

Abbey Road Primary School

SEND Information Report 2024/25



We are an inclusive school and all teachers at Abbey Road Primary School:

- Are continually striving to do everything they can to meet pupils' special educational needs.
- Ensure that pupils with SEND engage in activities alongside their peers
- Are responsible and accountable for the progress and development of the pupils in their class.
- Provide high-quality teaching, scaffolded and/or adapted for individual pupils.

What kinds of special educational needs does the school/setting make provision for?

Abbey Road Primary School is a mainstream primary school that aims for inclusivity to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

There are a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis.

Additional needs generally fall into one or more of the following categories: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and Physical needs.

How does the school know if pupils need extra help, how are needs identified and what should I do if I think that my child has special educational needs?

- We encourage parents, and educational and health professionals, to share information and knowledge with the school.
- Prior to starting school, we very much welcome information about children's need which can be shared with the SENDCo (Karen Mitchell).
- Where a parent has concerns, once their child has started school, concerns should initially be discussed with the class teacher who can liaise with the SENDCo as needed.
- When a concern is raised by parent or teacher, school staff consider the child's needs and how these impact upon their learning and development. Some children might have a particular diagnosed condition from a professional outside of school. School welcome information from other professionals and consider this in line with the needs an individual presents with, within the school setting.
- Concerns are considered through previous understanding of the child, previous assessments, the class teacher's day to day observations, ongoing teacher assessment and interactions with the child together with analysis of more formal assessments as appropriate to the individual. School's approach is led by the child's needs.
- Where appropriate, and depending on area and complexity of need, the school may use a wider range of assessment tools to help build a more in-depth profile of the child. Where teachers, together with the SENDCo, agree that there needs to be elements of class provision that is additional to and different from the majority of a child's peers, in order to enable access to lessons and learning, this is called SEND Support.

What is the school's approach to teaching pupils with special educational needs?

At Abbey Road the approach we take varies from child to child very much depends upon the child's needs.

We believe in the importance of every child achieving their best through 'Quality First Teaching' with appropriate adjustments and adaptations within the classroom setting. 'Quality First Teaching' is described in more detail, further into this document in the context of classroom teaching but also each broad area of Special Educational Need.

There are times where we also use targeted teaching to support learning. This may be in class or away from the main curriculum teaching, depending on the aim. This may be on a one to one or a small group basis, depending upon the purpose. Careful consideration is given to how this is managed to ensure the sessions are effective and disruption to class teaching minimised.

Some children needs a more personalised approach where class teachers incorporate adaptive teaching strategies to always strive towards appropriate access to the curriculum. For some children, school are guided by additional professionals and specialists who advise on an adaptive teaching approaches and additional provision for school to implement.

How will the curriculum and learning be matched to my child/young person's needs?

All children will have access to the curriculum. For the majority of children, this is full access to the entire curriculum with an approach that is scaffolded or adapted as needed.

There will be some children where a more personalised approach is needed. This approach will be connected and linked to the curriculum in way that the child can access.

In some cases, specific pieces of work and targeted teaching approaches may be incorporated. Examples include literacy interventions such as Switch On reading; additional phonics; precision teaching; speech and language programmes; incorporation of physiotherapy and occupational programmes as directed by a specialist health professional.

Children who have a special need which requires a more bespoke approach will have individual targeted outcomes with outlined provision showing specific individual strategies recorded on a SEND Support Plan (SSP). The outcomes are continually reviewed in school and parents are consulted during parents evening meetings or review meetings where outcomes are reviewed, and next steps considered.

A very small number of children will have very complex needs that require the school to request support and additional funding from the Rushcliffe Family of Schools. Some children have very exceptional needs where school can request additional funding via Nottinghamshire County Council.

How do Abbey Road incorporate Quality First Teaching?

Pupils are taught by their class teacher via high quality teaching also known as 'Quality First Teaching'. This means:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- Teaching is based upon building upon what your child already knows, can do and can understand.
- Scaffolded activities, different ways of presenting information or adapted activities are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support children where appropriate.
- Teacher's check on all children's progress and may decide that gaps in their understanding/learning require some extra support to help them make the best possible progress. All children in school may access this as part of good classroom practice.
- School offer a variety of teaching styles, programs and strategies to enable pupils to achieve their full potential. A highly visual approach using carefully chosen images together with written fonts that are clearly presented is used by teachers taking care to consider those who need a little more time due to their working memory and to avoid cognitive overload.
- Teachers take care with their spoken instructions and giving information – speaking at an appropriate speed, in a way that is engaging and repeating instructions and information to aid those who need a little more time to process the spoken word.
- Teachers plan, deliver then assess using an approach that is intended to include and engage all pupils alongside their peers. Adaptations and scaffolded tasks/activities are provided where this supports better access to lessons. Teachers continually review and adapt their approach to meet the needs of the children.
- At times, and where available, the teacher may direct a class-based teaching assistant, to work with children as part of normal working practice.

Support is about making 'reasonable adjustments' and doing things a bit differently. It can include having a safe place/quiet room where the child can go, or carefully choosing where a child sits in the classroom, extra help or specialist equipment incorporation of a visuals, prompts and scaffolds to help support and might include the support of an additional adult in the classroom or with targeted teaching as appropriate to the needs of the child. For example:



Four Broad areas of SEND

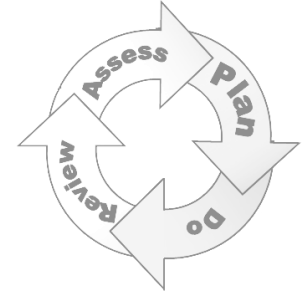
There are four broad areas of Special Educational Needs and Disability, as indicated in the SEND Code of Practice.

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or physical needs**

The following pages move on to describing typical practice and possible enhanced provision and an adaptive approach for each broad area. Classroom practice is based upon how children's needs present in school therefore staff utilise an approach that is appropriate to meet the needs they have observed through their day-to-day assessment and monitoring

It is likely, but not exclusive, that the provision described with each broad area is appropriate for children placed at SEND Support, where aspects of provision are required to be additional to and different from that of most other children in class. Each depends upon what is needed and appropriate to the individual pupil. The approaches that follow are continually evolve and develop.

Communication and Interaction



- Visual timetables (accessible for all and individualised if beneficial)
- First then/now next boards.
- Adult to speak in a considered way - with simplicity of language – repeated as needed, using the same words.
- Social stories – These are written and pictorial social situations that are described factually to children with communication and interaction needs to help them understand and learn ways of behaving in certain situations.
- Flexible approaches to timetable.
- Enhanced access to additional aids, such as sensory boxes, ear defenders and workstations – as appropriate to the individual.
- Access to technology - iPad, software.
- Careful planning of transitions.
- Access to low stimulus area if needed.
- Speech and Language Therapist (SALT) guidance where appropriate.
- Picture Exchange Communication System (PECS), where advised by SALT.
- Sensory provision and sensory breaks considered.
- Access to small group and/or individualised teaching approaches where this is appropriate.

Cognition and Learning

- Teaching be adapted to meet the learning needs of the child.
- Carefully considered visuals to support learning using Interactive Whiteboard, Use wall displays with pictures, key words and structures, tabletop resources.
- Scaffolding as whole class or individually e.g.

Modelling: I do, you'll watch

Guided practice: I do one, you'll help

Gradual release: You do one, I'll help

Independent practice: You do one, I'll watch



- Activate children's prior knowledge by using open-ended questions to ignite curiosity, for example, *What do you think would happen if ...?*
- Always give students enough time to think, respond, ask new questions and encourage good group listening skills.
- Physically demonstrate words such as miming an action, showing real objects or using flashcards.
- Promote pair and group work where students share ideas and learn from their peers.
- Repetition and reinforcement.
- Precision teaching and targeted teaching.
- Practical aids for learning such as: working memory prompts, task cards/sheets, overlays, practical mathematical equipment for all (manipulatives), visual models during Maths lessons for all.
- Increased adult support as appropriate.
- Increased access to ICT- E.g. iPads, visualisers and appropriate apps.
- Adaptations to assessments to enable access E.g. readers, scribe, additional time.
- Pre-teaching.

Social, Emotional and Mental Health (SEMH)



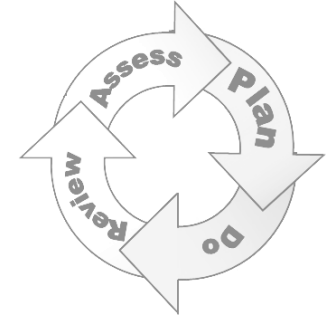
- Consider referral to the Abbey Road Emotional Literacy Support Assistant (ELSA) as trained by Educational Psychology.
- Support Plans with specific outcomes related to SEMH needs.
- Emotion coaching and use of PACE Language
- Increased access to additional adults in the classroom.
- Alternative curriculum opportunities including reduced timetables.
- Visual timetables.
- Access to quieter space as needed.
- Consider use of 5-Point Scale. This is a behavioural support resource that breaks down behaviours and social interactions into clear, visual, and tangible pieces so that individuals can learn appropriate ways to understand and express how they are feeling and respond and interact in difficult situations.
- Social and emotional stories
- Consider referral to Rushcliffe Primary SEMH Partnership

Sensory, Physical and or Medical needs



- Sensory relates to hearing and visual impairment.
- Access to Health Provisionals related to the specific health needs of the child and Sensory Specialist teachers.
- Radio Aids – if they have been offered by a Health Professional/Sensory Specialist
- Appropriate training depending upon the health need.
- Consider appropriate positioning and storage of equipment, resources and medication.
- Consider seating position ensuring that the child sits with good view of the teacher's face
- Access to a specialist advice and guidance from Schools and Families Specialist Services Sensory Team (Hearing and Visually impaired)
- Concrete apparatus available to support learning.
- Enlarge resources, use of a larger font.
- Access to support for personal care.
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists
- Adapted curriculum to enable full access E.g. alternative recording devices, modified PE curriculum.

Graduated Approach, Four-part cycle and SEND Support



The Graduated Approach is described in the SEND Code of Practice 2015 (page 100)

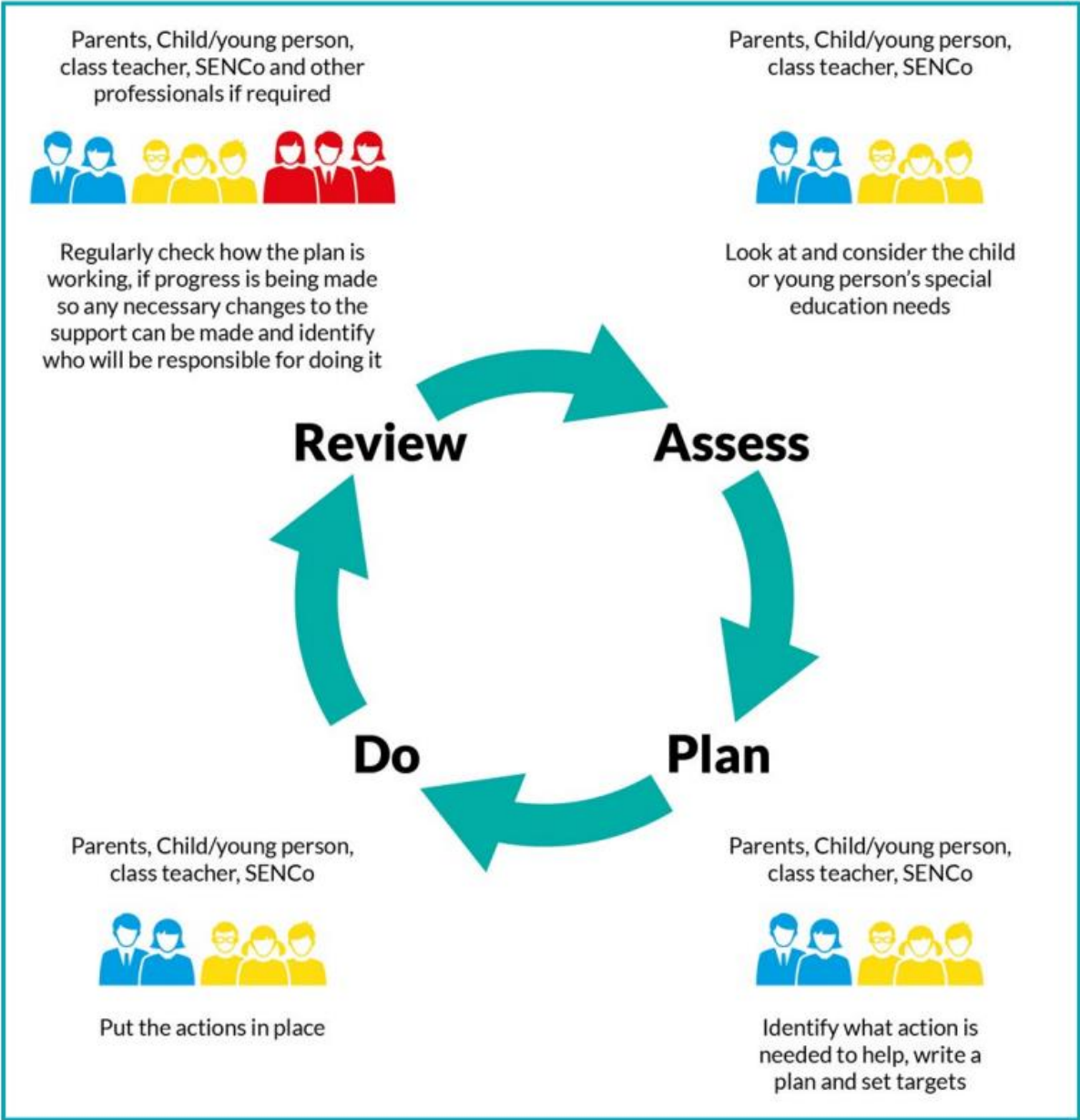
‘Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match targeted teaching approaches to the SEN of children and young people’

At Abbey Road, we take care use the graduated approach in our practice.

The class teacher and SENDCo work together to consider the most appropriate actions, outcomes or interventions based upon previous understanding of the child, the class teacher’s day to day observations, ongoing assessment and deployment of a wider range of assessment tools as appropriate to the needs of the child to help support and guide the SEND Support Plan for the child.

School strives to remove barriers to learning and put effective special educational provision in place through an adapted approach with scaffolded activities and continually reviews this in the form of the four-part cycle – assess, plan, do, review.

As children learn differently an approach which works for one child may not work for another, through the Assess, Plan, Do, Review process in the Graduated Response each child with SEND can be considered further and appropriate actions planned.



How does SEND funding work at Abbey Road and Nottinghamshire?

A very small number of children will have exceptional needs that require the school to request support from the Rushcliffe Family of schools or Nottinghamshire County Council Local Authority.

ASN funding (additional school need)

Some children will need additional support other than that normally provided by the classroom teacher. This funding comes directly into the school's budget and is used help provide resources or Teaching Assistants to support learning.

AFN funding (additional family need)

A few children may have more complex needs that require additional support. The SENDCo has to submit a bid to the 'Family of Schools' to access this funding and it is decided by the Family of schools SENDCo panel under direction of the 'Family SENDCo'). This can help fund some additional hours of Teaching Assistant support.

HLN funding (higher level need).

Occasionally a child may very exceptional needs which require more consistent adult support to access and adapt the curriculum. This funding has to be applied for through the Nottinghamshire Council Local Authority via the school SENDCo.

Medical funding

If a child has a complex medical need, which require intensive physical intervention, we may be eligible to access this funding.

Note: In Nottinghamshire a child does not need or require an EHCP to access additional funding or support. A child's needs are carefully considered, within a separate system, to determine a fair and reasonable amount of additional funding.

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

- We will aim to include all children in extra activities.
- Where necessary will work alongside families and support services to ensure children access a broad and balanced curriculum.
- We also aim to make sure children are have equal access to school life including clubs, residential visits and in the day-to-day roles and responsibilities in school.
- Where more careful preparation is required, for example after school clubs, educational visits and residential visits, school will always seek parents' views to work collaboratively to guide with adjustments and adaptations to arrangements and activities with the aim of the child being at the heart of the experience of their peers.

What support will there be for my child / young person's overall wellbeing?

We recognise that some children have emotional and social needs that need to be developed and nurtured. These needs can show in different ways and staff are alert in looking out for these. We recognise that all behaviours are a form of communication and strive to consider what a child's behaviour or actions are telling us.

All classes deliver PSHE (Personal, Social, Health and Economic education) curriculum to support this development.

As class teachers are with children during each day, we encourage children to speak to their teacher if they have worries. There is also a worry box where children can communicate their worries. Our Emotional Literacy Support Assistant (ELSA) regularly checks and follows up on these.

We offer nurture provision for children whose difficulties are impacting upon their wellbeing, access to lessons and their development through our Emotional Literacy Support Assistant (ELSA) who leads support. Our ELSA is trained by a team of Educational Psychologists to lead suitable support programmes.

If your child needs support beyond this, a referral can be made to Children and Adolescent Mental Health services (CAMHs) via school or your GP.

What training has taken place and what is planned?

Between 2021 and 2023 the whole staff team attended Emotional Health and Wellbeing and child mental health training from the Educational Psychology Service. Adding to this, the headteacher and a teaching assistant attended 'Relational Schools' training led by the Educational Psychology Service and our ELSA completed 'Senior Mental Health Lead' training. A team of Key Stage 1 staff, and the SENDCo, attended specific 'Emotion Coaching' training in a series of twilight sessions led by an Educational Psychologist.

Two teaching assistants took part in training from the Rushcliffe SEMH Partnership via a series of days in an outdoor off-site location focusing upon social and emotional provision for children who had with adverse childhood experiences, attachment and trauma.

In September 2022, the Rushcliffe SEMH Partnership, delivered whole staff training during an INSET day, around sensory needs and sensory provision in our classrooms.

School access SFSS Cognition and Learning Training. In September 2022, the teams delivered whole staff training around the 'Attention Autism' and how to implement this through a staged approach. The SENDCo has attended 'Introduction to Dyscalculia' (Oct 2022) and accessed 'Inclusive Practices' (Oct 2022) along with the Deputy Headteacher. During November 2022 the SENDCo and a Key Stage 2 class teacher attended the course 'Dyspraxia and Developmental Co-ordination Disorder'. A Key Stage 1 teacher and teaching assistant attended 'Working with pupils with Down Syndrome'.

In November 2022, the SFSS Communication Team delivered whole staff training with the AET – Making Sense of Autism. (Some staff had previously attended this at a separate venue during 2018).

The SENDCo attended Building Schools' Confidence in Identifying and Managing Dyslexia and 'What does the Notts Dyslexia Friendly Quality Mark accreditation involve and how can we attain this?'

The SENDCo regularly accesses webinars and podcasts around practice and specific needs which have included SENDCAST – Identification of SEND, SEN Register with Abigail Hawkins (October 2022)

The SENDCo regularly accesses written materials to help continue to build knowledge e.g. Developmental Language Disorder, Cerebral Palsy, Autism and disseminates information to staff as needed.

March 2024 – SFSS Cognition and Learning Team delivered training around 'Adaptive Teaching'

June 2024 – SENDCo

What training has taken place and what is planned?

At Abbey Road, the support of specialist services, such as Schools and Families Specialist Services, Educational Psychology Service and Rushcliffe Primary SEMH Partnership is invaluable. Currently, schools have representatives working with staff and individual children offering guidance and strategies. Such bespoke support is vital, and recommendations are implemented within the school context, but schools are also able to apply this knowledge, continued learning and good practice within the wider school context and range of children's needs.

Staff working with children who have a range of more complex medical and/or physical needs have accessed training via the NHS Community Nursing Team, Physiotherapy and Occupational Therapy with individualised competencies and recommendation to meet needs.

Our trained ELSA (Emotional Literacy Support Assistant) has regular clinical supervision through the Educational Psychology Service.

Speech and Language: During June and July 2022, the wider Key Stage 1 Team of teachers and teaching assistants attended a series of training given by the Equals Trust Speech and Language Therapist. (EQT SALT). From October 2022 to date, a Link Teaching Assistant has attended termly meetings and termly training with the EQT SALT.

All staff, including Midday Supervisors (MDSAs) are trained in 'Coping with Risky Behaviour'.

Midday supervisors have attended training around a relational approach to behaviour management (September 2022). The SENDCo meets with MDSA's to advise and guide with particular children's needs.

The SENDCo attends Equals Trust meetings with other SENDCo's from the Trust to share good practice and receive further guidance.

The family of schools work together to train staff where possible, agreed through Springboard Specialist schools and Families services training.

What training has taken place and what is planned?

School are currently working through guidance from Nottinghamshire County Council Dyslexia Friendly School Quality Mark. The SENDCo will lead this, with support from a Dyslexia Specialist together with training shown below.

Autumn Term 2023, the SENDCo introduce the schools 'Dyslexia Policy' written in collaboration with Nottinghamshire County Council Schools and Families Specialist Services (SFSS). This outlined the school's approach to responding to concerns about the possibility of dyslexia, how school will look at possible indicators and expectations around class provision to ensure effective access to lessons appropriate to the children's needs.

All staff will also receive training from the SFSS Cognition and Learning Team specialist to show how the team recommend that schools investigate deeper literacy difficulties, that may be due to Dyslexia.

The SFSS Cognition and Learning Team have published their overview for training events during the 2024/25 academic year.

During the Summer Term of 2025, an appropriate staff member will attend 'Identifying & Supporting Children at Risk of Dyslexia in Early Years Settings' and the SENDCo plans to attend 'Metacognition and Dyslexia'.

Spring Term 2024 – SENDCo and Teaching Assistant attended SFSS Cognition and Learning training for 'Precision Teaching'.

What training has taken place and what is planned?

November 2023, SFSS Communication and Interaction Team (C & I Team) delivered training around 'Masking', particularly with children who are Autistic.

January to April 2024 – C & I Team worked with a group of staff (Class Teacher, Team of Teaching Assistants and SENDCo) around Autism and interpretation of a child's communication.

June 2024 - C & I Team worked delivered training on an INSET day to all TA's, SENDCo, Head Teacher and Deputy Head Teachers to support in understanding Autism.

The SENDCo and a Teaching Assistant plan to attend a course, by the same team, about Interoception in children and young people.

July 2024 – Carol Ward (Equals Trust Lead) delivered a two day Crisis Prevention Institute training to two Teaching Assistants, Head Teacher, Deputy Head Teacher, Assistant Head Teacher and SENDCo.

Further training is planned during 2024/25 for the whole staff staff team around the main principles of Crisis Prevention Institute training.

How is equipment and facilities to support pupils with special educational needs secured?

Wherever possible, we use resources from within school to support children.

A referral can be made through Schools and Family Support Services (SFSS) for assistive technology, for example laptop/iPad/support for Visual or Hearing Impairment on a case-by-case basis.

Access to the Nottinghamshire County Council Physical Disability Support Service can be made through a referral for equipment needed to support a physical disability. Currently the school is all on one level with occasional steps/ramps to the outside areas.

What are the arrangements for consulting parents of pupils with special educational needs?

will be I involved in the education of my child/young person?

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child, and we encourage them to share this knowledge with the class teacher.

Parents/carers are invited to review their child's provision and progress and to as part of Parents Evenings or, depending on a child's needs, at a separate time. We welcome the views, ideas and thoughts when considering what the next outcomes will be and aim to work in collaboration.

How does the school/setting seek to signpost organisations and services who can provide additional support to parents/carers/young people?

The school SENDCo, Karen Mitchell, can help to signpost towards organisations that might be able to provide additional support.

The following are also available.

- Abbey and Lady Bay children's Centre: Tel: 0115 9694480
- Ask Us: <https://askusnotts.org.uk/support/parents-and-carers>
- Information about the local offer available in Nottinghamshire can be found on the Nottinghamshire County Council website:
www.nottinghamshire.sendlocaloffer.org.uk
<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/home.page>
- Parentline
- Healthy Families Team advice line: Tel: 0300 123 5436



How will the school prepare a child with SEND to join the school, transfer to their next class and transition to their next phase of education (e.g. primary to secondary)?

We believe in the importance of preparation and communication when considering the transition of pupils with SEND, either to new classes and/or key stages. During review meetings, the SENDCo discusses transition arrangements and strategies in advance with parents, teachers and teaching assistants who have worked with and supported the child; taking into account the individual needs of the child, barriers to learning, teaching approaches and resources that suit the child.

The Assess Plan Do Review cycle informs continual good practice but also transition where views and ideas are considered for each individual child to have a successful and supported transition.

Devoted time for discussion takes place during the Summer Term for detailed discussion between the child's existing class teacher and their new class teacher with the aid of the written Pupil Profile (known in school as a Pen Picture), that has been devised over time. All staff have access to previously written information.

How will the school prepare a child with SEND to join the school, transfer to their next class and transition to their next phase of education (e.g. primary to secondary)?

Transfer to other educational settings Year 6 to 7

The Abbey Road SENDCo informs secondary school colleagues at Rushcliffe School (and any other secondary school or setting children may transfer to) about children with recognised additional needs. Secondary schools hold open evenings, for Year 6 children and parents, where parents are encouraged to approach the SEND Team. Once school places have been offered by the Local Authority, the Secondary School SEND Team commits to engaging with primary schools where they are invited to SEND review meetings and/or to discuss a child's individual needs with the Abbey Road Primary School SENDCo. The Abbey Road SENDCo then liaises closely with parents/carers, secondary colleagues and other agencies to make transition plans, which are then implemented by relevant staff from both settings.

Transition to other educational settings at other times

If children need to transfer to other settings, prior to Year 6, the Abbey Road SENDCo is committed to liaising fully with both parents/carers and the receiving setting to discuss a child's needs, and current provision, whilst agreeing on a plan for effective transition.