



Special Educational Needs and Disabilities (SEND) Information Report



Abbeyfields commitment to learners

At Abbeyfields we have a strong commitment to ensure all children are able to be happy and independent in order to meet their potential. We believe that everyone can succeed and that learning can, and does, look different for different children.

Inclusion is what we do every day, rather than an 'added extra.' We strive to have an environment that recognises everyone learns differently, as this is a valuable life lesson that children should know about from their earliest years.

First and foremost, we get to know the child, find out what is unique and awesome about them, what is important to them and how we can support them to experience all our school has to offer, to prepare them for their next steps and ultimately their future lives.



About us ...



SCHOOL NAME	Abbeyfields School
TYPE OF SCHOOL	Nursery and First School (age 3-9)
STAFF RESPONSIBLE	Ben Henderson (Headteacher) Lorraine Sykes (Assistant Headteacher and SENCo)
Governors	Mrs Clare Sample Mrs Laura Alexander

Accessibility



Fully wheelchair accessible	Yes
Auditory/Visual enhancements	No
Other Adaptations	Yes

The Four Areas of SEND

The Four Areas of SEND			
Cognition and Learning Needs CLN	Communication and Interaction Needs CIN	Social, Emotional and Mental Health Needs SEMH	Sensory and/ or Physical Needs S/PN
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.	This area of needs includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.	This includes any pupils who have an emotional, social or mental health needs that is impacting on their ability to learn.	This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Core Offer



We are a mainstream first school who promote an inclusive approach to all of our pupils, regardless of race, gender, physical or academic ability. We complement the vision of the Cheviot Learning Trust. We have a record of successfully integrating children with learning needs and emotional difficulties. We work with parents to identify children's needs and intervene as early and effectively as possible.

Abbeyfields is proud of its ethos of "academic excellence in a nurturing environment" and is committed to all of its pupils, including those with educational needs and disabilities, achieving their full potential. Where adaptations to our curriculum do not offer the best possible learning environment for an individual, we work with parents and other professionals to find the optimum placement for a pupil.

Policies

The school has the following policies which are available on request from the school office or can be viewed on the website at www.cheviotlt.co.uk



The school is aware of the requirements of the Disability Discrimination Act 1995, the Equality Act 2010 and the SEND Code of Practice 2014.



At Abbeyfields we employ our very best endeavours to help our pupils to achieve their full potential, regardless of gender, race, culture or religious beliefs, and whatever their abilities or needs.

The following report lays out our provision for children from all groups and backgrounds, including children eligible for Pupil Premium funding, children adopted from care, and children currently in the care of the local authority.

In the first instance you should direct all questions and concerns you may have to your child's class teacher, who is responsible for...

- Checking on the progress of your child, identifying, planning and delivering any additional help your child may need.
- Letting the SENCO know of any additional adapted learning
Working with the SENCO to update and evaluate paperwork
- Planning how your child will access the curriculum
- Referring to support documents such as Ordinarily Available Provision (Northumberland County Council) to deploy appropriate resources, approaches and strategies
- Co-producing plans and targets with parents and carers
- Attending any review meetings concerning children in their class
- Updating all SEND paperwork required for each individual pupil
- Keeping parents and carers informed and involved



If you have been informed that your child is receiving additional support or if you feel this may be required, you should ask to speak to the school's special educational needs and disabilities coordinator, (SENCo) Mrs Sykes, who is responsible for...

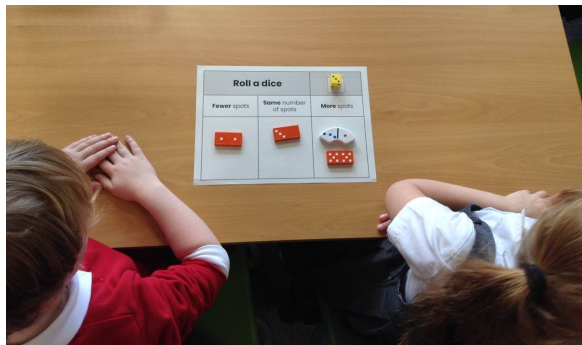
- Ensuring the right provision and support for your child so their needs can be met
- Ensuring excellent communication between home and school
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology
- Updating the school's SEND register and making sure that there are excellent records of your child's needs, programmes followed, and progress made
- Supporting class teachers in writing Pupil Profiles or SEND Support Plans and sharing and reviewing these with parents at least once each term, then planning for the next term
- Supporting class teachers in writing reports for Review meetings as appropriate
- Tracking the progress of your child to ensure that they achieve the best that they possibly can and more.



The Head Teacher, Mr Henderson, is responsible for...

- The day to day management of all aspects of the school; this includes the support for children with SEND
- He will delegate responsibility to the SENCO and class teachers but she, the Academy Council and local authority also have responsibility for ensuring that the needs of all children are met
- He must make sure that the Academy Council is kept up to date about any issues in the school relating to SEND
- He will talk to you about your child with SEND if class teachers and SENCO escalate concerns about provision for your child or if you feel class teacher and SENCO have not been able to meet your child's needs

What are the different types of support available for children with SEND at Abbeyfields?



Class teacher input through excellent targeted classroom teaching also known as **Quality First Teaching:**

For your child this would mean:

- All staff know your child, has high aspirations for your child and are tenacious to get the best from them.
- All teaching is based on building on what your child already knows, can do, remember and can understand
- Your child is able to access individual or small group support from their class teacher on a regular basis, which will help the teacher to target specific learning goals and to have a good picture of the child's current understanding and next steps
- Teaching is inclusive wherever possible, with adapted targets, resources or support in place to help all children succeed
- Continuous assessment takes place, which informs planning and individual expectations

The First Line of Support is Initial Concerns:



This means:

- That your child's class teacher has identified that your child might be struggling with behaviour, friendships or slightly behind expectations.
- Your child's teacher will observe and keep in closer contact with you on how best we can support your child.
- Your child may require additional teacher attention in class, more regular praise and small check ins

The Second Line of Support is Pupil Profile :

This means:

- That your child may require more teacher/adult attention
- Regular individual or small group support for a short period of time
- Adapted learning within the classroom
- Pre-teaching
- Additional resources, for example fidget tools, wobble cushion, chewelry.
- Movement breaks
- Visual timetables and prompts

Pupil Photo	Name: Date of birth: Class: Areas of need: Level of Need: <input type="checkbox"/> SEN support <input type="checkbox"/> COSA <input type="checkbox"/> EHCP External agency involvement:	It would help me if you could:	
	I would like you to know that (include strengths, hobbies, interests and plans for the future):		I will help myself by:
This means that:		I am supported by (include extra curricular clubs):	
I find it difficult to:		Data/Information Attendance: CIC: Y/N PP: Y/N EAL: Y/N Reviewer: Next Review:	Access Arrangements & Reasonable Adjustments:

The Third Line of Support is Pupil Passport and SEND Support Plan:

This means:

- That your child is likely to require more help to make progress
- Specific strategies (which may be suggested by the SENCO or outside agencies) will be put in place
- Plans will explain your child's long term outcomes and short term outcomes. This plan will be co-produced with yourselves and the class teacher and when needed the SENCO too.
- Your child's progress will be reviewed at least once a term and new outcomes and plans will be set
- Your child may work as a whole class, paired with a peer, individually or in a small group
- Your child may have their work adapted to develop their independence and confidence so they can achieve to the best of their ability.

Profile & Support Plan



	What can I do now? (Assess)	What I will be able to do (Plan) SMART targets	Who and what will help me (Do)	How did I get on? (Review) <div>Not met Partially met Met</div>
Cycle 1 Date:		Target 1:		
		Target 2:		
		Target 3:		
Cycle 2 Date:		Target 1:		
		Target 2:		
		Target 3:		
Cycle 3 Date:		Target 1:		
		Target 2:		
		Target 3:		

SENCO involvement

Children on the SEND Register may receive additional support from the SENCO (Mrs Sykes) in school. This may involve:

- Observing your child in class and offering advice to the class teacher
- Working with your child in small groups or providing individual 1:1 support to help assess their needs or train staff
- Working with teachers / learning assistants in school to ensure work is targeted appropriately for your child
- Reviewing paperwork to ensure the best possible provision for your child
- Conducting assessments or liaising with outside professionals who will conduct specific assessments or observations



Additional support from an outside professional

If the class teacher's or parent's request for advice in providing for a child cannot be met from within the expertise of the school, the SENCO may identify the need for extra specialist support in school from an outside professional e.g. Local Authority SEND Support Services, Visually Impaired Service and Hearing Services or outside agencies such as the Speech and Language therapy (SALT) Service and CYPS (Children and Young People's Service ie mental health) and voluntary organisations such as Barnardos.



Who are the other people providing services to children with SEND outside of school?

We liaise closely with the following services:

children with visual or
hearing needs
Speech and Language

School Health

School and
community Nurses

Operation Encompass

Physiotherapy

CYPS

Health Visitors for
children under 5

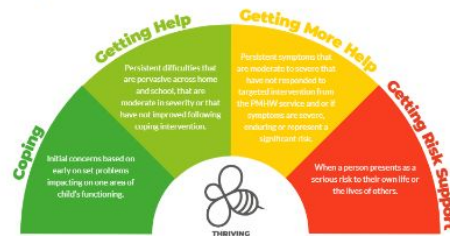
(social workers and family
support workers)

Primary Mental Health

SEND SUPPORT
professionals
HINT Team

Occupational Therapy

Additional support for your child would mean:



- Your child has been identified by school staff, or you may have raised your own concerns, as needing specialist input in addition to quality first teaching and intervention groups
- You will be asked to give your consent for the school to refer your child to a specialist professional. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. A visiting specialist professional will work with your child to observe their work and needs and to directly question them or ask them to complete assessment tasks if appropriate
- The specialist professional will discuss the hopes for the outcome of the visit and look at records of the child's assessments and the targeted work to date
- The specialist professional may give immediate verbal feedback to staff and will prepare a written report which is shared with parents
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward

What different types of needs are met amongst children with SEND at Abbeyfields?

Speech and Language support

If your child has been identified as requiring additional speech and language support and has been assessed by the SALT Service, (Speech and Language Therapy) there are trained and experienced teaching assistants within school to deliver programmes, following the recommendations of the SALT who also visits school to assess children on request.

Your child is referred to this service via nursery or school as soon as a specific need is recognised. Children may also be referred by medical services and may have been referred to the Speech and Language Therapy Service before starting nursery, in which case, school can liaise with a professional from the Speech and Language Therapy Service to continue this support. Even if your child does not require specific SALT input, we run groups such as Talk Boost in early years classrooms or wherever a need is identified, to help pupils develop their vocabulary and grammar skills.

For your child this could mean:

- Working with a member of staff within school 1:1 or in a small group
- A visit by the S&L Therapist to school within 6 months of the previous visit, to which you are invited, to review progress and set new targets
- Following up programmes within class where the SALT, class teacher and learning assistant can plan together to address needs
- Bringing home visual materials to reinforce the speech sound or area of grammar addressed, so that you can practise together at home

Support for fine and gross motor skills



Your child may have been identified within school and followed fine and/or gross motor interventions with staff. If problems persist your child could be referred to an Occupational Therapist or Physiotherapist and require a specific exercise program which needs to be carried out regularly at home and in school. Referrals may be done through school or through your family doctor.



If a programme is set by an external professional, we will allocate a specific member of staff to carry out recommended exercise programs, and class teachers will build in activities eg to improve manual dexterity, to whole class or targeted group work as necessary.



For your child this could mean:

- Following a specific physiotherapy programme, checking specialist clothing for comfort, completing daily exercises and warm ups before PE lesson on a 1-1 basis
- Following gross motor physical programmes in a small group as an alternative to or in addition to the usual PE lessons
- Following fine motor programmes including handwriting and hand strengthening exercises in a small group
- Following other fine motor programmes which would be built into class lessons including art and technology and could also be completed by many or all of the classmates
- Using adapted materials such as training scissors



Autistic Spectrum Disorder and high functioning Autism



We have experience of integrating children with social communication difficulties in Abbeyfields. We use methods such as break out rooms, workstations, visual timetables, now and next boards and social stories with children who can benefit from these approaches.

For your child this may mean:

- The support of outside agencies observing your child in the classroom and discussing their provision with Abbeyfields staff
- Working in a quieter space within the classroom for part of their day
- Using overt routines, rewards and consequences which are understood by your child
- Withdrawing to a quieter area when needed
- Working through a set of tasks with minimal adult involvement to build up academic or motor skills alongside increasing independence
- Spending parts of the school day which are identified as difficult (sometimes playtimes or dinner times) in a separate activity with an adult or within a small supervised group
- Gradually adjusting all of the methods above so that your child can work towards tolerating activities that are more difficult for them and integrate more successfully with their peers

ADD and ADHD (Attention Deficit /Hyperactivity Disorder)



We will work with families and other professionals to ascertain the specific reason for your child's social and emotional needs and help them overcome them. This may mean using some of the strategies mentioned previously to help your child understand reasons for boundaries, rules and routines, integrate successfully with their peers, and achieve their best.

For your child this could mean:

- Attending individual or group appointments at CYPS and being observed by CYPS staff in school
- Using methods such as a workstation, rewards and restorative conversations.
- If diagnosed, and only when parents/carers agree, receiving medication which could be administered at school if required

Physical or medical needs



We have a Medical Needs policy which details the regular administration of drugs if these are necessary during the school day. If children face sensory or ambulatory challenges we invite other professionals to assess our building and provision and help us identify necessary changes. We have a wheelchair accessible building with additional ramps, adapted furniture and changing facilities for the children with those needs.

All of our members of support staff are qualified first aiders with training updated regularly, and all of our outings and special events in school are risk assessed. We have a dedicated first aid room and disabled toilet, and our building and grounds are fully accessible to wheelchair users. Where medication is prescribed on an occasional basis we have a consent form to be completed by parents, and routines to follow which ensure that medicines are kept safely and administered correctly. We also have established good working relationships with other support services.

Children who need support for their overall wellbeing



At Abbeyfields we value children's personal, social and health education highly, and curriculum time, assemblies and themed days are devoted to lessons and events which promote wellbeing, such as e-safety awareness, peer support and role models, and transition between classes. We also identify vulnerable groups for extra support and attention, which may take the form of nurture groups or homework clubs. (See Personal Social and Health Education Policy)

Nurturing provision for all of our pupils is a strength of the school. Some children are identified as needing extra pastoral care. School has one trained Thrive Practitioner and we have a dedicated space in school to support our children (The Thrive Hive). We also use Emotion Coaching and Zones of Regulation to support the children to recognise and support their emotional needs.

The school acts immediately to deal with bullying; for example with additional supervision, involvement of parents and help for all children to understand the effects of their actions and to develop resilience.

Children who are or have been in the care of the Local Authority

We have a small number of children who are adopted from care, and children who are identified as LAC (Looked After Children in the care of the Local Authority.) Some of our families are also supported by Children's Services or Adult Social Services. The headteacher Mr Henderson and Assistant Headteacher Mrs Gilfillan as Designated Safeguarding Lead, attend all relevant training to ensure that the school is compliant with county and national guidance, and is able to provide for the needs of these groups of children.

Mrs Gilfillan is also the designated teacher for CLA (Child Looked After). Safeguarding and CLA information is disseminated to all staff on a regular basis to meet national requirements, and further training or support is given to staff should the need arise. The school works with ESLAC (Education Support for Looked After Children) inclusion support workers to complete a PEP (Personal Education Plan) which addresses learning targets as well as any needs which are particular to children who are in care.



Children with attendance and punctuality needs

We work hard to make sure children are well supported to attend school regularly, particularly if they have additional needs. When possible, we hold regular events to promote attendance and punctuality, including publishing information on our weekly newsletter and discouraging absence due to family holidays being taken in term time.

Support is offered; for example where children are reluctant to separate from parents or parents have their own health or mobility issues. We work closely with the Education Welfare Officer who is in contact to support the school every week.

The Headteacher, Mr Henderson and Mrs Sykes lead on Attendance and Punctuality.



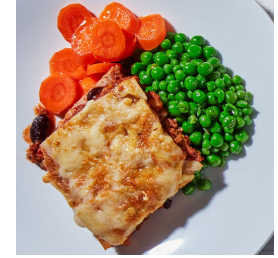
Children with English as an additional language



We identify children where a language other than English is spoken by at least one parent. Mrs Sykes attends training on providing for children with English as an additional language and knows where to find support such as training for learning assistants and translations of standard letters home, should the need arise.

We regard children with English as an additional language as having a gift or advantage, not a special need, but we acknowledge that some children may also have a learning need which is related to or independent from their stage of language development in English.

Pupil Premium



Pupil Premium funding is an additional payment made to the school for every child currently eligible for Free School meals, or who has been eligible during the last six years. This payment is in recognition of the attainment gap that is likely to exist in outcomes for disadvantaged children compared to the national average.

Funding is also given for children whose parents are employed in the armed forces, and children who have been adopted from care or are currently looked after by the local authority. The government scrutinise the allocation of this funding within school, which is used to support children in a variety of ways, eg providing or subsidising enrichment activities, outings or after school clubs, or providing additional staffing to allow relevant interventions and nurture groups to take place for all children with a need, including 1-1 mentoring for identified Pupil Premium children. Current pupil premium statements are available on the school website.

EHA (Early Help Assessment)

Where two or more external agencies are involved with a child (but where no EHCP or social work involvement is in place) school and parents may have agreed to fill in an Early Help Assessment.

This will mean

- Regular (usually termly but more frequently if there is a need) meetings of school staff, family and other involved professionals
- Children may be involved in individual or group interventions in school or accessing support from other agencies
- An action plan will be agreed and different professionals will have a role in helping the family to achieve improved outcomes for their child which may range from attendance and punctuality issues, health or housing concerns, to academic progress
- A lead professional will chair meetings and circulate minutes, usually the SENCO. Where more applicable, an Early Help worker could support the family in the community as well as coordinating the agencies involved.

Specified Individual support



If your child is identified as having additional and complex special educational needs or disabilities which cannot be met within the normal provision for pupils, your child will need to receive more than 20 hours per week of support in school which can be used to support them individually or within a group or with differentiated tasks / attention / resources within the whole class. This is usually provided via extra funding given to school attached to an Education, Health and Care Plan (EHCP.) This means your child will have been identified by the school as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. This needs to be investigated by other professionals including an Educational Psychologist, and agreed by a panel of independent professionals representing the Local Authority. Evidence will be gathered within school for at least two cycles of support following external advice, and a COSA (Consideration of Statutory Assessment) form will be submitted. Parents will be involved and informed throughout the process which is usually over a period of more than one school year. The school will support your child with individual programs and 1-1 support if at all possible during the application process. If your child has specific medical conditions which will require a high level of therapies or could limit potential in academic or social areas, this may well have been recognised at an early age and an EHCP may be in place before your child starts school.

EHCP (Education Health Care Plan) - Support

If your child receives an EHC Plan during their time at Abbeyfields this process may involve some of the following:

- Support from other agencies, eg Local Authority central services such as the HINT Team (High Incidence Needs Team), Visually Impaired Service and Hearing Services
- Support from medical / community agencies such as the Speech and Language therapy (SALT) Service or CYPS (Children and Young People's Service)
- The school applying for STAR (Short Term Additional Resource) funding in order to provide additional support to meet a child's needs for a specified purpose and period of time. This could be additional support within the class or a specific intervention to address any needs that cannot be met within the class. This funding is short term and not normally expected to progress to an EHCP.
- If the school requires support for a child with more complex special needs they (or parents) can request that the Local Authority carry out a statutory assessment of your child's needs (COSA). This is a legal process which sets out the amount and nature of support that will be provided for your child.
- After the school has sent in the COSA request to the Local Authority, the Local Authority will decide whether they think your child's needs, 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 existing arrangements.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a draft EHC Plan. If this is not the case, they may suggest the school accesses further advice or support from external agencies .
- The draft EHC Plan will be formalised after a period of consultation. It will outline the long and short term goals for your child and is a legally binding document which must be reviewed at least annually.

Additional funding for your child may be used to:

- Provide individual or small group teaching from a teacher or other staff member
- Provide an adult to support your child when learning within the whole class and/or managing social situations such as playtime and lunchtime
- Run individual programmes or small groups which include your child eg for social skills or therapies
- Pay for support from outside agencies
- Provide resources not available from within the school budget

This type of support is available for children whose learning needs are:

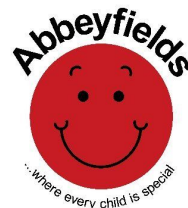
- Severe, complex and lifelong, and / or
- Need more than 20 hours of support in school



Who are the other people providing services to children with SEND in this school?

Currently at Abbeyfields we have:

- One full time Headteacher
- Two Assistant Heads – SENDco (Lorraine Sykes) and Designated Safeguarding Lead (Ailsa DaCosta)
- Thirteen teachers
- Three HLTAs
- Two Forest School Practitioners
- Fourteen full or part time Teaching Assistants who support in class, over lunchtime, BSC and ASC



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

- All teaching staff have SEND training as part of their initial teacher training, and receive updated training on school procedures each year. In addition staff may attend external courses which directly or indirectly offer advice in how to help and best educate children with additional needs.
- The SENCO has regular meetings to share good practice with The Three Rivers Learning Trust SEND Lead and other Morpeth Partnership SENCOs
- Weekly training for all staff to ensure and insist on good practice led by the SENCO
- The Headteacher and SENCO attend other related training eg on how to best support a child and family dealing with a long term condition and attending hospital school
- The SENCO's job is to support the class teacher in planning for children with SEND
- The school responds to and seeks out training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school and individual training on SEND issues such as ASD (Autistic Spectrum Disorder), behaviour, nurture and speech and language difficulties
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the HINT (High incidence) and LINT (low incidence) teams



How will teaching be adapted for my child with SEND?



- Curriculum information can be found on the school website
- Objectives for curriculum work are always differentiated according to the needs of the members of the class
- If the main class focus is not appropriate to your child's needs, alternative objectives will be identified and shared with parents and carers
- The learning environment can be adapted, eg working in a quiet area or "workstation"
- Specific resources and strategies will be used to support your child individually and in groups
- Planning, teaching and resources will be adapted on a daily basis if needed to meet your child's learning needs

Please speak to the class teacher or SENCO for specific details regarding adapted teaching and curriculum for your child. Currently parents will be informed of their child's needs and adapted work in a phone call, an additional meeting in school or at parental consultation time or as needed. Targets and programmes will be shared with parents and carers so they have their own copy.

Assessment and recording for all children in school, including your child with SEND



- Your child's progress is continually monitored by his/her teacher
- His/her progress is reviewed formally in our termly interventions, SENCO monitoring observations for children with significant SEND, and data collection and analysis each term.
- All children in school are assessed regularly according to year group expectations as appropriate. We can use a variety of additional formal and informal tests including standardised tests which may be administered by a member of school staff or a visiting professional. We use assessment materials or observations and records of behaviour/outcomes that can show smaller but significant steps of progress.
- At the end of Year One the Phonic Screening Check is used. Every six weeks the children are assessed on the Read Write Inc programme and regrouped accordingly. The lowest 20% are assessed every two weeks and receive fast track tutoring daily. Children who do not reach the required standard in Year One, continue to be supported in their acquisition of phonics and the Phonic Screening Check is used again at the end of Year Two.
- The progress of all pupils is tracked and monitored throughout the year and assessment data is updated twice a year.
- Children with significant needs have a SEND support plan which sets targets and measures progress for the individual child. This is updated three times a year and parents are involved / informed and co-produce.

Assessment and recording of SEND provision



- Each class teacher contributes to the SEND register
- Children with significant needs who have many agencies involved in their provision will need their own file with reports, programmes and tracking information.
- Children with a SEND Support Plan or Pupil Profiles will have their plans reviewed/updated at least every term and the plan for the next term made. These plans are co-produced with parents and carers.
- There will be an informal assessment at the beginning and end of the intervention period to help determine starting points and measure progress.
- Information relating to specific targets and achievements is regularly recorded so that appropriate objectives and programmes can be selected and progress can be measured.
- Assessment data is collected regularly and analysed to track the progress of all pupils and compare this to the progress and attainment of children with SEND.
- Termly update of the SEND register and individual targets takes place with in-depth scrutiny of teaching and learning, to ensure provision for children with SEND is appropriate.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education, in addition to the provision above.
- Scrutinies of SEND provision take place – looking at provision, work spaces, lessons, intervention plans, work scrutiny, progress shown in results of tests etc – to evaluate the overall effectiveness of the school's provision as well as the individual experience for each child with SEND.

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 SENCO is available for a phone call or meeting 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 by the person involved directly, or where this is not possible, in a report.

Homework will be adjusted as needed to your child's individual needs.

A home/school contact electronic document may be used to support communication with you, when this has been agreed to be useful for you and your child.

You will be given a copy of updated intervention and Support Plans each term, if your child requires one, which the class teacher or SENCO can discuss with you if necessary.

Any information we receive about courses or support groups directed at parents of children with a SEND will be shared with you,



How is Abbeyfields accessible to children with SEND?

The building is accessible to children with a physical disability.

We aim to provide any additional resources/equipment your child may need, which may mean liaising with appropriate agencies who will lend us the equipment.

We ensure that equipment used is accessible to all children regardless of their needs.

Extra-curricular activities are accessible for children with SEND providing appropriate support can be provided by the school if needed.

We apply advice given to us by outside agencies who are specialist in difficulties met by your child (eg Visual impairment.)

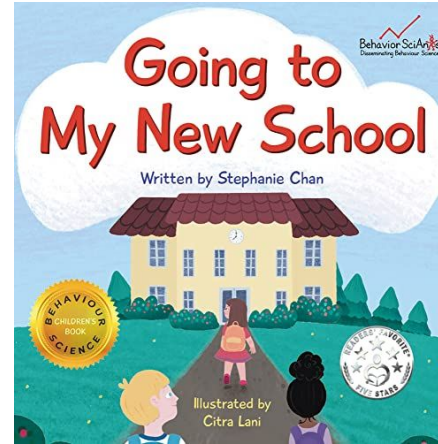


When starting in Nursery or Reception classes:

- Abbeyfields has a successful programme of induction which includes short visits for children and families when entering Nursery and Reception classes
- Abbeyfields present information through SHARE events and Open Days and also post videos of the site and the staff on the school website
- Children who are about to begin in Nursery or Reception are normally encouraged to visit the building for other purposes such as open days / school fairs, when these events take place
- Additional meetings for parents of children with a recognised SEND will be arranged and necessary adaptations to the learning programmes or environment will be in place

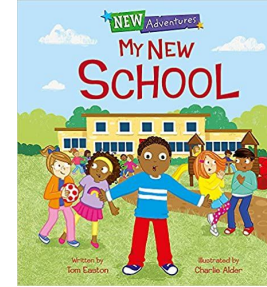


If your child is moving to another school:



- We will contact the school SENCO and ensure he/she knows about any special arrangements or adjustments that need to be made for your child
- We will make sure that all records about your child are passed on
- We are happy to accompany parents/carers on exploratory visits when choosing a new school or discussing transition arrangements
- We welcome staff from the receiving school to visit us and see your child “in situ” as well as discussing how transition can be smooth for them

When transferring from another school:



- If your child has a documented need we will receive records and seek a discussion with the existing class teacher and / or SENCO
- We may be able to visit the existing setting to meet the child and talk to staff / parents if this is possible before starting at Abbeyfields
- You and your child will be welcome to speak to Abbeyfields staff during the school day or after school to answer questions and help your child feel more confident after looking at the information on the website
- We will conduct our own assessments and observations as necessary to ensure appropriate targets are set and provision is made
- We will invite you to discuss new programmes after a short settling in period, and will make sure you have access to all information which may have been given out earlier in the academic year

When moving classes within school:

- Throughout the year we normally have special occasions such as themed and sports days, where classes mix and there are opportunities to work with staff and pupils from different year groups – this gives children familiarity with other staff in an informal situation, and gives staff an opportunity to get to know children with additional needs as they progress through the school.
- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher.
- All SEN paperwork will be shared with the new teacher and a SEN file for the year group / individual file for a child with significant needs will be passed on to the new teacher.
- The existing teacher will write the targets for the start of the new school year ensuring continuity of provision for children receiving interventions.
- All children have an opportunity to spend a session with their new class teacher for September at the end of the summer term.
- Additional visits and opportunities to meet the new class teacher will be organised for a child with SEN.
- If your child would be helped by a book or social story to support them to understand moving on, then it will be made for them.

At the end of Year Four:



- There is an extended programme for all children moving on at the end of Year 4. If your child is moving to another school within the Academy Trust, eg (Newminster Middle School or Chantry Middle School) there will be visits for curriculum and social events, opportunities to sample lessons in the middle school and lessons in the first school conducted by middle school teachers.
- If your child is moving to another school, we will facilitate all visits and transfer of information, and deal sensitively with any “inclusion” issues regarding separation from peers.
- The SENCO will meet with the SENCO and the Head of Year 5 from the receiving school to discuss the specific needs of your child, Class teachers may also be able to attend the meeting and will pass on relevant academic and pastoral information.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- All children will complete some work towards the end of term which will be transferred to the next school.
- If your child has an Education Health and Care Plan there will already have been a ‘phase change’ review meeting held when your child was in Year 3; this is carried out at an early stage to allow parents and staff to carefully plan the transition which will take place at the end of Year 4.
- There are personalised transfer arrangements for any children with SEND or other vulnerable children who may need to orientate themselves in a new building or be well known to staff before their arrival, which include one or more additional visits in a small group.
- Year 4 class teachers will contact staff at other destination schools after the first few weeks in September to check that children have settled and all relevant information has been received and understood.

What do I do if I have a concern?

If there are any concerns in relation to the SEND provision we provide, the recommended approach would be to speak first to the class teacher

If concerns persist the next point of contact would be the the SENCO (Mrs Sykes)

Further discussion can be arranged to include the Headteacher (Mrs Henderson) only after this pathway has been followed.

Academy Councillors with responsibility for SEND are Mrs Clare Sample and Mrs Laura Alexander. They can be contacted via the school office on 01670 513582 or by email to admin@abbeyfields.the3rivers.net

The chair of the Academy Council is Mr Michael Bone, and he can be contacted via the school on 01670 513582 or by email to abbeyfields@the3rivers.net

If the matter can still not be resolved then our SEND Officer at Northumberland County Council is Mrs Sarah Jordan, who can be contacted through the switchboard at County Hall.

Parent Partner Support and Mediation services are also available – contact County Hall for details.

There is a complaints procedure available – ask at the office or see the school website for further information. In the first instance we would seek to resolve any concerns informally, through Stage 1 of the Policy.

Lorraine Sykes Assistant Head and SENDco

Reviewed September 2025

Next update September 2026