

Special Educational Needs & Disability

“Aiming high to achieve success!”

Abbott Community Primary School



To be read in conjunction with the school's **SEND Policy**

Our Inclusive Ethos

In order to provide the best possible education for all our pupils we set ourselves high standards and clear aims:

We aim to create a happy, caring environment where everyone develops self-esteem and self-discipline; where everyone feels valued, confident and motivated in all aspects of school life.

This is expressed through our motto, 'Aiming high to Achieve SUCCESS'

S – self-confidence

U – understanding

C – caring attitudes

C – curiosity

E – enthusiasm and enjoyment

S – self-discipline

S – satisfaction

We aim to continually develop a self-improving, forward thinking school, fully involving and consulting staff, governors, pupils and parents.

- by using systems of recruitment, induction and support that will attract good quality staff and governors to our school.
- developing a sense of pride, team spirit and collegiality among staff, pupils, governors and parents.
- fostering personal and professional growth via staff and governor development.

Admissions for pupils with Special Educational Needs and Disabilities

Pupils with EHC plans

The School Admissions Code states "All children whose statement of special educational needs (SEN) or Education, Health and Care (EHC) plan names the school must be admitted." [School Admissions Code 1.6]

Other pupils with SEND

Paragraph 1.27 of the DfE's SEND Code of Practice 2015 emphasises that admission authorities:

- Must not refuse to admit a child who has SEND but does not have an EHC plan on the grounds that they do not think they are able to cater for the child's needs
- Must not refuse to accept a child simply because he or she does not have an EHC plan

Questions you may want to ask...

Who are the best people to talk to in school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

At Abbott, we have an open door policy; please feel free to come in and talk. Your first point of contact is your child's **Class teacher** who is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, precision teaching) and letting the SENDCo know as necessary.
- Creating and reviewing a Provision Map in consultation with the SENDCo and yourself - these will be reviewed with you each term and plan for the next term and at the end of the year setting targets for the next teacher.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The **SENDCo**, Mrs A Pugh, who is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND list (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Monitoring, tracking and analysing the progress of all children paying particular attention to SEND pupils and monitoring interventions teams that they may be involved in.

- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Who are the best people to talk to in school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)? Continued...

The **Headteacher**, Miss P Wilson, who is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND. She will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Ensuring that the school has clear yet flexible strategies for working with parents, and that these strategies encourage involvement in your child's education.

SEND Governor: Mrs J. Davies who is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

The school has an 'open door' policy. Parents and carers are always welcome to speak with any members of staff. Staff may also be contacted through the school office or via the details at the back of this booklet.



What is special educational provision?

Definition of special educational provision:

The SEND Code of Practice 2015 states: "A child or young person has SEND if he/she has a learning difficulty or disability which calls for special educational provision to be made for him or her."

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Any child may have additional educational needs at some point during his/her school time in school. Approximately 1 in 5 children will have Special Educational Needs at some time during their school career. A few children will need extra targeted support for some or all of their time in school. This could mean the child may have difficulty with:

- some or all the work in class
- reading, writing or mathematics
- understanding information
- expressing themselves
- understanding others
- organising themselves
- sensory perception or physical mobility
- managing their behaviour
- making friends or relating to adults

Special education provision is:

"... education or training provision that is additional to or different from that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or college." [SEND Code of Practice 2015]

At Abbott, all teachers seek to identify pupils making "less than expected progress" This is defined as:

- Progress that is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Four categories of need:

- Communication and interaction [CI]
- Cognition and learning [CL]
- Social, Emotional and Mental Health [SEMH]
- Sensory and/or physical

What are the different types of support available for children with all pupils?

At Abbott, we use a 'graduated approach'. This means that we assess, plan, do and review the progress of all children every half term.

1. Wave 1

Class teacher input via excellent targeted classroom teaching also known as 'Quality First Teaching'.

All children in school should be getting this as a part of excellent classroom practice.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning and using collaborative 'Kagan' structures.
- Specific strategies (which may be suggested by the SENDCo or outside staff) are in place to support your child to learn.
- Your child will be given 'fix-it' time in their books to enable them to identify their next steps in their learning.
- Your child is assessed and set challenging yet achievable next steps.

What does this look like at Abbott?

- Teaching assistants provide 1:1 and small group support in the classroom. They are used to support and enhance learning within a certain phase.
- The deployment of the teaching assistants is specifically tailored to the needs of the children within each phase.
- Work in class is planned by teachers. It is differentiated by task, support, resources and expectation to personalise learning for pupils' individual needs, in order to ensure that all children make good progress.

- 'Working Walls' are used for Literacy and Maths in all classes in KS1 and KS2 as a constant visual and kinaesthetic representation of current learning. These include relevant vocabulary, targets, ideas, examples of modelled work and children's successes.

2. Wave 2

Specific group work with in a smaller group of children.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning, which means they have been identified by the class teacher as needing some extra support in school. This is called an Intervention group and may be:

- Run in the classroom or other small learning space.
- Run by a teacher or Teaching assistant who has had training to run these groups.

For your child and yourself this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make more progress.
- A teacher, teaching assistant or outside professional will run these small group sessions using the teacher's plan.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

3. Wave 3

Increasingly individualised programmes based on evidence of what works, i.e. the support of a specialist teacher or one-to-one support; Specialist groups run by outside agencies e.g. Speech and Language therapy

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups, which means they have been identified by the class teacher or SENDCo as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapist, Sensory Impairment, Behavioural Support, Educational Psychologist, SPLD specialist etc.

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist if this is appropriate.

- In appropriate cases, this will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. We will tell you how the support will be used and what strategies will be put in place.
- Some pupils may need adaptations to their working environment, for example, a writing slope or a special work station. Some children may need special equipment such as concentrator toys, ergonomic pens or ear defenders.
- All children with an identified special educational need or disability [SEND] have extra provision that is mapped by year group, and in some cases individually. This states the current interventions that they are receiving and includes achievable targets and outcomes to ensure that progress is being made. These are reviewed each half term.

At Wave 3 level, where your child needs support that is additional to, or different from other children of the same age, they will be recorded on our SEND register as 'SEND Support'. This may only be for a short period of time and you will always be notified when your child is removed from the SEND register. If you need any further advice about the SEND process please ask your child's teacher or SENDCo who will discuss it with you and give you a [Parents Guide to SEND](#) or download this from the school website.

Specified Individual Support

This type of support is available for children whose learning needs are Severe, complex and potentially lifelong.

This is usually provided via an Education, Health and Care plan (EHC). This means your child will have been identified by the class teacher/SENDCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school.

This may be from:

- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapist, Sensory Impairment, Behavioural Support, Educational Psychologist etc.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at the previous level within school.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and potentially lifelong and that they need support in school to make good progress. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the previous level of support by writing an Additional Needs Plan and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC will outline the banding of support that your child will receive from the LA and what strategies must be put in place. It will also have long and short term goals for your child. An Additional Needs Plan will also be created to support your child's next steps. This will be reviewed with you and new targets set on a termly basis.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups, which would include your child.

This may be from:

- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapist, Sensory Impairment, Behavioural Support, Educational Psychologist etc.

How is Wave 3 support, or an EHC plan, tracked and monitored?**Provision Mapping**

All children with an identified special educational need or disability [SEND] have extra provision that is mapped by year group, and in some cases individually. This states the current interventions that they are receiving and includes achievable targets and outcomes to ensure that progress is being made. These are reviewed each half term.

Individual Education Plans [IEPs]

Children who have an EHC plan will have an individual provision map. Targets will be reviewed at least termly and are shared with parents. Targets are shared with pupils at age appropriate level.

Children with specific targets written from Speech and Language or Educational Psychology are reviewed as agreed by professionals. These are also tracked using IEPs.

Team Around the Child Meetings

These meetings take place as part of the 'Assess-Plan-Do-Review' process to review individual targets. These are multi-agency meetings with all professionals working with a pupil and their family. These are often held where the school are working towards a request to the Local Authority for an Education, Health and Care Plan [EHCP].

Person Centred Review Meetings

Pupils who have an EHC plan will be involved in planning the annual review meeting. This is called a 'Person-Centred Review'. It is very important that pupil and parent/carer views are included in the plan. We do lots of activities to collect information and talk about what is working/not working and what our aspirations are for the future.

One Page Profiles

Some children in school have a One Page Profile. This tells other people about what is important to them and how to support them best. These are discussed and put together with the pupil using person-centred review tools.

How can I let the school know I am concerned about my child's progress in school?

1. If you have concerns about your child's progress you should speak to your child's **class teacher** initially.
2. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the **SENDCo** or **Head Teacher**.
3. If you are still not happy you can speak to the school **SEND Governor**.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress with their learning or needs help handling their behaviour the class teacher will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive by creating an Additional Needs Plan
- The SENDCo may set up a meeting with you to discuss any referrals to outside professionals to support your child

How is extra support allocated to children?

- The school budget, received from Manchester LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and SENDCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
 - the children who need behavioural or emotional support
 - deciding what resources/training and support is needed.
 - All resources/training and support are reviewed regularly and changes made as needed.

Who are the other services providing support to children with a SEND in Abbott Community Primary School?

Directly funded by the school:

- SENDCo
- SEND Teaching Assistant
- Learning Support Assistants
- Team teach training
- EAL support
- SPLD Specialist [3x week]
- Educational Psychology Service
- Speech & Language Therapy Service

What other help and support is available for families?

Forms and paperwork:

- The Parent Support Advisor [PSA], **Jackie Melling**, is available at all times to help parents/carers in completing forms and paperwork.
- The SENDCo works closely with parents/carers completing the necessary paperwork involved in SEND processes.
- Our Open Door policy, however, allows parents/carers to approach any member of staff that they feel comfortable with.
- Our School Office Manager also helps with school admission forms.

Information, advice and guidance:

- SENDCo, class teachers, teaching assistants and our PSA can provide advice and guidance for any issues. The PSA will direct parents/carers in the right direction.
- As a school, we also provide support and advice regarding secondary school applications and are heavily involved in the transition of our pupils as they move on.
- Help with bus passes
- The website is an up-to-date source of information about the school and also provides links to other support systems, including websites and activities, outside of school.

Supporting parents/carers with travel plans to get your child to and from school:

- We provide early help to ensure that all children get to school every day and on time. We provide early morning phone calls to parents/carers and even pick up children and bring them to school if there are any problems.
- We also provide support with bus passes for families travelling some distance.

How is Abbott Community Primary School accessible to children with SEND?

Teaching & Learning

- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- All children are able to go on school trips and special arrangements will be discussed surrounding the needs of your child.
- Door frames have safety guards.
- Every classroom has blinds that can allow lighting levels to be altered to help with light sensitivity.
- Classrooms have blinds and carpeted areas.
- We have bi-lingual staff working in school to help children who have English as a second language.
- We use ICT to support children's learning where ever possible.
- All The differentiated work, planned by all class teachers, ensures immediate engagement that all children can access. These activities are aimed to develop independent learning at all times. The support put into place for identified children, aims to equip them with the necessary skills they need to access the curriculum independently, without a high level of support. 1:1 or small groups sessions are offered at the end of every day, where children can develop their independent learning skills through 'Homework Help'.
- All teachers use collaborative learning and team building through the use of Kagan structures.
- We work with external agencies such as: Speech and Language Therapists, Physiotherapists, Occupational Therapists, Educational Psychologists, Specific Learning Difficulties and Autistic Spectrum Disorder specialists to provided therapy, support, guidance and individual pupil plans for us to implement in school.

How are the teachers in school helped to work with children with SEND and what training do they have?

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class / school e.g. Autism, Speech and Language and Behaviour.
- All staff have a secure understanding of SEND and are supported by the SENCo and Senior Leadership Team. Regular staff training ensures that all

teachers are up to date with current reforms and interventions to continue to ensure all children make good progress in all subjects.

- We also have a range of skilled teaching assistants who are trained in supporting children with: Speech and Language difficulties; Autistic Spectrum Disorders; English as an Additional Language; Specific Learning Difficulties and Social, Emotional and Mental Health Difficulties.
- Staff throughout the school are trained in synthetic phonics to develop the teaching of reading and spelling. There are a number of interventions which are implemented across the year groups, by both teachers and teaching assistants to develop numeracy and literacy skills.
- We have regular visits from a specialised Specific Learning Difficulties (SPLD) teacher who works with identified children and provides us with strategies to use back in the classroom and as interventions on a 1:1 basis. We also have Outreach Services from children's counsellors and behaviour specialists, who work on a 1:1 basis or with small groups of children.
- All staff are trained effectively to implement our whole-school Positive Behaviour scheme, in which a number of staff have expertise.
- The SENDCo has undertaken training and professional development in a variety of areas regarding SEND.
- CPD training is offered regularly through INSET, Outreach Services, Local Authority Courses and various private companies:
 - Safeguarding
 - Quality first teaching; ensuring specific groups are targeted
 - Ongoing assessment
 - New Curriculum
 - Effective use of the TA
 - Intervention programmes
 - ADHD/ASD training
 - Asthma training
 - Epilepsy training
 - Dyslexia/Dyscalculia training
 - Positive behaviour implementation

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff (SENDCo and 1:1 support) can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- All staff are trained effectively to implement our whole-school Positive Behaviour scheme, in which a number of staff have expertise.

What arrangements are made for reasonable adjustments and support during tests and SATs?

Decisions and plans for SATs are made on an individual basis. Access arrangements, including the use of a reader, scribe and extra time, are in place for children where appropriate. All teachers are informed of children's particular needs so that they can support them accordingly. Separate accommodation is provided for some children who are anxious or struggle to concentrate in a large setting. This is closely monitored and follows strict procedures. Support staff for children with additional needs, are chosen carefully and ensure that children have the best opportunity to succeed.

How will my child's overall well-being be supported? Keeping Children Safe

Start and End of School Day Arrangements

- KS1 and KS2 children are brought into the school playground by parents/carers every morning. From here, teachers collect their class, who are lined up from 8:55 am when the school bell rings. Foundation stage children are taken into the classroom by parents, each morning.
- At home time, class teachers and teaching assistants only allow children to go when a known adult arrives to collect them. Some year 5 and 6 children are allowed to walk home on their own, when we have written permission from parents/carers.
- There is a large car park on the opposite side of the road from the school, for which all our parents can obtain a parking permit, free of charge.

Playtimes & Lunchtimes

- Four members of staff are on duty at playtimes in the KS1 and KS2 playground.
- Foundation stage have their own outdoor area where there is always a minimum of two staff members.
- Our children with EHC plans have 1:1 support during these times and these, and other children, are able to access the 'Chill Zone'. This takes place in the Rainbow Room where there is a member of staff providing support and engaging activities.
- Lunchtime organisers are on duty at lunchtimes.

PE, After School Activities & Educational Visits

- Our PE lessons are always delivered by a qualified teacher or a qualified coach. Teaching assistants are always there to support the individual needs of identified children. The apparatus is routinely checked by an outside company.

- Risk assessments are completed for all school trips by the class teacher/lead person of the trip involved. These are then approved by the Head Teacher. Staffing ratios are appropriate to the age and needs of the children and follow national guidelines. There is always a member of staff trained in first aid on all school trips and during PE.

Administering Medication

- All prescribed medication is stored safely. Written consent must be provided for any medication that has to be given in school.
- Care plans are in place for all identified children.
- All staff have been trained to support children with Asthma and Epilepsy and medication is administered by key staff who are first aid trained. Further training is provided when a particular need arises within the school.

What would the school do in the case of a medical emergency?

Follow stated procedures:

- Call 999
- Contact a qualified first aider (all staff have updated first aid every three years)
- Contact parent/carer or emergency contact if parent/carer unavailable. Assist them in getting to school or the hospital
- In absence of parent/carer, a first aider would accompany the pupil to the hospital with any relevant notes held about the child

How does the school ensure that staff are trained/qualified to deal with a child's particular needs?

- Where a child has specific health needs, training for staff is provided by medical professionals.
- Names of all first aiders are displayed in school.
- All staff have up to date child protection and safeguarding training.
- Review of systems and procedures is planned into staff training sessions and all documentation is reviewed and updated regularly.

Which health or therapy services can children access on school premises?

- School works closely with our designated school nurse, **Yvonne Slater**.
- Height, weight, dental, hearing and sight screening for all younger children takes place in school.
- Medical checks for children known to 'Children's Services' can be carried out in school.
- We work closely with the Educational Psychologist, Speech and Language Therapist and Occupational Therapist to support the health and well-being of our children.

How will my child's overall well-being be supported? Emotional Health & Well-Being

Early Help Assessment [EHA]

Sometimes, a family might need support. Manchester's 'Early Help Strategy' is a process that is available to all families. **'Early Help - A Guide for Parents and Carers'** explains the support that school and outside services can provide.

Early Help is about supporting families in helping things to get things going well again. If you feel that you may need support in any area of your family life, please do not hesitate to speak to our Parent Support Advisor, Ms Jackie Melling or Mrs Emma Wyatt, the SENDCo.

Social Care

Sometimes, the support that a family needs, may be more than the school can offer. Advice and support may be sought from Manchester Social Services in order to support a family where Early Help may not be enough.

Where can parents find details of policies on bullying?

- The school Behaviour Policy and Anti-Bullying Policy can be found on the school website and copies are available on request from school.

Healthy Schools

- The school's 'Healthy School's' priority is Mental Health and Emotional Well-being.

Working Together: Communication with parents and carers

How do we ensure that parents know “who’s who” and who they can contact if they have concerns about their child?

- Our school website has a section which introduces each member of staff and their role.
- All class teachers send half-termly newsletters in addition to weekly blogs on the school website.
- Our Parent Support Advisor, **Jackie Melling**, has a unique role to work closely with parents, addressing their family’s needs, as well as directing parents/carers to the most appropriate staff member in school.
- Our Open Door policy allows parents to speak to class teachers, teaching assistants and senior members of staff at any convenient time of the day. Mornings and home times are a frequent discussion point, as this addresses issues straight away.
- More serious issues may be discussed more formally, and appointments can be made to suit parents/carers involved. We ensure that the communication with parents/carers is a priority, and phone calls to inform parents of events in the school day are regularly made.
- We hold regular Parent Coffee Mornings to provide information and advice in collaboration with outside services.
- We also share good work, assemblies and celebrations with all family members.
- The Foundation Stage have weekly ‘Family Friday’ where parents and carers are invited to work with their children and share in weekly celebrations.

Home-School contracts are sent home at the beginning of the school year, and are signed by the pupil, parent/carer and the Head Teacher.

Pupil Voice

Pupils regularly get to have their say through:

- School Council meetings
- Eco schools meetings
- Pupil voice group
- Listen to them on an informal basis: children are made aware that they can approach any member of staff at any time
- Pupil questionnaires

Parent Voice

Opportunities for parents to have their say in their child’s education:

- Informal/formal conversations
- Conversations with the 'Friends of Abbott' parent group
- Annual questionnaires
- Website message blog
- Parents/carers of children with Education, Health and Care Plans are encouraged to contribute annual review meetings
- Parents are always welcome into school to meet the Head Teacher and/or other members of the Senior Leadership Team to raise concerns about their child's education
- Parents Evenings
- Open Door policy

Parental Involvement

- The role of our PSA includes holding regular parent workshops, to engage parents in their children's learning.
- We have a PTA team called, **Friends of Abbott**, who regularly organise events to help to raise school funds. Parents are represented on the governing body.
- Parents are elected to the governing body when a vacancy arises. A letter is sent out inviting parents to stand and a ballot is undertaken.

The Governing Body's involvement in meeting the needs of pupils with Special Educational Needs:

The SENCo feeds back regularly to the Governing Body about the progress of this group of children. The SENCo also updates the governing body on the work done with outside agencies. Some of the parent governors are directly involved in these processes.

How do we share educational progress and outcomes with parents?

- Individual written reports are shared annually with the option of follow up discussions if needed.
- Parents evening takes place three times a year, where teachers inform parents of their child's progress. Here, parents also have the chance to discuss any ongoing concerns.
- Additional meetings and informal discussions are arranged as needed. Annual reviews for children with Education Health Care Plans (Previously known as Statements) are planned into the school year.
- Meetings with outside agencies take place as and when are necessary, particularly when a child is new to an agency. Parents are invited to meetings with external agencies, as required, and their views are shared as part of a review of progress and outcomes.
- Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed every half term and in Year 2 and Year 6 through Primary Curriculum statutory assessments.

What support do we have for you as a parent of a child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- If your child has a special educational need action plan then this will be written and reviewed with your involvement each term.
- If your child has an EHC then we will hold an annual review but you can request a review at any time.
- Homework support will be provided as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- A Good Behaviour chart may be used to communicate how each day has gone.
- We hold parents evenings twice a year, where you can look at your child's work and have a discussion with the class teacher.

How do we support your child when they are joining or leaving this school? OR moving onto another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Before starting Nursery / School:

- You may want to have a tour of the school. You can do this by calling school and asking to look around.
- When the administration details are collected we ask if your child has any SEND.
- The administrator then passes this information onto the SENDCo who will contact you to arrange a meeting to discuss your child's SEND.
- If your child attends a private nursery or play-group we will ensure that we will arrange a transition meeting to discuss your child.

- Where possible a member of staff will visit the setting to observe your child.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a transition meeting will take place with the new teacher. All ANP's will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on, then it will be made for them. This may contain pictures of new teachers, the classroom etc.

Moving on to Secondary Education/High School:

- The SENDCo will meet with the schools' SENDCos to discuss the specific needs of your child.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- The Year 6 teacher meets to have a transfer of information meeting where all of the children are discussed.

If your child is moving child to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will arrange a transition meeting with the new school to discuss your child's strengths and needs. We will make sure that all records about your child are passed on as soon as possible.

Reviewing SEND provision

All additional support is monitored and reviewed regularly to ensure that there is a positive impact on children's learning and development.

What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?

- Parents/carers and professionals receive a letter inviting them to the annual review meeting and are asked to think about their child's aspirations and what is important to them now and in the future.
- Person-Centred Reviews and Team Around the Child meetings help us to work closely with parents and carers.
- Parent/Carer views are very important to us.
- The class teacher, and support staff if relevant, along with the SENDCo attends the review meeting with the parents/carers and any outside

professionals. The child is always at the centre of review meetings, in order to ensure the most effective next steps and provision.

- For children with Education, Health and Care Plans, transition to high school begins with the Year 5 review and involves the Educational Psychologist.
- The final recommendation following the annual review is made by the Local Authority SEND panel and the parent/ carer has the opportunity to accept this or consider an alternative.
- A series of supported transition visits will then take place in the year 6 summer term.
- Other children with SEND follow the usual process for applying to high schools. Once the place has been accepted SEND staff will liaise with the receiving school. Regular visits for the pupil will be arranged to ensure a successful transition.

What arrangements are in place for children with other SEND support needs?

- SENDCo support
- Small group interventions, based on half termly assessments.
- 1:1 interventions
- Outside agency assessment and strategies
- Individualised planning
- Some setting across classes where deemed suitable [phonics]
- In-class support

Useful Information

Headteacher:

[Miss P. Wilson](#)

Deputy Headteacher:

[Miss K. Stokes \[Teaching & Learning\]](#)

SENDCo:

[Mrs A. Pugh](#)

a.pugh@abbott.manchester.sch.uk

SEND Governor:

[Mrs J. Davies](#)

EAL/EMA Support:

[Mrs A. Bester](#)

Parent Support Advisor:

[Ms J. Melling](#)

All members of staff listed above can be contacted through the school office on: **0161 8349529**

School email: admin@abbott.manchester.sch.uk

[Manchester Local Offer](#)

[SEND for Parents](#)

[SEND Policy](#)

[Complaints Procedure Policy](#)

[Information, Advice and Support \[IAS\], Manchester](#)

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