



SEND Information Report

At Abbey Woods Academy we are committed to supporting all learners to achieve their very best. Please see details below for how we support children with Special Educational Needs.

Our Acting SENDCo is Mrs Kelsey Clark-Davies, and she can be contacted via the school office or by emailing admin@abbeywoods.anthemtrust.uk

Please also refer to the [Oxfordshire Local Offer](#) for further information and support.

At Abbey Woods Academy we always aim to create a haven in which all children flourish; the word children means all children regardless of ethnicity, background needs, disabilities or differences.

Legislation and guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

The SEN Code of Practice states that:

Children have Special Educational Needs if they have a learning difficulty, which calls for special educational provision to be made for them.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

At Abbey Woods we consider SEND within the four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and Physical

What should I do if I think my child has special educational needs?

1. Speak to the class teacher. The class teacher is the person working with your child day to day and is always happy to speak to you about any aspect of school life.



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1. Make an appointment to speak to the Special Educational Needs and Disabilities Coordinator (Acting SENDCo Mrs Kelsey Clark-Davis)

Please note that if your child does not currently have a diagnosis but you have concerns about a special educational need or disability, you should speak initially to the class teacher, but you are also welcome to contact the Acting SENDCo Kelsey Clark-Davis at any time.

If you are new to our school and your child already has an identified special educational need or disability, please make sure that the school are aware during admission. It will be helpful to share this information with the class teacher, and you may wish to speak to the SENDCo about a transition plan.

If your child has an Education, Health and Care Plan in place the local authority will have already consulted the school. You may wish to contact the school SENDCo to discuss transition. If your child already attends another setting you may want them to contact the SENDCo to coordinate a transition plan.

How will the school respond to my concern?

1. Listen – we are always willing to listen to any concerns and value the information parents share with us in gaining a full picture of the child's needs.
2. Information may be passed on to the SENDCo.
3. An observation, further assessment or meeting may be arranged with the SENDCo to
4. discuss concerns and support.
5. A referral may be made to the SEND register – in this case information will be shared with you at every stage and the teacher may set up a SEND profile.
6. We may make a referral to an external professional for an assessment of the child's needs or to request support with strategy planning for the child.

See also the SEND Policy.

Please note that parents will be informed and included at each step.

If at any point you have a concern to raise about the provision available in school for your child, please speak to the class teacher or SENDCo in the first instance. If this is not settled at this point, then please follow our complaints policy.

How will the school decide if my child needs extra support?

1. Ongoing class/teacher assessments and observations
2. An analysis of formal data collected termly.
3. Teacher and SENDCo discussions.
4. Please also see the SEND policy.



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We will use a cycle of assess, plan, do, and review. Once children have been identified and the needs have been assessed staff will plan the support which will be delivered and then this will be reviewed at least three times per year.

A diagnosis does not necessarily automatically mean that a child will be placed on the SEND register, only if they require provision in addition to or different from other children in their age group.

If your child does not have a diagnosis, but is experiencing difficulties in school, a referral to the SEND register may still be considered appropriate and support will be planned to meet the needs of the individual child.

We will never make assumptions about children based on a diagnosis and we do not base support solely on a diagnosis, all provision is based on individual needs.

What will the school do to support my child?

All schools have a duty to ensure that reasonable adjustments are made to meet the needs of all pupils with special educational needs and disabilities.

When accessing SEND support, the class teacher will set up a SEND profile. The SEND profile will highlight strengths and areas of difficulty for the child and set realistic short-term targets that identify their next steps. These will be agreed and reviewed with parents three times within the academic year.

These adjustments may include:

- Small group work or access to enhanced adult support that targets their next steps in learning or supports their SEMH needs.
- Use of visual supports, these may include visual timetables, visuals to support processing of instructions, routines and expectations. The Zones of Regulation is a visual used across school to support emotional regulation. They made need learning broken down and supported by visual aids.
- Individual workstations or safe spaces within the classroom or other adaptations to the environment such as access to sensory resources.
- The use of extra resources, for example: pencil grips, enlarged print resources, individual prompts or assistive technology that supports access to learning.
- Pastoral or nurture support groups (see more information below).
- Alternative forms of communication, for example: SCERTS.
- The school plan support for pupils with SEND through the graduated approach, which is clarified in the SEND Policy.



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When the needs of the child still cannot be met through SEND support with resources available to a mainstream school, the school may need to complete an Educational, Health and Care Needs assessment. If a plan is agreed the school will then be consulted to ensure the needs of the child can be met. At this point the school may offer similar approaches to support as above but will also likely be working in partnership with other agencies to identify further provision required.

This may include:

- Carefully planned enhanced adult support to deliver bespoke interventions or support strategies as outlined in the EHCP.
- Access to a parallel curriculum adapted to meet the needs of the child.
- Access to specialist equipment or resources as advised by professional agencies.

Who will support my child at school?

1. It is the responsibility of all class teachers to plan for all children in the class including those with SEND and the first step in our graduated response to SEND will always be quality-first teaching and differentiated learning opportunities within the classroom.
2. Intervention groups and individual support may be led by a teacher or a teaching assistant.
3. Nurture provision may be offered through the pastoral team.

Please see the list below of qualifications or certificates held by staff in school relating to SEND support.

The graduated approach means that children will first be supported through quality first teaching in the classroom. The SENCo may become involved to offer advice and support where children's needs cannot be met solely through this approach.

Where children have more significant needs that require specialist support external agencies may be called upon. The support of external agencies can involve specialist assessments, specialist taught sessions, group work and individual support. Other support offered by external agencies provides staff and parents with specialist advice to implement with children ongoingly in school and/or at home so that staff develop the skills and expertise to support children's individual needs in the long term.

What training and experience do staff have for the additional support of my child's needs?

National SENCo Award: The National SENCo Award is a master's level course that is statutory for all SENDCOs appointed newly to the role since September 2008.



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Phonics catch-up: This is daily one to one teaching of a new sound whilst practising already known sounds. Once phonic sounds are secure within a phase then children move on to blending words and then reading sentences using the words they can decode.

Precision teaching: Precision teaching involves working with a child individually for a short time (5-10 minutes) It is used to address a very specific gap in a child's knowledge by repeating teaching repeatedly; the same teaching takes place every day and progress is measured and tracked.

Colourful semantics: Colourful semantics is used to teach the possible structure of sentences by using colour coded words. It develops and consolidates the understanding of question words who, what, where, what doing.

Plus 1 for Number: A maths intervention used to support early skills.

SCERTS: SCERTS is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language, and the signs and symbols are used with speech, in spoken word order.

Lego therapy: This is an evidence-based social skills program to support children in developing social communication skills, such as turn-taking, following rules, using names and problem solving.

Intensive Interaction: Many of our Early Years staff have been trained to develop these early communication skills.

WELCOMM: This is a programme that is delivered one-to-one following an assessment that identifies the next steps in language development.

In addition, we work closely with behaviour support specialists, speech and language therapists, occupational therapists, physiotherapists, educational psychologists, specialist teachers, the working together team, mental health services and other agencies to provide specific support programs for individual children.

Makaton: Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.

In addition, where needed, we work closely with various outside agencies to provide specific support for individual children.

Please also refer to the Oxfordshire Local Offer.

Who else might be involved in supporting my child?



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- Teaching assistants (see staff list on website)
- Nurture and pastoral team
- Behaviour support specialist
- Speech and language therapist
- Occupational therapist
- Physiotherapist
- Educational psychologist
- Specialist teacher
- One-Eighty
- ELSA

For more information about the agencies, we work with, or to find out who is likely to work with your child, please see the class teacher or school SENDCo.

What support will be there for my child's emotional and social wellbeing?

1. Teachers and teaching assistants run transitional support meet and greets and play time support groups at morning play time to support children who need support in this area.
2. Playworkers are based throughout school to support children within their provision and promote positive social interactions.
3. The Assistant SENDCo will liaise with class teachers about children's wellbeing and can sign post to support groups for families, completing a strengths and needs assessment should additional outside agency support be required.
4. The school engages with behaviour support specialists who can offer expertise in pastoral support as well as support for emotional and mental wellbeing.
5. We have an inclusion room within school, which runs both bespoke and evidence-based interventions to support SEMH needs within school.

How will my child be involved in the process and be able to contribute their views?

1. Pupil voice will be gained before a SEND review and before an annual review, this may be through a number of means appropriate to the individual needs of the child: through conversation, observations, drawing a picture etc.
2. Children are involved in writing their SEND Profiles with their teachers and each profile includes a child-friendly statement so that children know what they are working towards.

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

Through quality-first teaching, teachers will assess the individual needs of the child and adapt the curriculum to meet their needs. This will be done through daily assessments of learning as well as termly data assessments. Where these adaptations are not



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enough to support the child advice will be sought from the SENDCo and possible outside agency assessment may be required.

Please refer to the curriculum section of the school website. Interventions will be planned where appropriate.

What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

- SEND reviews take place three times a year and parents will be invited to attend. These are an opportunity for you to discuss with school the progress they have made against their previous targets, anything that is going well for the child or concerns you may have, and an opportunity for you to work with school to develop new targets for the coming term.
- Parent's evenings also take place 3 times per year.
- If further meetings are appropriate these can be arranged with the SENDCo
- If your child has an EHCP in place, there will be an annual review each year to review the child's current needs and progress against their outcomes. Parents will be invited to this along with other professionals working with the child.

If at any time you become concerned about the progress your child is making, please do not hesitate to contact the class teacher or the school SENDCo who will be happy to discuss this with you.

How does the school know how well my child is doing?

- Assessments are ongoing throughout the year and in addition assessment weeks take place three times a year, at the end of each term, to track the progress of all pupils. For children with additional needs where appropriate access arrangements will be considered to allow the children maximum opportunity to show what they can do.
- Progress is measured against individual targets regularly and discussed at SEND reviews, as part of the assess, plan, do, review cycle.
- The school provision map measures outcomes of interventions and support.
- The SENDCO monitors the outcomes of provision and progress of children with SEND.

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

- School will endeavour to ensure that all children have equal access to extracurricular clubs and activities, with reasonable adjustments.



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- When planning the trip, school staff will ensure that facilities are available to meet the physical needs of the child, for example changing facilities, access for wheelchairs, access to breakout spaces if needed.
- If the child usually has access to enhanced adult support throughout the school day as part of their funded provision, this will be made available for the activity/trip.
- Risk assessments will be completed prior to any activity/visit where the child is accessing something out of the normal school provision, to ensure any additional safety measures are in place/any additional resources are allocated.
- Where possible, activities will be adapted to include the needs of the child, for example tactile resources to be sourced, equipment to be used to support a physical need, alternative access etc.

If at any time you are concerned about your child's inclusion in extracurricular activities or school trip, please in the first instance see the class teacher and then if appropriate arrange a discussion with the school SENDCo.

How accessible is the school environment? How accessible is the curriculum?

- Abbey Woods Academy has a disabled toilet with changing facilities.
- The school is all on one level with wheelchair access to all classrooms, group rooms and outdoor learning areas. All classrooms have access to outdoor learning spaces.
- We use visuals across school to support children with routines and communication.
- The inclusion room is available to support children with regulation, bespoke SEMH interventions, sensory provision and transition.

See also our Accessibility Plan.

How will the school prepare and support my child to join the school and to transfer to a new setting?

- Transition support includes visits to other settings, extra visits to the school, transition books and visual supports where appropriate and meetings with parents/carers.
- The school put on new parents' meetings in Term 6 to share information and meet staff. The SENDCo will usually be available at these meetings and appointments can be arranged if needed.
- Staff from a child's future settings will always be invited to SEND profile reviews, annual reviews and any other meetings involving provision for the pupil.



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Transition for children with SEND will always be carefully planned and transition plans will be put in place, often including a transition book. The transition book can be prepared for new children to the school to show entrances into the school, staff, the new classroom, the toilets, the hall etc. They are also prepared for children moving on to new settings and usually a member of staff will arrange to accompany the child on a special visit to take photographs and prepare the transition book.

School staff, including the SENDCo will complete a robust handover with staff from the new school to ensure that all targets and support plans are shared and that the new setting is prepared for the child's arrival.

For more information about transition or if you have concerns about transition for your child, please see the school SENDCo who coordinates the transition across school.

How can I be involved in supporting my child?

Speak to the class teacher initially, they will be able to advise on areas of development for your child and work with you to identify support needed at home and school. We acknowledge that parents have much valuable knowledge to share with us about their child.

You will have regular opportunities to come into school and see class teachers and the SENDCO as appropriate.

How can I access support for myself and my family?

- The SENDCo and Assistant SENDCO work closely together to ensure that appropriate networks of support are available to children and their families whatever the circumstances.
- Appointments can be made to meet with the SENDCo and/or Assistant SENDCO as needed, and a multi-agency approach can be planned with families according to individual needs.

If you have any concerns or require any assistance, please contact the school office and they will direct you to the most appropriate member of staff.

Some useful websites and support groups:

[Oxfordshire Local Offer](#)

Who can I contact for further information?

Key members of staff (and order of contact):

- Class teacher



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- Acting SENDCo - Mrs Kelsey Clark-Davis
- Assistant SENDCO-Mrs Laura Stafford
- Headteacher - Mrs Sophie Charter

Glossary of terms

SEND: Special educational needs and disabilities.

SENDCo: Special educational needs and disabilities coordinator: The special educational needs and disabilities coordinator is responsible for overseeing the provision for pupils with special educational needs and disabilities and ensuring that staff receive appropriate training to support additional needs in the classroom.

Graduated approach: The graduated approach means that children will first be supported through quality first teaching in the classroom. The SENDCO may become involved to offer advice and support where children's needs cannot be met solely through this approach. Where children have more significant needs that require specialist support external agencies may be called upon. The support of external agencies can involve specialist assessments, specialist taught sessions, groups work and individual support.

Assess, plan, do, review cycle: Teachers will assess pupils regularly which will then allow them to plan appropriate support to be delivered in school and this will then be reviewed regularly. Assessment is part of the review and so the cycle begins again.

SEND profile: At Abbey Woods Academy we use SEND profiles to build information about the child's strengths and interests. We will always include the latest assessment information. The SEND profile identifies what the child finds difficult and details what provision is in place for an individual child that is additional to and different from the provision usually available through quality first teaching in the classroom. The SEND profile also includes individual targets that are set in consultation with the child, parents/carers and the class teacher and identify the next steps for the individual child. It also includes ideas that parents/carers can use at home to support the child's learning. Each time the SEND profile is reviewed the child, parents/carer and any other professionals supporting the child are consulted and their thoughts are recorded on the review page. The SEND profile is reviewed at least three times a year.

Transition: Transition is when children move from one year group, setting or class into a new year group, setting or class. This can be difficult for children with SEND and we will plan additional support at these times for those that require it.

Provision: Provision is the support and the teaching that we provide for the children. For children with SEND the staff will provide support that is additional to and different from



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the provision that is routinely available to children in the classroom. This provision may still take place in the classroom or outside in a different room or space. The provision may be individual or in a small group and it may involve separate or specialist resources. Some examples of SEND provision are: a physiotherapy program, a speech and language program of support, small group extra phonics or maths work.

Diagnosis: A diagnosis can only be made by a medical professional such as a community paediatrician, specialist doctor or consultant. A diagnosis will identify a specific named condition that may or may not impact upon a child's ability to access the curriculum. Some examples are autism spectrum disorder, attention deficit hyperactivity disorder, dyslexia, cerebral palsy.

Progress: Progress refers to a measurement of how much children have learnt or improved over time. If a child has SEND, they may progress differently and at a different rate from other children in their year group. At reviews and parents' evenings staff will talk to you about how much progress your child is making and will identify whether they are meeting age-related expectations. If they are making significantly less progress than other children or achieving SENDCO significantly lower outcomes, they may be identified as having a special educational need.