



Abacus Primary School SEN Information Report



ASPIRE **B**ELIEVE **A**CHIEVE **C**REATE **U**NITED **S**UCCESS

Our Ethos:

At Abacus Primary School, we believe that every child can achieve their goals regardless of gender, race, culture or background. We want all of our children to do well so we work to give them the skills they will need to be successful on their chosen path. We expect all children to show positive behaviours and work together. Children with special educational needs or disability (SEND) are included in all aspects of school life.

Who's Who..?

Mrs. Rachael Hunter is the SENCO (special needs coordinator) at Abacus. If you have concerns about your child, please do not hesitate to contact us to speak to either your child's class teacher or Mrs. Hunter who will do their best to help. Mr. John Wood is the governor responsible for SEND and he makes regular visits to the school to meet with Mrs Hunter and keep up to date with developments.

The skills we can offer our children:

Mrs. Hunter achieved the National Award for SENCOs during 2019, and as an experienced teacher she delivers regular training and support for teachers and LSAs. Staff are confident in meeting the needs of a wide range of pupils covering all four main areas of special needs.

Policies:

A range of associated policies can be found on the school website www.abacusprimaryschool.co.uk e.g. SEN Policy, Behaviour Policy and Complaints Policy

Our building:

Our school is built on one level and fully accessible via the classrooms. We have four disabled toilets.

The support we can offer for areas of SEND:

1. Cognition and Learning needs:

- Accelerated Reader materials from Year 2 and a structured scheme in Foundation and KS1
- Numicon for mathematics
- Daily reading and additional guided group reads
- Individually designed programs planned by class teachers to help target gaps in children's learning
- Catch up schemes e.g. Lifeboat, Word Wasp, Toe by Toe, Wave 3, Talkboost, Spell Attack, 60 Second Read.

2. Communication and Interaction needs:

- Social stories, visual timetables,
- Social skills groups planed to address the individual needs of the children e.g. Friendship Formula, Socially Speaking
- Speech and Language programs from therapists
- Lego Therapy, Task Boards, Colourful Semantics, First/Then boards and visual timetables.

3. Social, Emotional and Mental Health needs:

- Individually designed social skills groups e.g. Socially Speaking, Smart Thinking, Yoga groups
- Physical/relaxation breaks built into the day
- Counseling sessions delivered by our experienced school counselor who works across local schools

4. Sensory or Physical needs:

- Motor skills groups e.g. Gym Trail
- Fine motor skills activities
- Physical/sensory breaks built into the school day
- Specific resources purchased after advice from specialists working with the school

Other support that we can access:

Educational Psychology Service; Wickford SENCO Cluster; Speech and Language Therapists; School Nurse; Physiotherapists; Occupational Therapists.

Transitions:

There is a transition programme for all children moving within/from/to Abacus Primary School involving:

- Classroom visits and transition mornings
- Taking part in some lessons in school
- Personalised transition photograph booklets.

Extra transition visits will take place for children with additional needs or who may find the change unsettling. Mrs. Hunter is available to meet with the parents of all children with SEND on joining the school. When moving to secondary school, children with additional needs will have the chance for extra transition visits to help make a successful start for the next step in their school journey. Our rich and varied curriculum prepares children for higher education, employment, independent living and participation in society.

Additional information:

Essex County Council has a website which gives extra information about services and support available. This can be found at: <http://www.essexlocaloffer.org.uk/>

SEND IASS are a confidential, free support service and can be contacted at: send.iass@essex.gov.uk or Phone: 0333 013 8913/Text: 07860 003010

Stage 1: High Quality Teaching

For most children, High Quality Teaching will meet their needs and make sure that they make good progress towards their goals:

- Consistent, high quality teaching which is monitored by the Senior Management Team (SMT)
- Differentiated curriculum, delivery and outcomes i.e. changing activities to meet the needs of children
- A rich classroom learning environment with exciting topics
- Use of ICT to enhance and support learning
- Whole class and school reward systems, as well as individual systems where necessary alongside positive behaviour strategies
- Written and verbal feedback to help children's understanding and move them onto their next step
- Structured school timetables and class routines
- Carefully planned, flexible 'interventions' to address gaps or extend understanding (i.e. additional activities or programs to boost skills in one or more areas)

Stage 2: Concern for Concern

If a child is not progressing in spite of High Quality Teaching, they will be monitored so we can decide whether they need extra support that is '**different from and additional to**' that provided to all pupils. This concern may be raised through termly 'Pupil Progress Meetings' or as a part of assessment and observations by the class teacher. A child may also be monitored following a worry expressed by a parent, which may result in a meeting with the class teacher and SENCO. Class teachers let the SENCO know if they are monitoring any children in their class. The SENCO is also available for informal SENCO Surgery discussions with parents at their request.

Stage 3: SEN Support

Children identified as requiring extra support will be placed on the SEN Register and then the following will happen:

- The class teacher and LSA will work with the child to discuss how they feel they could be supported and what outcomes (targets) they feel they could work towards
- A meeting will be held with the child's parent/carer to share and collect their views and wishes for the future
- The class teacher will then set outcomes, taking into account the views of everyone involved - this will form the basis of the child's SEN Support Plan
- These plans are monitored by the SENCO and reviewed regularly so that new outcomes can be set following termly review meetings with parents/carers
- Specific activities will be put in place to help children on the SEN Register achieve their outcomes as detailed above
- These are planned by class teachers and the SENCO and the impact of these are monitored by the SENCO and management team to make sure they are working well

Stage 4: SEN Support - Outside Agency Involvement

If children have been identified as needing SEN Support and are still causing concern, the school can access (with the consent of parents/carers) various services for advice or further assessment. These are: Inclusion Partners, Family Solutions, EWMHS (Emotional Well-being and Mental Health team), Additional counseling services and advice from Educational Psychologists as appropriate.

Stage 5: Education Health Care Plan (EHCP)

If there is a sustained period of slow or no progress or a child has long term specifically identified needs, it may be appropriate to request an EHCP through the Local Authority. This would involve termly meetings and one of these would be more in depth and called an Annual Review that all parties, including the child, are invited to.

For more information please contact: Mrs. Hunter (SENCO): 01268 571018 or email: senco@abacus.essex.sch.uk