

Special Educational Needs Information Report

How we support children with special education needs and disabilities

At ABPS we create an environment of care and wonder where the curriculum is bent and flexed to meet the needs of all of our children allowing them to reach their potential and be happy.



Shires
Multi Academy Trust

This SEN Information report can be looked through page by page or use the 'quick links' to find answers to a specific question.



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Areas of Special Educational needs

Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- *E.G. Dyslexia, Dyscalculia,*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

The four broad areas of need are often seen as distinct categories, but in reality, they tend to overlap. According to the SEND Code of Practice, it's crucial to recognise that children with special educational needs (SEN) may not fit neatly into just one of these areas. For instance, a child with speech and language difficulties (communication and interaction) might also struggle with learning (cognition and learning) because their communication challenges impact their ability to access the curriculum. Similarly, social, emotional, and mental health difficulties can arise due to frustrations with learning or physical impairments.

The Code of Practice encourages a holistic approach, reminding educators and professionals that a child's needs should be considered in a joined-up way. It emphasises that support should be tailored to the individual, recognising that challenges in one area can affect others. For example, a student with a sensory impairment might also face social difficulties, as their condition could limit their ability to engage in group activities. Addressing these needs requires flexibility and collaboration between different professionals to ensure no aspect is overlooked. Essentially, the Code highlights that needs are likely to interconnect, and support strategies should reflect that complexity.



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What should I do if I think my child has Special Educational needs?



Speak to the class teacher about any concerns you have. They can then make a plan of action with you if needed, which may involve the SENDCo or other outside agency involvement. The most important part is that all parties communicate as it is only then that we can work together to meet the needs of the child and ensure they have the support they need to succeed.



How does the school know if a child needs extra help?



Communication

- With parents letting us know any difficulties they face at home.
- With nurseries, preschools and other schools at transition points.
- With any outside agencies that may be involved



Assessment

- Early Identification- All children who start school do a baseline which provides valuable early insight into the children's early skills. They also carry out a speech link assessment which removes any communication and language difficulties which can be hidden barriers to a child's development.
- Teachers are constantly assessing according to lesson outcomes as well as half termly and termly tests to track where children are according to age-appropriate expectations. This provides lots of opportunities to highlight children that may need extra help, interventions or further investigations
- External agency assessments- this can be through the doctor, health visitor or school. These will be standardized tests that we can use for further information on how best to support but can also provide information towards Education Health Care Plans (EHCP) requests to assess and update existing plans.



How will both school and I know how my child is doing?

Signs of success meetings- If your child is on our SEND register you will be invited in 3 times a year for these meetings, this is additional to 2 parents evening meetings. Things that are going well and areas that need to be focused on will be discussed as well as targets set to be addressed in school and supported at home. Where appropriate the child themselves is involved with this. This allows all those involved to be clear on next steps and support being given.

End of year report- Every year parents receive this report.

Annual Reviews- These are held once a year for children who have an EHCP. All those involved in supporting the children are invited to attend or send a report. These meetings are then used to update the EHCP and ensure it is fit for purpose moving forwards.

Open door policy- we have an open door policy across school and therefore teachers can be approached as and when needed. The SENDCo is also available to contact at any time.



How will school help me support my child's learning?

Communication- signs of success meetings ensure that you know what targets are set and how to support

Home school diaries contain useful information that can help with spellings, number facts etc

Online interventions- Some interventions are online and therefore can be accessed at school and from home allowing for the little and often approach that benefits so many children.

Where appropriate teachers will provide parents with resources packs that can be used at home to support learning

In some cases where there are difficulties with verbal communication homeschool communication books will be put in place.



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

At Astwood Bank Primary school we are committed to ensuring that all children have access to an excellent school experience that meets their needs and ensures they reach their potential.

Our creative curriculum allows for the national curriculum to be taught in interesting and varied ways, making it easier to adapt the learning to meet the needs of all.

Where children are working at a level that is different to their age-appropriate outcomes we use alternative assessment tools such as BSquared to ensure we are always working toward their next steps, no matter how small those steps may be. We are also supported by an educational psychologist who can provide, advice, resources, and training opportunities so that we always support in the right way.

In some instances, to ensure that children's needs are met it will require some 1-1 or small group intervention times. We work closely with outside agencies to ensure that these interventions are appropriate and bespoke to the children.



How are the schools resources allocated and matched to children's special educational needs?



The head teacher and SENDCo work closely together to ensure that the budget is used successfully and efficiently to meet the needs of children.

Where pupils have an Education, Health and Care Plan and receive top -up funding, this is ringfenced for the individual pupil and determined by the provisions and support recommended by the specialists involved in reviewing the plan.

The resources whether human or physical are allocated and shared across school according to need. We are adding to and developing our resources and expertise year on year to ensure we have the interventions, resources and skills to be able to support the children at our school.

The information collected from the above will be used as part of the Assess Plan Do Review process

Some of the assessment tools and resources we use can be seen below



How will the school decide the type of support my child will receive?

When a pupil is identified as potentially having an additional need: school will take action to remove barriers to learning, the SENDCo will investigate, and members of staff will liaise with the family to discuss the process. This may include using a range of diagnostic assessments, observation and conversations with young people and their families.

We follow a graduated approach. This means the team around the child is constantly assessing, planning, delivering and reviewing the provision in place for pupils. Decisions and actions are revisited, refined and revised to ensure the plan is meeting pupils additional learning needs, and a growing understanding of the pupils' needs is developing. This is ongoing across the school year and is shared with parents in detail at signs of success meetings and parents evenings.

High-quality adaptive teaching is at the heart of every classroom and therefore every attempt is made to adapt the environment and lesson content to ensure that all children can access the curriculum. There are however times where discreet 1:1 interventions are necessary or to be able to cope with the school environment they require time in our sensory room or on our activity trail. These are all designed with the children's needs in mind and in consultation with parents.



How does the school judge whether the support has had an impact?



There will be an increase in educational outcomes, therefore the pupil will be able to more easily access the curriculum. This will be seen in formal assessments as well as the day to day assessment by teachers marking work.



As part of the signs of success meetings parents will review targets and set new ones. If the support has had the desired effect they will have met and need new targets.



Teachers have regular performance management meetings with the head teacher where outcomes are scrutinized and plans made.



The children will be happy to come to school and their self-esteem will be high!



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

The Educational Visit Co-Ordinator (EVC) and the SENDCo work closely to ensure that all children are included and able to attend trips and visits.

Risk assessments are always carried out prior to activities outside the classroom, including educational visits and school trips, minimising the risk and ensuring the safety and inclusion of all.

During the last academic year learning outside the classroom including educational visits:-

Worcester Cathedral

Hartlebury Hall

Warwick Castle

West Midlands Safari park

Cadbury World

Leicester Space centre

Attwells Farm park

Redditch Library

Residential trip to Condover Hall

Malvern outdoor centre

swimming

athletics at Abbey Stadium



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



We are a Trauma Informed Mental Health School and therefore good mental health is a thread that runs through all we do. We also have a Mental Health Lead and Mental Health first aider who can support pupils in times of difficulty.



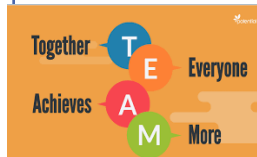
We carry out Rise resilience assessments at the beginning of each term which provides an insight into different strands such as coping strategies they require to be resilient.



Teachers regularly use strategies in the classroom such as “ I wish my teacher knew” so that children can share any worries.



We recognise that playtimes can be a tricky time for some children so we have opened a nurture club where there is always an emotionally available adult for children to speak to.



There is a Family support worker and nurture worker who can work with families and children where a more bespoke and ongoing intervention is required

For a small number of pupils, it may also be appropriate to make a referral to an outside agency such as the Children and Adolescent Mental Health Service (CAMHS) or gain support and advice from the Educational Psychologist.



What training have the staff supporting SEND had or what are they having?

Our SENDCo has the NASENCo qualification and has completed the SEND leadership course run by County. She is also a level 5 Trauma Informed Mental Health Practitioner.

All Tas hold a qualification in working with children and attend a variety of courses and staff meetings to continue to build and expand their expertise in a wide range of needs.

We have two communication TAs in school who attend regular training sessions in various areas of speech and language difficulties.

We regular participate in whole staff training the most recent being making the classroom an Autism friendly space. This is regular assessed and addressed to meet the needs of current cohorts of children.

There are also staff specifically trained by outside agencies to meet the medical and personal care aspects of children's support.

We have access to staff with mental health and nurture specialism as well as sound healing and music therapy.

We all work together across school to provide an environment and school experience that meets the needs of all children.



How accessible is the school both indoors and outdoors?

Our school is fully accessible. We value and respect diversity and make every possible adjustment needed to ensure children enjoy the full school experience.

All entrances into the school are flat or via a ramp. The second floor of the key stage 2 building can be accessed via a lift.

We have a disabled toilet in the key stage 2 block and in the main building there is a fully equipped BMA with toilet, shower and electronic bed.



We believe that a strong relationship and open lines of communication are key to meeting every child's needs.

How are
parents
involved in
the school?

How can I get
involved?

There are 5 personal meetings with the teacher across the year (3 signs of success, 2 parent evenings.

We have an open door policy which makes everyone across the school easily accessible.

Send coffee mornings are run across the year where we can target areas of need, invite key speakers or just chat with other parents sharing ideas and concerns.

There are regular parent workshops where parents are invited in to complete a task with their child.

There are also SEND questionnaires sent out where parents can give their views



How do children contribute their views about their support and who can help them?

A pupil's own voice is a really important part of the jigsaw, sitting at the heart of our thoughts and feelings around the provision in place to support them.

We will always ensure we are listening to pupils and giving them the opportunity to be heard as we make sure the right support is in place for the right pupils at the right time.

- All children are encouraged to take part in Pupil Voice' activities, which include; Evaluating and reflect on their achievements and progress in lessons. Contributing to target settings.
- Being part of signs of success review meetings where appropriate to create Learning Plans which includes their likes, dislikes, strengths and areas for development.
- Every child has a voice on School Council, their views are collected regularly throughout the year



We work with a huge range of outside agencies to ensure that we are able to adapt and meet the needs of our children

What specialist services are available or can be accessed by the school?

These include;

PD outreach (based at Chadsgrove)

Chadsgrove outreach which gives access to Learning support, complex communication needs team and O.T

Physiotherapists

Speech and language therapists

Educational Psychologist

Visual Impairment team

Hearing Impairment team

School Nurse

NHS Wellbeing and Emotional Support Team.

Child and Adolescent Mental Health Services (CAMHS).

This list is always increasing and we will endeavour to enlist any support required to enable children to be happy and achieve at school.

Parents may also have access assistance through SENDIAS or Worcestershire County Council Families in Partnership



How will the school prepare and support my child when transferring classes or schools?



Each year children complete their friendship hands. Classes are mixed, this process reassures children that they will have at least one of their trusted friends with them.



Transition meetings are held between staff so that important information is known prior to the start of the year but parents and children are also invited to meet with the teacher too.

My New Class

Class _____

Transition passports are made and taken home to be used to reassure children over the holidays that they know key things such as who the adults are, where their coat goes, where the toilets are etc.



The Local Offer



Who can I
contact for
further
information
or to discuss
an SEN
issue?

office@abps.shiresmat.org.uk

01527 959 084

Address concerns to:

Class teacher

SENDCO- Michelle Stack

Head- Debbie Yarnold

Deputy Head- Paul Mellows

SEND Governor- Nicky Smith



What other support services can help me?

- ACE - the Advisory Centre for Education - gives good information and advice about Admissions, Attendance, Bullying, Exclusions and Special Educational Needs.
- Anti Bullying Alliance - gives useful information and advice about how to deal with bullying and the impact that bullying can have.
- ASDFriendly.org - ASD Friendly is a close-knit community of parents and carers of people with Autism and Asperger's Syndrome.
- National Autistic Society (autism.org.uk)
- British Dyslexia Association - a useful website with information about dyslexia, assessment and identification, exam concessions etc.
- Bullying UK - offers on line advice and support to try to prevent or deal with bullying including information for children.
- Cambian Education - The largest provider of specialist residential education and care for young people with Autism and Aspergers Syndrome in UK.



What other support services can help me?

- Children's Legal Centre - provides legal advice, information and representation for children and young people.
- Contact a Family (CaF) - are an excellent organisation providing information and support to parents of children with many different sorts of disability, including parent-parent support.
- Cerebra - help to support parents/carers with children who have sleep issues. They also have a stress helpline.
- Civil Legal Advice - Civil Legal Advice (Legal Aid) - Free legal advice on education law matters paid for by legal aid. SEN, discrimination and judicial review (e.g. for children not receiving education/unlawful exclusions etc.) For anyone financially eligible to legal aid www.downs-syndrome.org.uk/ -
- Down's Syndrome Association - The aim of the DSA is to help people with Down's syndrome to live full and rewarding lives.



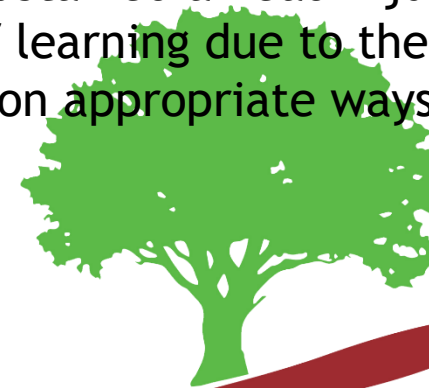
What other support services can help me?

- The Dyscalculia Information Centre - The Dyscalculia Information Centre Dyslexia research trust - for diagnosis service Dyspraxia Foundation - offers information and supports individuals and families affected by developmental dyspraxia through books, suggestions, a teen newsletter, and an adult support group.
- Family Planning Association - has books specifically for parents of children with disabilities, including workbooks about growing up.
- PDA Society - Pathological Demand Avoidance
<http://www.healthline.com/health/bipolar-disorder>
- www.lucid-research.com - Memory boosters for children aged 4-11, especially those with special educational needs
- www.mentalhealth.org.uk - Mental Health Foundation has on-line information about anxiety, depression, ADHD etc.
- www.masteringmemory.co.uk - Boosting working memory programs for children 2-11 or 11- adult.
- www.mylifemychoice.org.uk - My life my choice - helping people speak up and develop their skills



What other support services can help me?

- www.autism.org.uk/directory.aspx - The National Autistic Society give useful advice to parents of autistic children, including an online directory, which will pull together information according to your child's age diagnosis and where they live.
- www.ndcs.org.uk - National Deaf Children's Society - have an informative website including information about a new software reader for spoken text on the web.
- <http://www.nhs.uk/conditions> - find information about ASD, SPLD and other medical conditions.
- www.rnib.org.uk - There are around two million people in the UK with sight problems and RNIB (Royal National Institute of Blind People) is the leading charity offering practical support, advice and information to anyone with a sight problem.
- www.shipsproject.org.uk - Supporting head injured pupils in school - SHIPS supports pupils who have sustained a head injury, by observing the subtle differences in their way of learning due to the injury they have sustained, and advising teachers on appropriate ways of managing their learning.



What other support services can help me?

- www.kids.org.uk - Young Peoples Inclusion Network - YP -in provides online guidance about both strategy and putting Inclusion into Practice covering issues such as Leisure and Sports Services , Youth Provision, Transport and Independent Living.
- www.cpsport.org - Multi Sport - developing sports activities for children and young people with Cerebral Palsy.
- We are constantly updating our SEND padlet with up to date resources and contacts for varying concerns or difficulties that parents may face. This is found on the SEND web page.



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