extension challenges for more able learners

Strategies to support specific areas of need

Strategies to support/develop literacy including reading

- Small group in class targeted support to boost reading , writing and spelling
- Use of Code X reading intervention
- Programs of work tailored to the needs of children with severe SEN
- Use of writing slopes pencil grips and wedge cushions if appropriate

Strategies to support/develop numeracy

- Small group support in class through guided teaching
- Withdrawal in a small group for targeted intervention customised to the particular group of children e.g. first class@number
- Use of practical resources e.g. Numicon
- Maths packs tailored to each child

Strategies/programmes to support speech and language

- Individual interventions from Speech and Language Therapy Service (if the child meets the threshold level required for their support). Implementation of their programmes by TAs trained in supporting speech and language needs (Elklan training)
- Small group interventions to help develop children' speaking and listening skills (such as Talking partners / Spirals / Talking Maths programmes, Language through Narrative)

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

We regularly work with a range of professionals including educational psychologists, specialist teachers and speech therapists. We follow the strategies/programmes provided to support Occupational Therapy / Physiotherapy needs (if the child meets the threshold level required for their support).

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

We believe that children need to be happy and feel secure to make progress, and have a range of provision available to support children's wellbeing:

- Strategies to reduce anxiety / promote emotional well-being (including communication with parents)

- Individualised programmes of support implemented consistently by all staff
- Referral to appropriate outside agencies e.g. CAMHS (should the child meet their thresholds).
- Lego therapy group using Lego to develop teamwork and cooperation
- Social stories – using a purpose written story to explain and explore a social situation and different people's responses to it to develop children's understanding of that situation.
- Individual/group Social Skills programmes / support including strategies to enhance self-esteem.
- Individual adaptation of the school environment if required e.g. a quiet place to eat lunch, time out area individualised for the pupil.

Strategies to support and/or modify behaviour

- Regular meetings with parents
- Use of the school's behaviour policy and PSHE (personal, social and health education) policy
- Positive reward system, including weekly Celebration assembly
- Home / school link books
- Home / school daily record
- Behaviour plans to ensure a joint home-school approach
- Support/supervision at less structured times of the day e.g. break and lunch times.

How will I know how my child is doing?

How will I be involved in discussions about and planning for my child's education?

How will you help me to support my child's learning?

We believe that good communication between home and school is essential for us to work effectively together to support every child. We have a range of means of communication with parents, including:

- Face to face meetings
- Google Meet virtual meetings
- Telephone conversations
- Email
- Home/ school diaries
- Shared Google document
- We liaise with a wide range of professionals (educational psychologists, speech therapists, school nurses, family support workers, parent partnership) and will help with explanation of professional reports to parents where it is helpful.

How will the school support my child in starting school and moving on?

We work to ensure smooth transition from pre-school into school and from primary school into secondary school, and between classes while within the school. This includes visits from school staff to the child's current class / setting and series of visits for the child to their new class and specific individual programmes of transition activities.

What should I do if I think my child has SEN?

In the first instance please contact the school either via the class teacher, school office or through the Senco.

School contact [details on the website](#)

How will my child be included in activities outside of the classroom?

Our school is an inclusive school and we work with parents and carers to ensure that every lesson is accessible to every child whether it takes place in the classroom, the school grounds or off site.

How accessible is the school environment?

Our school building is mainly on one level; however there are some steps to the hall and some classrooms. Individual access arrangements, if appropriate, are discussed prior to the child starting school and access reviewed accordingly.

Who can parents contact for further information?

In the event of any concerns about your child or our school's provision for children, parents should in the first instance discuss their child's needs and the provision that has been made with their child's class teacher. Any concerns that have not been addressed by this should be taken to the Senco or head teacher.

The school's governing body are the final point of contact for these concerns; our schools SEN governor is Tony Orgee who can be contacted via the clerk of the Governing body via the following email address: clerk@greatabington.school