**Abbeyfield School SEN Information Report 2023-24**

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| **Abbeyfield School is an inclusive school, committed to providing an appropriate and high-quality education to all. We believe that all pupils, including those identified as having special educational needs (SEN), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. They have the right to be fully included in all aspects of school life enabling them to meet their full potential.**  A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to made for him or her. A young person has a learning difficulty or disability if he or she:   * Has a significantly greater difficulty in learning than the majority of others of the same age, or * Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions   For children aged 2 or more, special educational provision is educational or training provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools.  *From SEND Code of Practise 0-25 January 2015* |

**General information about the school**

Abbeyfield School is a mainstream, local authority-maintained school. In the 2023-24 academic year, the figures for students on the SEN register at SEN Support or with an EHCP (Education Health and Care Plan) are as follows. Please be aware these numbers can fluctuate slightly throughout the year.

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|  | **7** | **8** | **9** | **10** | **11** | **Total 7-11** | **12** | **13** | **Total 7-13** |
| **EHCP** | 6 | 9 | 6 | 5 | 11 | **37** | 3 | 0 | **40** |
| **SEN Support** | 32 | 33 | 23 | 21 | 16 | **125** | 3 | 2 | **130** |
| **Total** | 38 | 42 | 29 | 26 | 27 | **162** | 6 | 2 | **170** |
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| **Total on roll** | 126 | 153 | 124 | 154 | 159 | **716** | 84 | 74 | **874** |
| **Percentage on SEN register** | 30% | 27% | 23% | 17% | 17% | **23%** | 7% | 3% | **19%** |

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| **1.What types of SEN are provided for at Abbeyfield School?** | Abbeyfield School has successful experience in supporting a wide range of Special Educational Needs including:  • Cognition and Learning difficulties including Moderate Learning Difficulties  • Speech, Language and Communication difficulties  • Autism Spectrum  • Specific Learning Difficulties including Dyslexia, Dyspraxia and Dyscalculia  • Physical difficulties and medical needs  • Sensory difficulties including Hearing Impairment and Visual Impairment  • Social, Emotional and Mental Health difficulties |
| **2.How will Abbeyfield School identify students and young people with SEN and assess their needs?** | Abbeyfield School uses a range of evidence collected through assessment and monitoring arrangements to identify the progress being made by each student. This includes, but is not restricted to, a series of assessments during the autumn term in year 7 including Cognitive Abilities Tests (CATs) and reading tests and ongoing subject specific assessment throughout each year. If an individual learner is not making expected progress given their age and individual circumstances, our initial response is adaptive high-quality teaching targeted at the students’ area of weakness. If progress continues to be less than expected the subject teacher, working with the SENCO, will decide whether additional and/or different provision is necessary.  Depending on an individuals’ identified need we may carry out additional screening or implement interventions to determine if they have an impact on progress. If results suggest there is a more serious learning difficulty, which ought to be assessed quickly, parents will be consulted and a request will be made for the child to be formally assessed by a Specialist Teacher or, in more extreme cases, an Educational Psychologist.  In addition, any parent or member of staff can raise a concern about a young person’s progress or potential SEN with the SENCO at any time: [SENCO@abbeyfield.wilts.sch.uk](mailto:SENCO@abbeyfield.wilts.sch.uk) or 01249 464500.  When students transition to Abbeyfield, we will take into account information from primary schools or, with students joining in-year, from previous schools, paying particular attention to information from the SENCO or previous class teacher, standardised test results, National Curriculum assessments and, where used, individual education plans or provision maps. If a student is transferring to Abbeyfield 6th Form from a different school we ask that as much information is shared as possible with Selina Jones (Head of 6th Form) on [sxj@abbeyfield.wilts.sch.uk](mailto:sxj@abbeyfield.wilts.sch.uk). If necessary, previous schools will be contacted to provide additional information. |
| **3.What should I do if I think my child may have a special educational need or disability?** | Contact their tutor to discuss your concerns. The tutor will then share this information with the SENCO and appropriate support, if required, will be sought.  Discuss any concerns at parents’ evenings with specific class teachers.  Contact the SENCO to arrange a meeting to discuss concerns and support available. |
| **4.What are the arrangements for consulting parents of children with SEN and involving them in their child’s education?** | At Abbeyfield we believe strongly in working in close partnership with parents of students with SEN and involve parents in discussing their child’s provision and reviewing their child’s progress. This may happen at parents’ evenings, tutor evenings or in separate meetings organised with key staff who know your child well. If your child has an Education Health and Care Plan (EHCP) we will also hold an annual review where progress towards outcomes and provisions are discussed. Information regarding progress is also shared through our interim and full academic reports. We encourage you to contact the learning support department if you would like to talk about your child’s needs, progress or provision.  If we feel you child may need SEN support we will contact to you to discuss this and work together to determine the type of support which may help including what can be done at home. If you child requires support beyond quality first teaching and starts to receive ongoing specialist support through our Learning Support Department or support from outside agencies they will be placed on our SEN register at SEN Support.  If your child is not currently on our SEN register and you have concerns about their learning or progress you are encouraged to contact their tutor, subject teachers or [SENCO@abbeyfield.wilts.sch.uk](mailto:SENCO@abbeyfield.wilts.sch.uk) or 01249464500.  As part of an effective support package for your child it is key that they are also supported in their learning and in developing good learning skills at home. The following support is available to parents:   * At parents’ evenings or additional individual meetings teachers give advice on how to support children further at home. * Parents receive agency reports which often include support materials for home use * Support for parents and families is signposted through school and also the Wiltshire Local Offer <http://www.wiltshire.gov.uk/local-offer> * Where appropriate, parenting courses may be available |
| **5.What are the arrangements for consulting young people with SEN and involving them in their education?** | The involvement of students in decisions regarding their provision is really important and we ensure students are central to decision making and included at every stage of the planning and reviewing of their provision. They are invited to share their thoughts and opinions and asked what works and what doesn’t work. As much as possible we take into account future aspirations when considering provisions to ensure they suit the individual and help prepare them for adulthood and life beyond Abbeyfield. Many students on our SEN register are allocated a TA keyworker who meets them regularly to ensure their voice is heard. They also support the student in the development of their one page profile which outlines from the young person’s perspective how they would like to be supported. Students are also invited to take part in whole school student voice activities where they can share their thoughts and opinions on provision as a whole in the school. |
| **6.What are the arrangements for assessing and reviewing progress towards outcomes?** | When assessing and reviewing the progress a student has made towards outcomes we consider assessment data, observations, student, staff and parental feedback and where appropriate feedback from outside agencies and/or professionals. Progress made and provisions will be discussed with a focus on what’s working and what’s not working and we will also consider what is important for the student and their family and their aspirations for the future. Any actions agreed or new/amended outcomes decided by those involved in the meeting will be recorded and an action plan may be drawn up to identify the actions everyone will take to support the young person towards achieving the outcomes. At the next meeting, progress towards these outcomes will be reviewed and if achieved, new outcomes may be agreed or there may be no further action required. |
| **7.What are the arrangements for supporting young people in moving between phases of education and preparing for adulthood?** | **Also refer to question 2**  Prior to students transferring to Abbeyfield School in year 7 the SENCO and transition team will liaise with primary schools to find out as much as possible about each student including their strengths and areas of difficulty. We pay particular attention to information from their current class teacher and/or SENCO, standardised tests, assessments and, where used, individual education plans or provision maps. This information will be shared with teaching staff so they already have an awareness of a student’s needs and what support they require. Where a child has an Education, Health and Care Plan (EHCP) the SENCO will endeavour to attend the final annual review meeting at the child’s primary school to support with transition. Where necessary, transition meetings can be arranged to support students and families through this process and introduce them to key members of staff who will be involved in supporting them.  All our new students have the opportunity to visit Abbeyfield during the summer term of year 6 to help familiarise themselves with the school and experience some lessons. Where necessary, additional visits can be arranged as well as tours of the school and meetings with key staff. We also run a summer camp for our new year 7 cohort where students have the opportunity to familiarise themselves with the school, meet many of the staff and begin to build friendships. These opportunities really help students to make a successful transition.  As students move from one year group to the next, information about successful teaching strategies and the use of any specialist equipment is shared with their new teachers and, where necessary, students who may find this a source of stress or anxiety are supported through the process with focused or additional intervention at these times. As students move through the school there is an ongoing focus on preparing for adulthood and future aspirations. During key stage 4 (year 10 and 11) there is a greater focus on next steps and we work with students to support them in making decisions about what path they follow after year 11. This involves careers meetings, 6th form open evening, visits to college or other providers and where appropriate 1:1 support or meetings. If your child has an EHCP they will also be allocated a SEND Lead Worker at the Local Authority who will work with you and your child through this process to ensure it is as smooth as possible and will continue to support at you and your child at their new school/college.  If your child remains at Abbeyfield and joins our 6th Form, information will be shared in the same way as it has been throughout their time with us. If they have an EHCP, their progress and provision will continue to be closely monitored and annual reviews will continue. If your child chooses a different path, we will share all necessary information with their next provider and where necessary will liaise directly with them regarding your child’s needs and the support they have been receiving including details of any examination access arrangements.  If a student is transferring to our 6th form from a different school we ask that as much information as possible is shared with Selina Jones (Head of 6th Form) on [sxj@abbeyfield.wilts.sch.uk](mailto:sxj@abbeyfield.wilts.sch.uk). If necessary, previous schools will be contacted to provide additional information.  For students joining Abbeyfield at other points (not start of year 7 or year 12) we will consult with their previous school regarding any SEN needs, specific teaching strategies or specialist equipment used and will request for their SEN file to be transferred to us. Where required, a meeting will be set up with a member of the Learning Support team to discuss your child’s needs and the support we can offer.  **Examination Access Arrangements for GCSE and A-Level Examinations**  In accordance with exam regulations we will process applications for exam access arrangements (such as extra time, reader, scribe) for those students who have a history of need and who have previously been eligible for access arrangements. All students who require access arrangements to be made must have persistent and significant difficulties and have an identified SEN or be disabled within the meaning of the Equality Act 2010. The school must have hard evidence that a pupil’s current difficulties substantially impact on teaching and learning in the classroom; any request must come as a result of normal way of working in class as demonstrated by class teachers. The need for extra time must be a direct consequence of a pupil’s disability. These stipulations are made by the JCQ and deviation from these would constitute malpractice.  If students join our 6th Form from other schools and believe they are entitled to exam access arrangements they will need to provide evidence of need at the start of year 12 in order for us to establish this as a normal way of working across their lessons. Please note that the onus is on the student to actively seek this support at the start of year 12. We cannot provide a history of need if no support for this need is sought. |
| **8.What is the approach to teaching students and young people with SEN?** | Quality first teaching is our first and main response to supporting students who have or may have SEN. The subject teacher is responsible for teaching all students and adapting or differentiating their approaches to meet the needs of individual students. In some cases, additional in-class support from teaching assistants will be allocated. Through this approach, students have access to a broad and balanced curriculum alongside their peers and for the majority of students, high quality, differentiated teaching is sufficient for them to make expected progress. We are committed to providing high quality teaching and this is reflected in our appraisal cycle and CPD programme. |
| **9.How are adaptations made to the curriculum and learning environment of students with SEN?** | Adaptations are firstly made by the classroom teacher in differentiating the lesson. Teachers are responsible for and accountable for the progress and development of all students in their class including those with SEN. High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students based on their needs. Examples of this include modifying questioning, providing written instructions, using adaptive language, modifying resources, allowing choice of task, providing additional explanation, allowing additional processing time, being sensitive to specific needs, supporting the use of specialist equipment, adapting the sensory environment and grouping students, but the actual adaptation/s will be dependent on the student. Recommendations and suggested strategies from external agencies such as speech and language therapists, advisory teachers or educational psychologists are shared with teachers to support them in adapting the learning environment. The majority of students will be able to learn and make progress with these arrangements and will spend the majority of time in mainstream lessons with their peers. When considering provisions, as much as possible, we aim to maximise curriculum access and allow SEN students to integrate fully into school life and participate in social and cultural activities.  At times, it is appropriate for a teaching assistant to be allocated to a particular class. Teaching Assistants support students to ensure they can fully participate in the lesson and they work under the direction of the class teacher. The Learning Support Department aims to give consistency of support across classes, year groups and, where practical, subject areas.  For some students, adaptations to the learning environment or the use of specialist equipment is required. Due to the nature of our school site we have good accessibility and the building has accessible toilets, lifts and a ceiling track hoist. We have some small pieces of specialist equipment available for the students to use such as coloured overlays, fiddle toys and some adapted maths and measuring equipment. Where larger pieces of specialist equipment or significant adaptations are required we following guidance from advisory teachers, occupational health, physiotherapists and medical professionals and equipment is usually sourced through the Local Authority.  *Interventions*  Although students with SEN spend the majority of time in mainstream lessons with their peers, in some cases, withdrawal of students is appropriate, allowing small group or individual interventions to take place to develop key skills. These can short, medium or long term interventions. They are scheduled with care to minimise impact on the wider curriculum and often take place during tutor time however when a longer period of time is required, students will be withdrawn from a curriculum lesson. When this happens, we try to consider student interests and strengths in the curriculum and avoid these subjects as well as English, Maths and Science.  These interventions can be different in each year group and may include:   * Speech and language support following plans written by the Local Authority or NHS Speech and Language Therapists * Targeted reading and /or spelling support including use of Nessy and Toe-by-Toe * Comprehension intervention including use of SRA Reading Lab and SRA Corrective Reading programmes * Social skills support groups for students with ASD or social interaction difficulties * Numeracy intervention * Emotional literacy intervention * Art as Therapy * Behavioural support * Physiotherapy * Self-esteem   *Curriculum Modifications*  For some students, a modified or personalised curriculum may be necessary in order to meet their needs. This is student specific and tailored to meet their individual needs. These may include accessing our KS3 extraction group or the use of alternative provisions.  *KS3 extraction group*  A small number of students with significant learning needs are taught in a small extraction group for certain subjects. In addition to highly differentiated teaching and greater adult to student ratios, these students are removed from following the full Modern Foreign Language curriculum although they do still have exposure to a foreign language through this provision. This allows for additional support and intervention sessions to be delivered to overcome barriers to learning. In this environment students are able to engage more with their learning, experience success and feel valued and supported.  *Alternative Provision*  Some students with significant learning needs will access targeted, specific, off-site provision tailored to meet their needs to help them to develop key skills for one or more days per week. The exact nature of this is determined on a student specific basis but providers are accessed through Wiltshire Approved Alternative Providers. |
| **10.How are the school’s resources allocated and matched to children’s special educational needs?**  **How is the decision made about how much/what support my child will receive?** | The school has a delegated budget for children with Special Educational Needs and this is used for providing effective provision. In addition, some students receive individual top-up funding from Wiltshire Council, via a Named Pupil Allowance or through Wiltshire Enhanced Learning Provision (ELP) funding. The school will allocate resources and deploy members of staff according to need. The resources will be reviewed and evaluated by the SENCO, during Learning Support briefings and during parent meetings, and modified to ensure that effective support is maintained to maximise the learning and progress for the child. Tracking progress will ensure the provision matches the need. |
| **11.What expertise and training do staff supporting students with SEN have?** | All teaching staff partake in regular CPD throughout the school year and a number of these sessions have a specific focus on SEN. The exact nature varies year on year and the training completed by teachers will be dependent on the length of time they have been at Abbeyfield however all have training in supporting students with SEN in the classroom and training tailored to specific SEN needs including ASD, dyslexia and ADHD.  Members of our Learning Support team have more specific training and expertise….   * Special Educational Needs Coordinator (SENCO) Mrs Nicola Hathway –National Award in Special Educational Needs (Bath Spa University) * Higher Level Teaching Assistants – Mrs Trudi Adams (CACHE Level 2, Foundation Degree in Education), Mrs Melanie Weston (HLTA qualified) * Team of approximately 10 Teaching Assistants who hold various TA associated qualifications and have completed various training focused on different aspects of support.   We also have a Thrive Practitioner in school who primarily supports students with SEMH. |
| **12.How is the effectiveness of SEN provision evaluated?** | The effectiveness of SEN provision is evaluated through the progress made by students with SEN towards their outcomes. Academic progress is measured termly through subject assessments and monitored by class teachers and Heads of Department. Where students access interventions, their progress is monitored through the use of start and end point assessment. The nature of this varies depending on the nature of the intervention and the desired outcomes but can including reading, spelling or comprehension assessments, numeracy assessments, questionnaires and review of classcharts logs/nature of logs. Progress towards other outcomes is discussed at annual reviews and SEN support meetings.  Abbeyfield School works closely with the Local Authority SEN Advisory Service and are regularly visited by advisory teachers for social communication, autism, cognition and learning, hearing and visual impairments and physical impairments. During these visits, advisory teachers monitor progress of the students they are reviewing and they can also make recommendations regarding specific provisions. |
| **13.How are students with SEN enabled to engage in activities available to students in school who do not have SEN?** | Abbeyfield School is a fully inclusive school. All activities and trips are available to all students and all students are enabled to participate in all activities. If necessary, adjustments can be made in staffing, resources, provision or technology to ensure all can participate. Where required, risk assessments and procedures are in place to enable all students to participate. |
| **14.What support is available for improving emotional and social development including pastoral support arrangements for listening to the views of young people with SEN and measures to prevent bullying?** | Abbeyfield School promotes a positive behaviour ethos as outlined in our Behaviour Policy. Students are assigned a tutor group, which they will generally stay with until the end of year 11. The tutor will, where possible, stay with the tutor group right through the school. Each year group has a Raising Standards Leader and a Pastoral Manager, who oversees the progress and welfare of pupils in that year group. Each tutor group is also part of a house. The school has staff trained to deliver the Thrive approach and we have a School Within a School alternative provision to support certain students. In addition, students with SEN also have access to our LS Hub, where Learning Support staff are available, should they need additional support.  The school teaches students strategies to help them socially and emotionally in the following ways:   * All year groups have timetabled PSHE/SMSC lessons * Collapsed PSHE/Character days which allow students to focus on a specific aspect of PSHE/SMSC in detail. * Assemblies, which can be in year groups or in houses, depending on relevance. * Small group interventions; social skill groups encompass social stories, discussions and making choices. Some sessions are linked to recommendations from the Educational Psychologist. If necessary, we also support student’s social and emotional development in individual support sessions that teach social skills and coping strategies. * A range of enrichment activities for all students to participate in after school. * Pupil Premium money ensures all students have equality of opportunity for access to activities. * Our pastoral support system enables students to access: Buddies (other children in their year group), Peer Mentors (other children in older year groups), RISE Mentor, School Counsellor, Mental health Support Team and CAMHS. * Our Inclusion Policy seeks to ensure all students can access education.   Other linked policies available through the school website are:   * Behaviour Policy * Anti-Bullying Policy |
| **15.How does Abbeyfield School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting young people’s SEN and supporting their families?** | As a school we work closely with external agencies to ensure we are offering the best possible support to students with SEN and their families. Any involvement of external services will be discussed with students and parents and the reasons for the involvement and desired outcomes made clear. Requests for involvement from external agencies will be made through their referral processes and parents will be updated as the referral progresses. In some circumstances we may feel that an Early Support Assessment (ESA) may be beneficial to support the family and this will be discussed with parents.  We recommend that parents keep their GP informed of referrals submitted through school especially where it is felt a referral to Child and Adolescent Mental Health Service (CAMHS) is appropriate or a potential diagnosis such as Autistic Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD) is being investigated. |
| **16.What are the school arrangements for handling complaints from parents of children with SEN about the provision made at the school?** | Any parent/carer who is dissatisfied with any aspect of their child’s SEN provision should first seek to discuss it the SENCO on [SENCO@abbeyfield.wilts.sch.uk](mailto:SENCO@abbeyfield.wilts.sch.uk) or 01249464500. If concerns remain, the Headteacher should be contacted to discuss these. In a situation where concerns remain unresolved the school’s Complaints Policy should be followed. |
| **17.What is the Wiltshire Local Offer and how is it accessed?** | Under the SEN Code of Practise 0-25 January 2015, the Local Authority is required to publish a Local Offer. This sets out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have an Education, Health and Care Plan (EHCP). The Local Offer provides clear, comprehensive, accessible and up-to-date information about the available provision and how to access it. Wiltshire Local Offer can be found at <http://www.wiltshire.gov.uk/local-offer>  The school makes data on the levels and types of need within the school available to the local authority. This data is required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.  Wiltshire Local Authority works closely with the following parent support services. Information regarding these and the services they offer can be accessed using the links below.   * Wiltshire Parent Carer Council: [WPCC (wiltshireparentcarercouncil.co.uk)](https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page) * Wiltshire SEND Information, Advice and Support Service (SENDIASS): <https://www.family-action.org.uk/what-we-do/children-families/wiltshire-sendiass/> |