

Abbey Park Primary Academy Local Offer and SEN Report

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Tel: 01422 246610
Age range: 3-11 years
SENCo: Miss Diane Weedy
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SEN Governor: Mary McClung

At Abbey Park, we are committed to providing a high quality education and believe every pupil including those with SEN and disability in this inclusive school has an entitlement to an education that enables them to make progress and to fulfil his/her potential.

Policies for identification and assessment of pupils with SEND

Abbey Park regularly updates its policies, and should you require a copy of the SEND policy, you can view it on the website, or telephone school to request a copy.

In this document we aim to answer any question you may have regarding your child with special educational needs or disability, how we can support your child and what Abbey Park can offer. The following details Abbey Park's School Offer (SEN Information Report as required in Schedule 1 of regulation 51) and should be read in conjunction with the core offer set out in Calderdale's Local Offer www.calderdale.gov.uk/localoffer which details provision available in all Calderdale schools and academies.

1. How does Abbey Park Primary School know if children need extra help? And what should I do if I think my child may have special educational needs?

A referral that a child might have special or additional needs may come from:

- the pupil
- parent/s
- the class teacher following teacher assessment or tests
- other school staff such as the pastoral team or SENCo
- GP or medical referral
- Speech & Language therapist
- information from a previous school

Class teachers check the progress and behaviour of the pupils in their class and tell the SENCo if they are concerned. The SENCo will help them make changes to how they teach or support the child in the classroom. If there are still concerns, they will be placed on the SEN register as this indicates that they have a significant difficulty in learning compared to other children of the same age. This difficulty in learning could come from a cognitive difficulty, or an emotional difficulty.

If you have any concerns about your child please contact their class teacher or Miss Weedy, SENCo (Special Educational Needs Coordinator).

2. How will the school support my child?

The teacher will get advice on how to help the child from:

- The SENCo
- Other specialist teachers such as the Early Years Support Teacher or teachers on the ASD team
- Medical experts
- The Autism Society
- Noah's Ark
- CAMHS
- Behaviour and attendance service
- Occupational Therapy
- Speech and language therapy
- Educational Welfare Officer

We are also part of Northern Education Trust where expertise is shared between schools.

The teacher may make changes to:

- The layout of the classroom
- The resources he/she uses
- The language he/she uses
- The way he/she teaches
- The way the support staff are used in class

The child may have extra help from another adult in the class, or in a small group. They may have individual teaching from a teacher or a TA (teaching assistant) outside the classroom. We may use aids as appropriate to support physical or cognitive difficulties.

Children are recorded as needing one of two levels of support:

- SEN support
- Education and Healthcare Plans

Provision Maps and IEPs (individual education plans) may be used to plan and record the support for pupils with SEN support. Children with an EHC plan will have an IEP and provision map.

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

At Abbey Park Primary school all pupils, including those with special or additional needs, have access to a broad and balanced curriculum, stemming from the National Curriculum. Children are supported within class and out of class by TAs, either individually or in groups. Teachers highly differentiate the work according to their children's needs. This is supported by the use of accurate assessment on a daily basis.

4. How will you and I know how my child is doing? And how will you help me to support my child's learning?

Children's learning is monitored by teacher assessment and testing. This is used to set targets for further support. Parents are given a copy of the Provision Map or Individual Education Plan at least twice yearly. These are discussed at parent consultations and annual reviews. We also use PIPs (Performance Indicators in Primary Schools) in Reception and other standardised tests such as PIRA and PUMA in years 2 and 6, in addition to other forms of assessment such as annual progress tests.

5. What support will there be for my child's overall well-being?

We understand that children with Special Educational Needs may have difficulties with their social or emotional health. We know that social and emotional problems can also cause difficulties with learning.

TAs working with your child's class may help with social and emotional needs, for example, doing a 'meet and greet' to welcome your child into school in the mornings.

TAs, support assistants and the SLT provide support on the playground.

We have 4 trained first aiders.

We have 3 teaching staff members trained in Team Teach (a safe way of restraining children).

If your child needs help with toileting or eating we will work with you to help them and will develop a Personal Care Plan in conjunction with the school nurse if this is necessary.

We have a pastoral support and well being leader who is developing processes for working with vulnerable children particularly on raising their self-esteem through a colour therapy programme called kaleidoscope which works with small groups or children on a 1:1 basis.

6. How do we help a child with physical needs?

Abbey Park Primary school is a school on two levels. However, we can facilitate the learning of the children within one level. All the steps have handrails. We have a member of staff who is trained in 'moving and handling' and we have a disabled toilet. Class teachers can request access to sloping boards, pencil grips, a variety of writing implements and ICT equipment to aid motor skills. We can also offer fine motor exercises and have access to the Occupational Therapy and Physiotherapy team offered by Calderdale.

7. How do we help a child with speech and language needs?

We have access to Calderdale SALT (speech and language therapy), and in addition we have resources in school. These include support assistants who are trained to run the 'Let's Talk' programme, Sulp (social use of language programme), 'Social Circles' and 'Black Sheep Narrative'.

8. How do we help a child with sensory impairment?

Calderdale Specialist Inclusion Service offers advice and support.

9. How do we help a child with social and emotional difficulties?

Our pastoral support and well being leader is developing processes for working with vulnerable children through Kaleidoscope. We have access to outside agencies such as Noah's Ark, SEN team, CAMHS, educational psychologist service and family support.

10. How do we support a child who has medical needs?

We have good links with the school nursing team, and can create Individual health care plans with a school nurse, should your child require one.

11. How do we support a child who has English as an additional language (EAL)?

We have EAL children in school who have integrated well into their classes through whole class inclusion. We also have support assistants who are trained to run the 'Let's Talk' programme, SULP (social use of language programme), 'Social Circles' and 'Black Sheep Narrative'.

12. *How do we support a child with complex and multiple needs?*

We have access to outside agencies as detailed below

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

The school has access to a Local Authority or local schools cluster:

- Speech and Language Therapist
- Specialist Language Teacher
- Educational Psychologist
- School Nurse
- Counselling

Their work is planned in discussion with the SENCo. You will always be told if they are working with your child.

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

Training is planned by the SENCo to meet the needs of the pupils in the school. Class teachers are encouraged to talk to other professionals, and attend courses relevant to the specific needs of the children in their class.

At present, we have staff with training and experience in:

- Reading Recovery
- Every Child Counts
- Numicon
- Early Years Phonics
- SULP (social use of language)
- Black Sheep Narrative
- Beat Dyslexia
- Fresh Start – A Ruth Miskin reading programme for Year 5 pupils and above
- Word shark
- Number shark
- Read Write Inc phonics
- Sound training
- Accelerated reader
- Power of 2 (maths)

We will always look for training to support the needs of the pupils in the school.

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

Children with special needs are encouraged to take part in all aspects of school life, including extra-curricular activities such as sports, outings and visits. A risk assessment is completed by the teacher and extra adults may be used. In some cases, parents may be asked to attend. This is to make sure we can keep your child safe.

16. *How accessible is the school environment?*

Abbey Park Primary school is a school on two levels. However, we can facilitate the learning of the children within one level. All the steps have handrails.

17. How will the school prepare and support my child when joining our school or transferring to a new school?

There is an Early Years booklet which has been produced in conjunction with all early years providers locally. Our Reception teachers meet with the local nurseries to find out about the needs of new pupils. The SENCo meets with the SENCos of the local Secondary schools to pass on information for year 7. We always arrange extra transition visits for pupils who need them. We do transition work in year 6 for pupils that need it.

When children join Abbey Park we ask the previous school and parents for information about their SEN.

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

When children join the school we use information from their nursery or feeder school, or from their parents, to allocate support. Each year the SENCo looks at the needs of the pupils in each class. We allocate TAs to each year group on that basis. TAs support children by:

- Working with them in the class
- Working with individuals or with groups
- Supporting the teacher
- Delivering interventions under the direction of the SENCo or specialist
- Adapting resources
- Supporting and encouraging independent learning

If further concerns emerge during the school year, additional or different provisions are arranged.

One-to-one TA's support specific children with an EHC plan but also work closely with other pupils to ensure that pupils are included with their peers as well as supported individually.

Annual budgets for special needs provision are agreed by the governors as part of the annual budgeting process. We ask for extra funds and resources from the LA if appropriate.

19. How is the decision made about how much support my child will receive?

Decisions are made about the amount of support your child will receive dependant on what they need to be able to access the curriculum and school life. Support maybe equipment, specialist teaching, extra help in class, targeted group work or something different. This will be reviewed by the SENCo and class teacher in liaison with parents and levels of support may change throughout your child's time in school.

This is at three levels:

SEN concern

SEN support

Educational Healthcare Plan

20. How are parents involved in the school?

We always work closely with parents. Parents are encouraged to talk to their child's teacher about any concerns they may have. Parents do not need to wait for parent evenings to discuss concerns or pass on information.

Your child's teacher will collect your child from the playground in the morning, and simple bits of information can be passed on then. You can contact the office with messages for the teacher, or ask for an appointment to meet them after school. Your child may have a home-school book for information to be passed from home to school. The TA or teacher will write in it. We try to ensure that this is also used to write positive messages and successes.

Parents of pupils with special educational needs are invited to meet with the SENCo at parents' evenings as well as the class teacher. You do not need to wait until parents' evening to see the SENCo – an appointment can be made through the office at any time. You can also phone and ask to speak to her.

21. Who can I contact for further information?

Please contact the school office on 01422 246610 for general information on admissions. You can also get a copy of the leaflet about parent protocol for the parents of children with SEN. To discuss individual needs of children not yet in the school, please contact the SENCo on the same number. If your child attends Abbey Park Academy, please contact your child's teacher first.

Any concerns about special educational provision within the school should be directed first to the class teacher or SENCo. Should this remain unresolved after discussion with the Headteacher, please write to the Chair of Governors, c/o the school. The Chair will respond to any written complaint within ten working days.

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