

**Sir Thomas Abney**  
PRIMARY SCHOOL

**SEND Information Report**  
**February 2021**

### **About our 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 pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community. We aim to provide opportunities for all children to access a broad, balanced and creative curriculum that is personalised to meet children's individual needs, regardless of age, gender, ability, ethnicity, language or background that is personalised to meet the children's individual needs.

We welcome all children including those who have different learning styles and may be identified as having Special Educational Needs and/or Disabilities (SEND). We have high expectations for our pupils and will ensure that all children make progress in both their academic and social and emotional development.

Inclusion is at the centre of our schools aims and values. We are committed to a whole school approach – SEND is a shared responsibility by the whole school and all members of the school community.

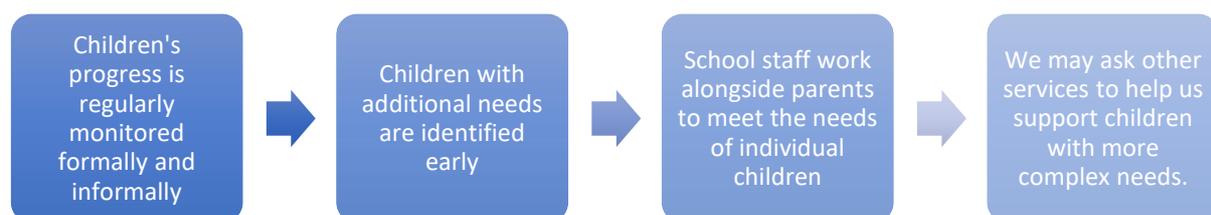
### **How do we identify children's individual needs?**

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.

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 if I am concerned about my child's progress?

- 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.
- Your child's teacher may liaise with the SENCo or the Inclusion Manager, for advice, or to arrange a meeting with you.

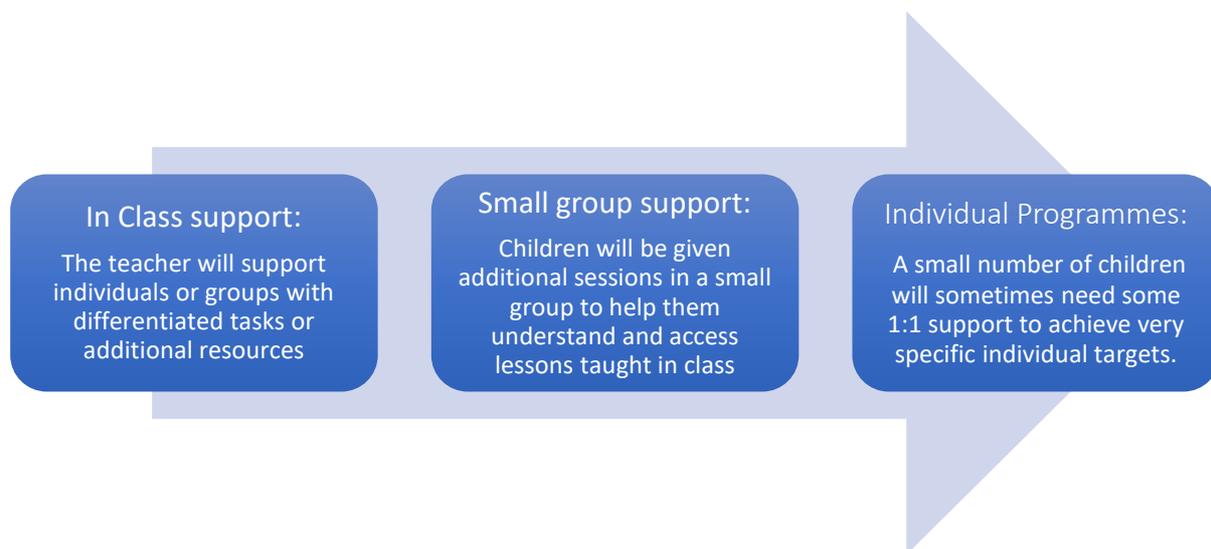
**The Acting SENCo is:** Filsan Dudeye (Tel: 020 8800 1411)

**The Inclusion Manager is:** Maxine Apcher (Tel: 020 8800 1411)

You can also **email the SEND Team:** [SEND@sirthomasabney.hackney.sch.uk](mailto:SEND@sirthomasabney.hackney.sch.uk)

## What support is available for pupils with SEND?

If your child has been identified as having additional needs, you will be invited to meet with the SENCo and the class teacher to plan the appropriate provision and support for your child. 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;
- Physiotherapists;

- WAMHS
- Home Tutoring Service;
- Hackney Ark;
- Child and Adolescent Mental Health Services (CAMHS).
- SENDIAGS (The Hackney SEND Information, Advice and Guidance service)
- Young Hackney

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/about-us/school-policy/policies/>

### **What is the Language Resourced Provision?**

Sir Thomas Abney Primary School is one of two schools in Hackney which provides 18 specialist places for children with Developmental Language Disorder (DLD). Admission to this specialist provision is only available directly through the Local Authority SEND Team. Sir Thomas Abney staff form part of the DLD Panel which manages the referrals to the Language Resourced Provision. There are specific criteria for children who can be referred. In the main, children must have a diagnosis of DLD or a severe speech disorder.

Children in the Language Resourced School receive regular assessment, support and teaching from Speech and Language Therapists and specialised 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:
<b>Communication and Interaction</b>	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. Pupils with autistic spectrum disorders (ASD) are likely to have difficulties with social interaction, or with language, communication and imagination, which can impact on how they relate to others.
<b>Cognition and Learning</b>	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.
<b>Social, emotional and mental health difficulties</b>	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.
<b>Sensory and/or physical needs</b>	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 a visual 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 the following website:

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

### **What arrangements do we have for children with medical needs?**

If your child has a medical condition, you should inform the school office. You will be asked to complete a form to outline your child's medical needs, and any medication they might require.

If your child's medical needs are ongoing, you will be invited to meet with the school nurse, to support in drawing up a Medical Needs Health Care Plan. This will outline the provisions the school must make in order to ensure your child's medical needs are adequately met in school.

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

**Filsan Dudeye - 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.

More information about the school's medical care procedures can be found in the Medical Needs Care Policy, which is available from the school office, or on the school's website:

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

### **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 sometimes by 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;

- 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?**

We understand the importance of training in special needs, inclusion and disability equality. We recognise that teaching and support staff will need regular training on aspects of SEND and inclusion in order to update policy and inform practice.

- We keep training needs under review. All staff discuss their individual training needs at performance management review meetings;
- A member of the Inclusion Team meets regularly with TAs;
- We hold regular SEND training sessions for all staff – at least once each term;
- All members of the Inclusion Team are available for informal discussions during the school day. This includes Speech and Language Therapists;
- The school regularly provides training on Speech and Language strategies, which further supports the Language Resource School;
- At times, we also have whole school training on particular issues and we invite external trainers into school to provide training and support to staff;
- Staff can request to attend training at any time;
- A member of the Inclusion Team can meet with staff at any time to advise on best practice.

### **Recent training includes:**

- Running Language Groups (Support Staff)
- Positive Interaction – supporting children with DLD
- LaunchPad (Early Years)
- Understanding Autism
- Positive Handling
- Mindfulness and Yoga training to support children with social and emotional difficulties
- Effective differentiation and sharing good practice
- Running Language Groups in the Foundation Stage
- Word Aware (teaching vocabulary)
- Working with children with Autistic Spectrum Conditions
- Colourful Semantics
- Supporting pupils with SEND in Maths and Literacy
- Memory Magic
- Picture Exchange Communication System (PECS)
- Attention Autism and Intensive Interaction interventions

We also work closely with other professionals such as specialist teachers and therapists who provide advice and guidance to staff for supporting children with specific needs.

### **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. Please see the school accessibility plan for more information.

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.

### **What additional learning opportunities are available for pupils with SEND?**

If your child is not making progress, despite the provisions put in place in class, the school offers a range of support and interventions. Some examples of recent interventions include:

- Lexia (targeted spelling and comprehension support)
- Toe-by-toe
- One-to-one or small group teaching
- Athletics club
- Word Aware (vocabulary boosting support)
- Colourful Semantics
- Shape Coding
- Memory Magic
- One-to-one reading
- Social skill groups (e.g. Lego Therapy)

- Attention Autism
- Intensive Interaction
- Picture Exchange Communication System (PECs)

### **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 and learning walks, progress measures and reviews, questionnaires and pupil feedback.

### **Can my child get transport to school?**

At Sir Thomas Abney Primary School, we work closely with the Hackney Education 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 by following the link below:

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/advice.page?id=XATR8-VsbNE>

Please note that Sir Thomas Abney does not have its own vehicles to transport children to/from school. All applications for transport must be made directly to Hackney Education Transport Services (details in the above link).

### **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;
- 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 work closely with on-site Drama Therapists, the Pastoral Care Manager and the WAMHS team in order to provide children and their families with therapy to support their Wellbeing. In liaison with parents/carers and school staff, we are also able to 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. More information can be found on the Hackney Local Offer website:

<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=VjthH04BZoM&localofferchannel=0>

#### **Links with Hackney Education Services:**

We work closely with Specialist Teachers and Advisers from Hackney Education. 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 on the Hackney Local Offer website:

<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/parents/care-of-your-child/complaints-procedure/>

#### **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 have missed any!

#### **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. 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.

**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 review progress, provision and possibly set targets. Please contact your child's class teacher if you are not sure what their targets are.

**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.

**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, Anna Sowerbutts and Dalia Jafar.

**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 the Hackney Local Offer website:

<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>