



Sir Thomas Abney Primary School

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SEN Information Report

Sir Thomas Abney Primary School

September 2016

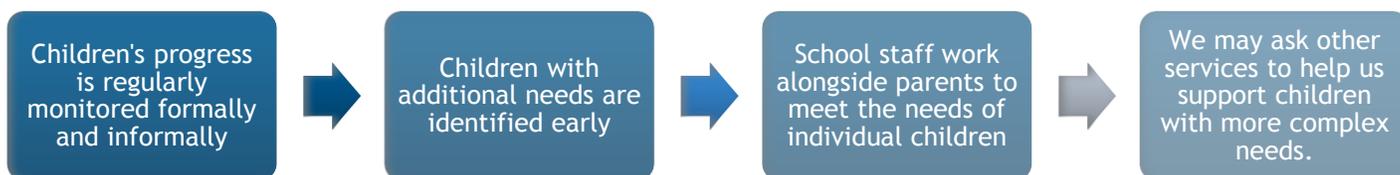
Sir Thomas Abney Primary School

We are a two form entry Primary School based in the London Borough of Hackney. Our aim is to provide the best possible primary education in a stimulating and creative environment. We value the contribution that every child can make and welcome the diversity of culture, religion and learning styles.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise achievement by removing barriers to learning and increasing physical and curricular access for all. All children with SEND are valued, respected and equal members of the school.

How do we identify Children's Individual Needs?

- Sir Thomas Abney is committed to early identification of Special Educational Needs (SEN). We adopt a graduated response to meeting SEN and Disability (SEND) in line with the SEN Code of Practice 0-25, 2015. We strive to provide support for all types of SEND, and are committed to the continual professional development of all staff.
- All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of need. A range of evidence is collected through assessment and monitoring arrangements, as well as regular formal discussions between the Special Educational Needs Team Leader (SENCo) and the class teachers.
- If evidence suggests that any pupil is not making the expected progress, or their needs have changed, the class teacher will invite the parents/carers to school to discuss these additional needs with the SENCo. Following this, the class teacher and parents/carers, work with the SENCo in order to decide if, or how, additional provision is implemented.
- We use guidelines provided by The Hackney Learning Trust to determine if a child's attainment and/or progress indicate that they should be placed on the SEND register. We do our best to place the child's individual needs at the forefront of any additional provision.



Who should I contact at the school?

1. Your child's class teacher should be the first person you approach if you are concerned about your child's progress, or if you feel that their needs have changed.
2. Your child's teacher may liaise with the SENCo or the Inclusion Manager, for advice, or to arrange a meeting with you.

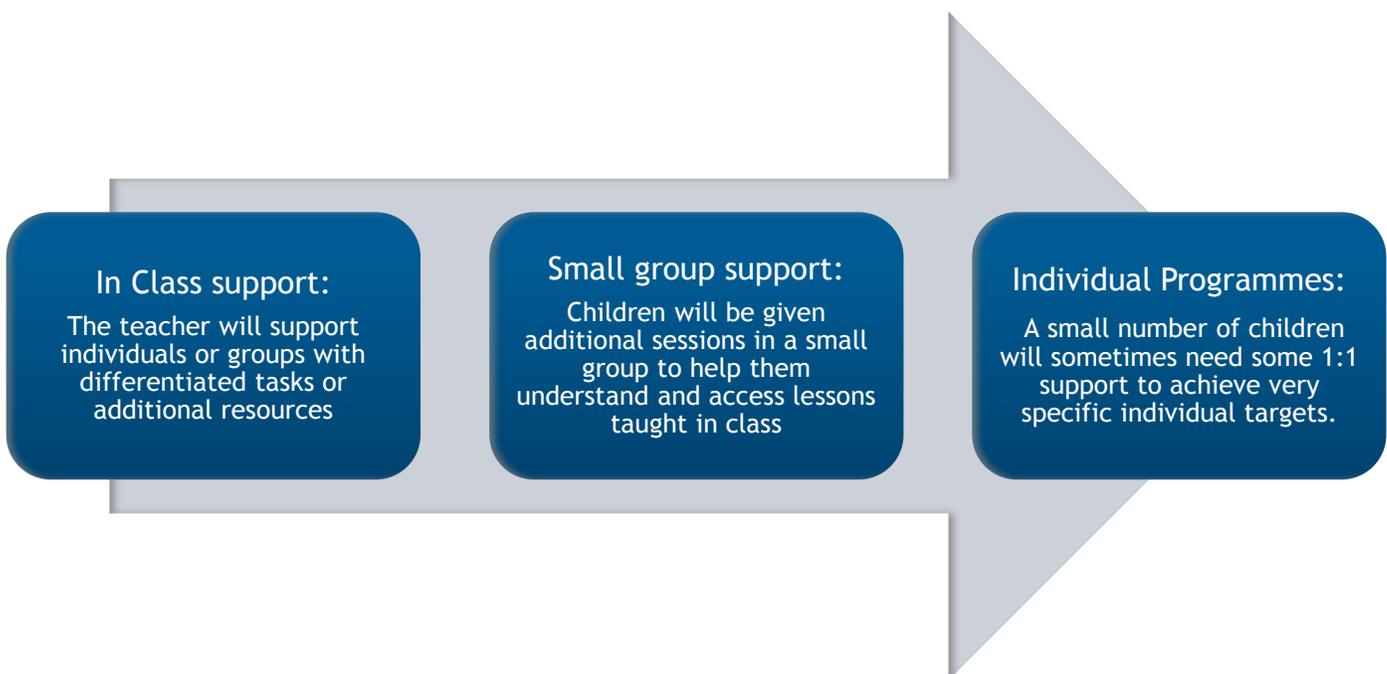
The SENCo is: Eloise Adamson - Tel: 020 8800 1411

The Inclusion Manager is: Maxine Apcher - Tel: 020 8800 1411

3. You can also email the SEND Team on: send@sirthomasabney.hackney.sch.uk

What support is available for SEND children?

If your child has been identified as having additional needs, you will work alongside the SENCo and the class teacher to ensure that they receive appropriate support. The school adopts a graduated approach to SEND provision. The type of support could include:



At Sir Thomas Abney, we have links with services that can provide a range of advice and support for children with SEND and their families. These include:

- Speech and Language Therapists;
- Educational Psychologists;
- Community Nursing Team;
- School Doctor;
- Specialist SEND Teachers;
- Occupational Therapists;
- Physio Therapists;
- Home Tutoring Service;
- Hackney Ark;
- Child and Adolescent Mental Health Services (CAMHS).

If appropriate, planning meetings are held with other agencies in order to provide the right support for children with SEND.

More details of the school's SEND and Inclusion policies can be found on the school website:

<http://sirthomasabney.hackney.sch.uk/school-policies/>

What is the Language Resourced Provision?

Sir Thomas Abney Primary School is one of two schools in Hackney which provides 22 specialist places for children with Specific Language Impairment. Admission to this specialist provision is only available directly through the Local Authority SEND Team. Sir Thomas Abney staff form part of the panel which manages the referrals to the Language Resourced Provision. There are specific criteria for children who can be referred.

Children in the Language Resourced Provision receive regular assessment, support and teaching from Speech and Language Therapists and specialized support staff. They will have an individual speech, language and/or communication programme.

What is the Code of Practice?

The **SEN Code of Practice 0-25, 2015** provides all schools across the country with a common framework of how they should identify and provide support for children with SEND, from birth up to the age of 25. It outlines four main areas of need:

Area:	Examples:
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties	Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Sensory and/or physical needs	Some children and young people require special educational provision because they have a physical disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) a multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.

A copy of the full Code of Practice can be viewed on:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What arrangement do we have for children with Medical Needs?

At Sir Thomas Abney, we have a named person who is the first contact for children with medical needs:

Eloise Adamson: Tel: 020 8800 1411

We have regular visits from the School Nursing Team and we have a designated school doctor. The school nurse visits the school regularly and carries out routine health checks on children, as well as responding to any medical concerns. The school nurse also liaises with parents and other medical staff in order to devise Care Plans for children and train staff on caring for children with more complex medical needs.

How do we measure children's progress and involve parents/carers?

The progress of all children is monitored regularly - both formally and informally. All class teachers have regular meetings with a senior member of staff where they review the progress and attainment of all the children in their class - and review the support that each child is receiving.

The views of children are regularly sought through informal interviews and when completing 'One Page Profiles' with members of staff. Children are given the opportunity to express their opinions on what is working well, or what we could do to ensure that they can continue to make good progress.

Parents and carers will be informed of their child's progress and involved in target setting throughout the academic year and in a variety of ways. These include;

- Informal meetings with teachers;
- Meetings with members of the SEND team;
- Parents evenings;
- SEND review meetings;
- Annual Review meetings, for children with an Education Health Care Plan (or Statement of Special Educational Needs);
- Multi agency meetings, for children that have support from external agencies e.g. Speech and Language, Occupational Therapy, Educational Psychologist.

What SEND training and resources do we provide?

- At Sir Thomas Abney we provide regular training for staff in order to ensure that staff are equipped to meet the needs of all pupils and that the provision is appropriate. Our training schedule is adapted to meet the changing needs of children with SEND.
- The SEND Team will contact appropriate outside agencies to deliver training if required. Staff are provided with SEND training on a termly basis.
- Staff frequently liaise with specialist staff working in the school every day.
- Staff receive specific training on delivering new programmes.
- Parents and carers will be consulted before their child takes part in any intervention which requires them to be taught outside of the classroom.
- SEND resources are regularly reviewed for their suitability.
- If specialist equipment or facilities for children with SEND are required, we will liaise with the appropriate agencies. Funding for these will be planned for in the SEND budget, in close consultation with the School Business Manager.
- Examples of some current interventions include:
 - Lexia (reading and spelling);
 - Maths booster;
 - One-to-one tuition;

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- Speech and Language groups;
 - Toe by toe;
 - Circle of friends;
 - Language for Thinking;
 - 15 minutes a day reading;
 - Word Aware;
 - Memory Magic.

How do we ensure the accessibility and inclusion of children with SEND?

All children are entitled to a broad and balanced curriculum that is also relevant to the world they live in. Most children with SEND are taught alongside their peers in mainstream classes where they study the National Curriculum. All teaching staff have a good understanding of ways in which they can adapt their lessons, planning and assessments in order to meet the needs of children with SEND. They do this by:

- Providing work at an appropriate level;
- Adapting tasks and questions to ensure suitable levels of challenge;
- Ensuring a suitable and inclusive learning environment;
- Being sensitive to the individual needs of children;
- Removing barriers to learning;
- Providing appropriate resources.

A small number of children with SEND are taught in smaller groups at certain times of the day. This is to ensure that they are able to access learning at a suitable pace, with more targeted support.

Sir Thomas Abney Primary school is fully accessible for children, parent/carers and staff at ground level and we are working towards ensuring full access to all levels (see the School Accessibility Plan: <http://sirthomasabney.hackney.sch.uk/wp-content/uploads/2015/01/School-Accessibility-Plan-2014-162.pdf>).

We ensure that all children have access to off-site educational trips, residential visits, extended school clubs, breakfast club, after school club - regardless of SEND requirements. We use Risk Assessments to ensure the safety of all pupils before embarking of these activities, particularly for those pupils with additional SEND. Parents/carers are consulted on any additional provision needed in order for their children to fully participate in activities.

Children with SEND who are also looked after by the local authority, are fully included in all aspects of the school. They have additional meetings with school staff and their carers to ensure that they have a Personal Education Plan (PEP) which supports their needs and aspirations.

For the school's Equality Policy: <http://sirthomasabney.hackney.sch.uk/wp-content/uploads/2015/01/Equality-Policy-2012.pdf>

How do we evaluate the effectiveness of our SEND provision?

Overall, children with SEND make good or better progress through the school. We evaluate our SEND provision on a regular basis in a variety of ways:

- We hold half-termly review meetings to monitor the impact and effectiveness of our interventions. These are held in conjunction with the Speech and Language Therapists.
- Termly MAP (Multi-Agency Planning) meetings are held with the school's Educational Psychologist, the school nurse, Speech & Language Therapists, Pastoral team and other professionals to evaluate the provision, as well as identifying children's needs.
- During termly Progress Review Meetings, the children's progress and their provision is evaluated with class teachers and senior managers in the school. As a result, we make necessary changes to our interventions and/or other provision.
- Our regular SEND review meetings with parents/carers and class teachers evaluate the children's progress and the impact of any interventions.
- The SENCo and Inclusion Manager regularly liaise with other staff to assess the impact of interventions throughout the school - through observations, progress measures, questionnaires and pupil feedback.

Can my child get transport to school?

At Sir Thomas Abney Primary School, we work closely with the Hackney Learning Trust Transport Service and parents/carers in order to ensure that children with SEND get access to suitable transport to/from school, if appropriate. Children who attend as part of the Language Resourced Provision often live far away from the school and can therefore apply for support with transport. Parents/carers can find out more information about Transport Solutions by emailing: transport@learningtrust.co.uk or by following the link below:

<https://www.learningtrust.co.uk/SEND/Pages/OurServices.aspx>

Please note that Sir Thomas Abney does not have its own vehicles to transport children to/from school. All applications for transport must be sent to Transport Solutions. Their telephone number is 020 8558 4283.

How do we support children with transitions?

At Sir Thomas Abney Primary School, we know that many children with SEND can find some transition times more difficult. These can be the daily transitions (e.g. from classroom to playground, or changing lessons) or more significant transitions (e.g. changing class, moving to secondary school). Some of the ways in which we support children with these changes are:

- Providing children with reminders of changes coming up;
- Using visual timetables and/or reminders;
- Using timers to 'countdown' to changes in tasks;
- Talking to individuals about any changes to routines;
- Developing individual 'One Page Profiles' for vulnerable pupils to pass on key information to new adults;
- Class handover meetings;
- Social stories;

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- Opportunities for staff and children to meet and work together before changing classes;
 - Year 6 Transition groups (in the summer term);
 - Support for Parents/carers when looking at secondary schools;
 - Transition meetings with parents/carers, class teachers, support staff, SEN Team Leader and other professionals;

How do we support children's Social and Emotional Development?

At Sir Thomas Abney, we have a strong commitment to supporting the social and emotional wellbeing of all children. In particular, we are aware that many children with SEND can be more vulnerable in terms of social development and/or emotional wellbeing. There are many factors which can contribute to children experiencing some emotional difficulties - including aspects of their life outside of school. Where possible, we try to work closely with families so that we can provide appropriate support and sign-posting if appropriate.

We are currently working closely with Cariss Creative in order to provide children and their families with therapy to support their wellbeing. In liaison with parents/carers and school staff, we arrange meetings and referrals to our Educational Psychologist, Complex Communication Clinic and/or CAMHS services.

Our daily Lunchtime Clubs actively include those children with SEND who need support with social development and cover a wide range of interests. Children with SEND are also encouraged to become Playtime Monitors and Peer Mentors to help their social skills and to raise their profile in the school.

We have regular meetings between the Pastoral Team and SLT to monitor behaviour across the school. Where children struggle with following the accepted rules of the school, we provide support in the form of:

- Visual behaviour reward charts, with links to rewards at home;
- Increased communication between home and school;
- Behaviour Plans;
- Additional support for their learning;
- Support at lunchtime;
- Small group or individual work to support self-esteem;
- Adaptations to the timetable;
- Referral to outside agencies (e.g. Re-Engagement Team, Speech and Language Therapists; Behaviour Support Team; CAMHS; Educational Psychologist);

What support and training do we offer for parents/carers?

Parents and carers are involved in developing and setting targets for all children here at Sir Thomas Abney Primary School.

Parents/carers are always invited to reviews on their child's progress, as well as relevant workshops on how to help their child at home.

Sometimes parents/carers need extra support on how to manage aspects of their child's behaviour or additional needs. If this is the case, we can refer families to 'First Steps' for more detailed, targeted support.

Hackney SENDIAGS hold regular meetings/events for parents/carers and can provide support and advice on a number of issues affecting families with SEND children. They can be contacted on 020 7275 6036 or via email on SENDIAGS@learningtrust.co.uk. Their address is 1-13 Traingle Road, Off Westagte Street, Hackney E8 3RP; and their link is:

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=fEgxpFc4hzQ>

Links with The Hackney Learning Trust:

We work closely with Specialist Teachers and Advisers from The Hackney Learning Trust. We are fully committed to providing the best services for SEND children.

You can find more information on SEND provision in Hackney and the Local SEND Offer by following the links below:

<https://www.learningtrust.co.uk/SEND/Pages/send.aspx>

<http://www.hackneylocaloffer.co.uk/kb5/hackney/fsd/localoffer.page>

What do I do if I am unhappy with the support my child is receiving? How do I make a complaint?

If you do have any concerns, questions or complaints around SEND, please discuss these with either the SENCo, Inclusion Manager or Headteacher. We will do our best to resolve the issue or provide reassurance.

If you do not feel that your complaint has been dealt with appropriately and you wish to make a formal complaint, then you can do so by following the school's Complaints Procedures. These procedures are available from the school office or on the school's website:

<http://sirthomasabney.hackney.sch.uk/wp-content/uploads/2014/12/Complaints-Policy-2013.pdf>

FAQs:

We have asked parents/carers of SEND children at our school to provide us with some common questions. Please let us know if we should include any more!

1. Who should I contact if I have a concern about my child?

You should contact your child's class teacher. They can arrange a meeting with the SENCo, Ms Adamson, or the Inclusion Manager, Ms Apcher. You can arrange to speak to your child's

class teacher before or after school. You can telephone the school office to arrange this if you do not normally collect your child. The telephone number is 020 8800 1411.

2. How do I find out what my child's targets are?

Every term you will be invited to a parent/carer consultation meeting with your child's class teacher. If your child has SEND, then you may also be invited to an additional meeting to set and review more specific targets. Please contact your child's class teacher if you are not sure what their targets are.

3. How do I know what support my child is receiving?

At the Parent/carer meetings you will be told what additional help or support your child is receiving and how well this is going. You will have an opportunity to contribute towards other ways in which you think we can best support your child. You can also meet any other adults who may be involved in teaching your child. If your child is receiving an intervention outside of the classroom, then we will let you know.

4. How can I contact the Speech and Language Therapists?

If you are concerned about your child's speech, language or communication - then speak to your child's class teacher. If your child has already been referred to the Speech and Language Service, then you can contact a therapist via the school office on: 020 8800 1411. The school's Speech and Language therapists are Kate Day and Rob Bell.

5. What is an Education Health Care Plan (EHCP)?

If a child's additional needs are very complex and the child needs to access resources above and beyond what the school is able to provide, then parents/carers or school staff can request that the Local Authority carry out a Statutory Assessment of their needs. If it is decided that the child does require additional support or resources, then the Local Authority will issue an 'Education Health Care Plan (EHCP). This legally entitles the child to receive specific support and must be reviewed regularly. More information on the Statutory Assessment process can be found on:

<https://www.learningtrust.co.uk/SEND/Documents/What%20is%20a%20Statutory%20Assessment.pdf>