

## SEND Information Report for Abington Vale Primary School 2023-24

### Part of the Local Offer for Learners with SEND

#### Introduction

Welcome to our SEND information report which is part of the Northamptonshire Local Offer for learners with Special Educational Needs (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website and the implementation of the governing bodies or the proprietor's policy for pupils with SEND. This information must be updated annually. The required information is set out in the draft SEND regulations which can be found by following the links at the end of this report.

At Abington Vale Primary School we are committed to working together with all members of our school community and NPAT partnership.

The best people to contact about your child's SEND are:

Class Teacher - responsible for; Planning the curriculum and differentiation, and assessing your child's progress

Emma Green, SENDCO - responsible for; Co-ordinating all the support and intervention in the school, keeping parents informed of outside agency referrals and support, holding SEND reviews and liaising with all agencies involved in your child. Whilst Mrs Green is currently on Maternity Leave, Mrs James will be covering the SENDCO role.

Laura Cichuta, Head teacher and Jodie Timmins, Deputy Headteacher (Park Campus) or Jade Dixon/Dawn James Deputy Headteacher (Stirling Campus) - responsible for; The day-to-day aspects of the school and all the arrangements for children with SEND. The Head teacher has to report to the Governing Body on all aspects of SEND in the school.

Carly Perry, SEND Governor - responsible for; Making sure the necessary support is made for every child with SEND who attends our school.

If you have specific questions about the Northamptonshire Local Offer, please look at the links at the end of this report. Alternatively, if you think your child may have SEND, please speak to their Class Teacher, or contact Emma Green our SENDCO.

## Our SEND Provision

In line with our vision statement, at Abington Vale Primary School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture both within our school and beyond into our local community.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment that is flexible enough to meet the needs of all members of our community and we monitor the progress of all learners. Our staff continually assess, ensuring that learning is taking place and that small-step targets are being achieved. Our whole school system for monitoring progress includes regular pupil progress meetings and provision mapping across all areas of the curriculum.

At Abington Vale Primary School, we aim to provide the best opportunities for all children to learn and meet their maximum potential.

We provide:

- High quality teaching that makes learning purposeful, challenging, and enjoyable. This is delivered in a safe, attractive, and positive learning environment.
- Relevant visitors and visits to enthuse learners.
- A curriculum where learning is not only purposeful but also challenging and enjoyable.
- Teaching that is matched to each child's abilities, ensuring that all children make good progress.
- High standards to promote good behaviour.

We will teach children to:

- Think, reason, and express themselves effectively and with confidence.
- Respect and understand the views of other people and their beliefs.
- Persevere to reach their goals.

### How we identify SEND

At Abington Vale Primary School, teachers assess pupil progress throughout the year. Children's abilities are assessed as part of the whole school assessment policy.

These assessments form the basis of pupil progress meetings with the teacher and a senior leader in school. Individual children's progress is discussed at this meeting.

For some children, who may not be making as much progress as expected, intervention programmes will be discussed and implemented. For other children it may be appropriate for school to ask advice of outside agencies; in these cases, parental involvement will be sought.

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age.
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (*SEND Code of Practice 2014*)

If a learner is identified as having SEND, we will provide provision that is 'additional to and different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. The Code of Practice

The Code of Practice 2014 identifies 4 main areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional health
- Sensory and/ or Physical Needs

Learners can fall behind for many reasons including absence from school, attendance at many different schools, or not having a consistent opportunity to learn. Some children may not speak English well or may have worries that distract them from learning. At Abington Vale Primary we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND. They will typically be being supported by an outside agency, be involved with their individual Education Plan and placed on our school SEND register.

### Assessing SEND at Abington Vale Primary School

Class teachers, support staff, parents/carers, and the learner themselves will be the first to notice a difficulty with learning. At Abington Vale Primary we ensure that assessment of educational needs involves the learner, their parents/carers and of course their teacher. The SENDCO will also support with the identification of barriers to learning. We have a range of assessment tools available to ensure we understand the child's area of need.

For some learners we may want to seek advice from specialist teams. In our school, we access a range of specialist services, in addition to those described on the Local Offer website. If such a referral is needed you will be consulted first. Referrals to appropriate services would be made by the SENDCO. This may include Educational Psychologist, Target Autism, Speech and Language Services, School nurse, Community Paediatrician, Child and Adolescent Mental Health Service, Physiotherapy, Occupational Therapy, Jogo Behaviour Support and Visual Impairment Team.

Teaching staff employ a wide range of resources that support and extend pupils learning. Pupils are taught to use these resources themselves to foster both independent and collaborative learning. We also employ Learning support assistants who deliver a range of group and individual interventions and in class support across school. A provision map is used to show all of the intervention available in school. The support is coordinated by the SENDCO.

## What we do to Support Learners with SEND at Abington Vale Primary School

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 details the expectations of all teachers, and at Abington Vale Primary we are proud of our teachers and their development.

Our teachers will use various strategies to adapt access to the curriculum, this is documented in the table below.

Area of Need	Whole school practice	Possible additional support for some children's additional needs
Cognition and Learning	<ul style="list-style-type: none"> <li>• High quality first teaching</li> <li>• Continual Professional Development of teachers and teaching assistants</li> <li>• Inclusive learning environment</li> <li>• Differentiation of the curriculum and teaching</li> <li>• Teaching resources are accessible and appropriate</li> <li>• Multi-sensory approach to learning</li> <li>• Interactive environment</li> <li>• Pre and post teaching</li> <li>• Writing frames, coloured overlays, stem sentences, visual prompts, and tabletop resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Precision Teaching</li> <li>• Catch Up</li> <li>• Toe by Toe</li> <li>• Herts for Learning</li> <li>• Talking Partners</li> <li>• Read Write Inc (Phonics)</li> <li>• Pre-teaching</li> <li>• Number sense</li> <li>• Sandwell maths assessment</li> <li>• Nessy screening tool</li> </ul>
Sensory and/or Physical	<ul style="list-style-type: none"> <li>• Referral to Hearing Impairment Service or Visual Impairment Service</li> <li>• Provision of specialised equipment, including technology</li> <li>• Curriculum is adapted – e.g. work enlarged to meet individual needs for visually impaired children and interactive white board mirroring used.</li> <li>• Seating position within class prioritised</li> <li>• Continual Professional Development of teachers and teaching assistants</li> <li>• Multi-sensory approach to teaching with practical reinforcements</li> <li>• Mobility and movement programmes</li> <li>• Some First Aiders holding Paediatric First Aid certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Occupational therapy</li> <li>• Physiotherapist</li> <li>• Finger gym</li> <li>• Sensory circuits</li> </ul>

Communication and Interaction

- All Reception children screened using the Wellcomm assessment for early identification
- Some members of staff have undertaken 'Talking Success' training to enable early identification and support for children with speech, language, and communication needs
- Speech, Language and Communication Progression Tool used to assess Key Stage 2 children who are not progressing as expected
- Strong emphasis on speaking and listening and phonics teaching
- Oracy approach taken across the school
- Communication friendly learning environments

- SALT (Speech and language therapists)
- Nuffield Early Language Intervention
- Social Detective
- Socially Speaking
- Time to Talk
- Talking Partners
- Play Buddies
- Zones of regulation
- Social Stories
- Oracy
- Nurture – emotional literacy

	<p>Visual timetables and now/next</p> <ul style="list-style-type: none"> <li>• Individual learning styles understood with a personalised curriculum e.g. work stations/tray tasks</li> <li>• Differentiation by level, outcome, and grouping</li> <li>• High quality first teaching with appropriate pitch and pace</li> <li>• Personalised support within the class</li> <li>• Additional TA support within class</li> <li>• Continual Professional Development of teachers and teaching assistants</li> <li>• Whole school focus on developing vocabulary across the curriculum</li> <li>• Whole school focus on Oracy and developing language skills</li> </ul>		
<p>Social, Mental and Mental Health Difficulties</p>	<ul style="list-style-type: none"> <li>• Zones of Regulation</li> <li>• Consistent application of the school's behaviour policy</li> <li>• Value related certificates awarded weekly</li> <li>• Relationship sessions which use a restorative approach in supporting children to build positive relationships with friends and adults in the school community.</li> <li>• Lunch time support via break time/lunch time club where necessary</li> <li>• PSHE curriculum – Jigsaw</li> <li>• Protective behaviours</li> <li>• One-page profiles for children on the SEND register</li> <li>• Family Support worker who supports well-being daily across the school</li> <li>• Anti-bullying</li> <li>• A 'Heroes Journey' which supports the transition from year 6 to secondary school</li> <li>• Social stories to support transitions</li> <li>• Meet and greets</li> <li>• Pre and post teach to promote self-esteem and self-confidence</li> <li>• Continual professional development of teachers and teaching assistants.</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture Group</li> <li>• Drawing and Talking</li> <li>• Social Skills</li> <li>• Family Support Worker</li> <li>• Bereavement Counselling</li> <li>• Zones of Regulation</li> <li>• Safe Space</li> <li>• External agency support:</li> <li>• CAMHS</li> <li>• School nurse</li> <li>• Specialist Support Services</li> <li>• Educational Psychologist - Bereavement and Loss (FSW)</li> <li>• We use BOXALL profiles and SDQs to review and measure the impact of the interventions taking place.</li> </ul>	

Everyone who is identified as having SEND is entitled to support that is 'additional to or different from' a differentiated curriculum which sometimes but not always will include extra adult support. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barriers to learning identified. The support given is described on the provision map which describes the interventions and actions that we undertake at Abington Vale Primary School to support learners with SEND across the year groups. We modify the provision map each term as our learners and their needs change.

### Provision Map, One Page Profiles & Individual Learning Plans

The provision map is linked to progress towards national attainment. Some children may always be in the “working towards national expectations” category however they will make progress from their individual starting point each term and this should be carefully tracked. If progress slows down for any reason, additional or different provision can be put in place to ensure that good progress continues. Children with SEND will have a One-page profile and some will have an ILP. This document gives an overview of the child’s needs, linked to the four areas of need in the SEND Code of Practice and ways in which staff in the classroom can support them. Learning Plans are working/rolling documents which the children, teachers and SEND team contribute to. Targets set by the teacher are further broken down into small steps, making the Learning Plan responsive to the immediate needs of the children.

### Staff expertise in school for children with SEND.

- All staff have access to relevant training to support the needs of the school and enhance their own professional development. Staff will feedback the training to their colleagues, usually via staff meetings and specific support staff meetings.
- Training is accessed from the local authority and outside agencies. As Abington Vale is part of the Northampton Multi Academy trust, we share good practise with our local primary schools
- Our Family Support Workers have training to support children needing additional emotional support as well as supporting children who have suffered bereavement.
- All staff have had training in delivering reading and spelling through the RWI phonics programme and these are delivered daily.
- All staff have received training in ASD ‘autism spectrum disorder’.
- We have a member of staff trained in ‘Happy to be Me’, to develop children’s Self esteem
- Two staff are trained in Drawing for Talking to support children who may need time to talk alone with an adult
- Most staff are Team Teach trained to manage behaviour effectively
- Two members of staff have been trained in colourful semantics.
- Two members of staff are speech and language trained.

## Funding for SEND

### High Needs Funding

It may be decided that a very small number, but not all the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 has or will need to be spent on a pupil within any one financial year, to meet his or her special educational needs, then an application will be made to the local authority.

### Education Health Care Plans (EHCP)

On very rare occasions, where a pupil has a significant, severe, and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care to consider the need for an Education Health and Care Plan.

## How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Abington Vale Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved each step. Before any additional provision is selected to help a child, the SENDCO, teacher, parents/carers and learner, agree what they expect to be different following this intervention. A baseline will be recorded, which can be used to compare the impact of provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps to be taken. If a learner has an Education Health and Care Plan(EHC Plan) the same termly review conversations take place, but the EHC plan will be formally reviewed annually.

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

### Other opportunities for Learning

All learners should have the same opportunity to access extracurricular activities. Throughout the year, varieties of breakfast, lunchtime and after school activities are available to all of our pupils. These are wide ranging and have included Basketball, Multi-skills sport club, Netball, Football, Choir and Bully to Blackbelt

We are committed to making reasonable adjustments to ensure participation for all so please contact the leaders of each group to discuss specific requirements.

All staff at Abington Vale Primary have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass, or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

'A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.'

Section 1 (1) Disability Discriminations Act 1995

This definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

### Preparing for the next step

Transition is part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Abington Vale Primary is committed to working in partnership with families and other providers to ensure positive transitions occur. The SENDCo attends any transition reviews with nursery settings to ensure good information sharing and a smooth transition for new starters.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child during the summer term. Transition to secondary schools will be discussed during year 5 to ensure time for planning and preparation. Our local secondary schools arrange to see their pupils before transfer and our children visit their new secondary school during their last term with us. Pupils with additional needs may be offered the opportunity to make extra visits so they are comfortable and well prepared for year 7.

## Have your say

Abington Vale Primary School is a community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors, and staff.

## Useful Links

- The Local Offer has two key purposes

To provide clear, comprehensive and accessible information about the support and opportunities available. To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers.

The Local Offer is what goes on every day to support children and young people with SEND and how we ensure quality around this. This includes what we expect to be available in schools, colleges and other educational provision.

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/schools-and-education/Pages/default.aspx>

As well as the Local offer's website, their Facebook page share many events and interesting articles, justsearch 'The Local Offer Northamptonshire' on Facebook.

- IASS – Information, Advice and Support Service

Impartial, confidential and free information, advice and support about matters relating to Special Educational Needs and Disabilities can also be obtained from the Information Advice and Support Service for SEND in Northamptonshire at: [www.iasnorthants.co.uk](http://www.iasnorthants.co.uk)