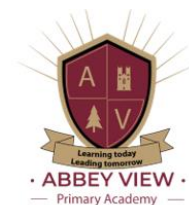


# Abbey View Primary Academy Special Educational Needs and Disabilities (Information) Regulation Annual Report 2020/2021

---



## 1. The type of SEND provision that Abbey View Primary Academy caters for is:

Special Educational Needs and Disabilities of children aged 4 to 11 which can be met in a **mainstream setting**.

These needs and disabilities may be categorised under the headings below:

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

The Academy and Nursery Accessibility policy can be found here:

<https://www.abbeyviewprimaryacademy.org/key-information/policies>

## The Academy and Nursery policy

### 2. The Academy and Nursery policy (including pupils who do and do not have an EHC Plan) for:

- **identifying and assessing pupils with SEND is:**

The academy follows the guidelines, outlined in the Special Educational Needs Code of Practice (2014), which recommends a graduated approach.

Before identifying a child as needing SEND support the class teacher, working with the SENDCo, will establish a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, as well as information from the academy's core approach to pupil progress, attainment, and behaviour. It will also draw on the individual's development in comparison to their peers, the views and experience of parents/carers, the child's own views and, if relevant, advice from external support services.

Where it is decided to provide a pupil with SEND Support, the parents/carers will be notified and the pupil will be placed on the academy's SEND Register. A plan of support for the pupil will be devised and the additional provision they receive will be detailed on a provision map.

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream schools a request for a statutory assessment may be made. This may result in an Education, Health and Care (EHC) plan being issued by the local authority.

If a child has a significant medical need a detailed health care plan and/or an emergency care plan will be put in place with support from the academy and/or the community nursing team in consultation with parents/carers. These plans are discussed with all staff who are involved with the pupil and appropriate support is put in place.

---

- **evaluating the effectiveness of its provision for pupils and assessing and reviewing the progress of pupils with SEND is:**

Provision mapping is used to show the additional support and targeted interventions in place for pupils with SEND. The effectiveness of the SEND provision and the impact on the child's progress will be reviewed termly, in line with the agreed date. If required, due to a significant change in the pupil's circumstances, an early review may be held.

The impact of the provision provided, along with the views of the pupil, their attainment and their parents/carers views will be fed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parents/carers and pupil.

### **The Academy and Nursery approach to teaching**

3. The Academy and Nursery approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan)

- by adapting the curriculum & learning environment is:

Pupils are grouped in classes according to age.

As there is a wide range of ability in each class, teachers plan a differentiated curriculum, suitable for all of the pupils, to ensure access at all levels. They use high quality teaching strategies to ensure that children are supported in their learning. Any pupils, with additional needs, are included as fully as possible in the whole class environment.

To ensure that all children are included within all aspects of the school curriculum, we aim for all children to be included on school trips. Prior to the trip, a risk assessment will be carried to ensure the safety of all pupils, including those with specific needs. Class teachers will make reasonable adjustments to enable pupils to access the activities on the school outing. In the unlikely event that an aspect of the trip will be unsafe for a child to take part in, teachers will plan a similar activity to ensure all children's participation relating to that area of the curriculum.

- with additional support for learning is:

Pupils with SEND may receive additional support from a Teaching Assistant during lessons. They may also have access to specialist resources within the classroom such as a sloping writing board or visual prompts. Specialist equipment for pupils with SEND will be obtained from external agencies, for example: a changing rail, walking frames and weighted jackets. Pupils may also be sensitively withdrawn from the classroom to work individually or in a small group with a Teaching Assistant or Teacher in order to acquire, reinforce or extend skills more effectively. In significant cases, pupils with SEND may require a more personalised curriculum in line with their academic or emotional needs.

- through activities that are available to pupils with SEND in addition to those available through the curriculum is:

Pupils with SEND have equal access to the extra-curricular activities that are offered to all pupils.

- through improving the emotional and social development of pupils with SEND is:

In order for all our pupils to become well-rounded individuals who can empathise and care for others, we try to ensure a variety of learning opportunities which include cognitive, experiential, collaborative creative and problem-solving approaches.

PSHCE is primarily taught through a planned curriculum, however the importance and the need for flexibility when responding to the immediate needs of the children is always recognised.

If deemed appropriate referrals may be made to appropriate outside agencies e.g. CAMHs, PRU or EP Service.

### **The Academy and Nursery facilities**

4. The Academy and Nursery facilities to include pupils with SEND and how you obtain new or specialist equipment & facilities is:

The academy is DDA compliant. Reasonable adjustments are made to make sure the school environment is as accessible as possible. Where there are steps, there is alternative access via ramp. Steps have handrails. To reach the second floor there is lift access. Modifications are made to fixtures as appropriate. There is an allocated disabled parking bay which can be used by parents who hold a disabled parking badge.

### **The Academy and Nursery training**

5. The Academy and Nursery arrangement for training staff in relation to pupils with SEND is:

- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of relevant documentation and keeping up to date with DfE guidance.
- SENDCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENDCo and other relevant staff attend LA meetings and INSET as appropriate.
- newly appointed teaching and support staff meet the SENDCo to discuss SEND procedures in the academy.
- Specialist expertise is obtained by the school/nursery school by:

The academy may make referrals to a range of external agencies if further specialist expertise is required. Each agency has its own referral criteria.

### **The Academy and Nursery consultation**

6. The Academy and Nursery arrangements to consult with and involve:
  - parents/carers of pupils with SEND about the education of their child/ young person is:

If parents/carers are concerned about the progress their child is making, they should contact the class teacher in the first instance who will liaise with the SENDCo as appropriate.

Parents/carers of pupils on the SEND register will be invited into the academy, once a term, to review and update their child's plan of support and the related expected outcomes, in collaboration with the class teacher and SENDCo.

- children/ young people about their education is:

Where appropriate the pupil will be involved in planning and reviewing their support. Pupils will be made aware of the support in place and the related expected outcomes.

## **The Academy and Nursery partnerships**

7. The Academy and Nursery governing body/ proprietor involve other bodies (incl health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families by:

The academy may draw on specialist expertise from a range of outside agencies, which are listed below:

- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Specialist Teaching Service
- Pupil Referral Unit Outreach Support (PRU)
- Child Adolescent and Mental Health Service (CAMHs)
- Community Paediatrics/School Nursing Team
- Social Care
- Family Resilience
- Local authority SEND team
- Bucks SEND IAS Service

Abbey View is part of a Multi Academy Trust and works closely with other schools in the area, such as Chepping View Primary Academy.

8. The Academy and Nursery arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living is:

### **Transfer from the academy to secondary education**

The academy currently has no children transferring to secondary education.

### **Transfer from nursery to the academy**

- SEND records are transferred following local authority procedures
- Foundation Leader and SENCo will liaise with feeder nurseries and parents/carers to obtain relevant information.
- Foundation Leader and/or SENCo may conduct observations of prospective pupils, if appropriate.
- Prospective pupils and their parents/carers will be invited to an induction morning.

The school/nursery school does collaborate between the following education providers and other settings:

### **Transfer from Abbey View to a specialist provision**

Meetings will be held between the class teacher, the SENDCo and the child's parents to discuss the option for moving a child to a specialist provision. The SENDCo will sensitively discuss why we feel the child should attend a specialist educational setting and the parents will be given the opportunity to share their views. The SENDCo will also explain to parents that it is the parental decision on where their child attends school. Should the parents agree that their child should transfer to a Specialist Provision, the follow steps will take place:

- Parents will visit a range of schools to find a setting suitable for their child's needs.
- An early annual review will be called to discuss the change in placement with external agencies and to request a change of the named school on the child's EHCP.
- The child's annual review paperwork will be taken to the specialist panel.
- Once the child's school placement is confirmed, the new class teacher will be invited to meet the child at Abbey View and to conduct observations.
- Abbey View will support the child with visits to their new school to ensure they feel settled.
- SEND records are transferred following local authority procedures.

The academy collaborates with a wide range of nurseries, secondary schools and specialist settings.

- The school/nursery school communicates the contact details for the support listed above to pupils with SEND and their families by:
  - The academy's website
  - Review meetings including Parent Consultations
  - Direct contact with SENDCo

### **The arrangements for the admission for SEND pupils.**

For pupils with SEND, who have an EHCP the academy will consider each application in detail. The Headteacher and SENDCo will discuss if the academy is able to meet the child's needs and if the setting is able to provide the best education for that child. During the consultation period, the SENDCo will discuss the child's needs with the child's parents/carers, the child's previous setting, any external agencies and the local authority.

### **The Academy and Nursery key contacts**

9. The name and contact details of the Academy and Nursery SEN co-ordinator

Name: Miss H Greenacre

Email: office@avpa.school

Tel: 01494 535564

10. The contact for compliments, concerns or complaints from parents/carers of pupils with SEND

Name: Ms M Mirza

Email: office@avpa.school

Tel: 01494 939830

The Academy and Nursery Complaints policy can be found here:

<https://www.abbeyviewprimaryacademy.org/key-information/policies>

### **The Academy and Nursery link to the Bucks Local Offer**

Information for the Local Offer for Buckinghamshire is available at [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email [familyinfo@buckscc.gov.uk](mailto:familyinfo@buckscc.gov.uk)