



Abbey Village Primary School

Local Offer

SEND

School Number- 09062

Revised January 2024

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This document explains how we provide for children with Special Educational Needs and Disability (SEND).

Accessibility and Inclusion

What the school provides

How we provide access

The school is wheelchair accessible within the main building. To ensure all access for pupils and parents with disabilities all doorways and entrances to the school are wide enough to accommodate a wheelchair if necessary. Some entrances have slope access as not all area of the school are level. There are accessible parking spaces available for the public and disabled persons on Bolton Road or in the staff car park. A disabled toilet is available for wheelchair users if the need should arise. Furniture is of a suitable height appropriate to the age group of children being taught in that classroom.

How we support access and promote independence

We provide visual aids and prompts for children who require communication support. We also provide Edumike hearing support for pupils with hearing difficulties. For some children visual timetables are provided to help children understand their day. All resources are clearly labelled and accessible to pupils. In the early years resources are labelled with graphics. Some children use PECS (picture exchange communication system) or similar to communicate with staff and other children. Sign Language support is provided where necessary using Sign Along. The school has a range of ICT hardware for all pupils including those with SEN, IPADs, headphones, computers and laptops. Interactive whiteboards are installed in every classroom. We use a range of software programs and communication in print to support the needs of certain children. We are a dyslexia friendly and Autism aware school and all displays are neutral in presentation using a hessian background to prevent visual distress or visual sensory overload. Some children in school wear headphones if required via their TLP. Visual pictorial timetables are provided for those children who require it.

Teaching and Learning

What the school provides

How we identify individual special educational learning needs

When children have identified SEND before they start at Abbey Village, we work with the people who already know them and we use the information already available to identify what their SEN will be in our school setting and how we can manage it. Additional transition visits are provided if required.

If you think that your child has SEN we will discuss this with you and look into it. We will share what we discover with you and we will agree what we can do next and what you can do to help your child.

If our staff think that your child has SEN this maybe because they are not making the same progress as other children; for example they may not be able to follow instructions or answer questions. We will observe them, assess their understanding of what we are doing in school to try to find out what is causing the difficulty. Should we require further help we will contact the local specialist SEND team.

How we adapt the curriculum so that we facilitate and develop independent learning

All our staff are trained to make lessons easier or more challenging so that every child is able to learn at their own pace and in their own way. We will make or provide any additional resources required. Each class has the benefit of at least one Teaching Assistant/ LSA

We use additional resources and tailored interventions to suit the individual needs of the pupil. Staff are able to adapt to a range of SEND – specific learning difficulties, including dyslexia, autistic spectrum disorder, speech and language and communication needs.

Additional training includes delivering speech and language programmes e.g WellCOmm, Occupational therapy programmes and Physiotherapy programmes.

We use an early identification system – Lucid Rapid to highlight any potential barriers to learning literacy within the first year of starting Abbey Village School. This provides highlighted areas of need and the professional advice is sought if necessary. Children can be screened for dyslexia and dyscalculia and assessed by outside agencies such as IDSS. In the case of children with Hearing Impairment (HI), Visual Impairment (VI) or medical needs specialist support, equipment and training is provided by IDSS, NHS (Diabetes Nurse, Epilepsy Nurse etc...).

Wellcomm is used within school and additional support given to those using the WellComm programme if required.

All school staff have received first Aid training. In addition, all teachers and TAs have Paediatric First Aid Training. All additional support staff have basic first aid training.

What equipment or resources we use to give extra support

We use workstations, visual timetables and cues, PECS (or similar), various ICT programs and countdown timers for children who need it.

We deliver speech and language programmes provided by the Speech and Language Therapy team (SALT). A therapist will demonstrate to school staff how to use the programme and this will then be taught and then assessed after a period of time. WellComm is also delivered through school and taught by trained school staff. We also deliver Occupational Therapy (OT) and Physiotherapy programmes in the same way.

We have a trained counsellor on site who provides nurture support for children who need this. It is given via parental request.

How we support children during tests and exams

When sitting examinations children with SEN can be supported 1 to 1 (EHC), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration if required.

How we monitor support for SEND

The SEN long term provision map (register) records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and it helps staff to monitor how much progress individuals make following interventions. The Lancashire Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN. We use Primary Indicators for Value Added target Setting (PIVATS) to set targets and monitor progress with children at school action or above. All additional information is stored securely using CPOMS.

Reviewing and Evaluating Outcomes

What the school provides

How we plan annual reviews for pupils with a statement or EHC plan

The SENCO coordinates our annual reviews. Our parents, teachers and teaching assistants contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning the child. Our pupils are also asked to attend and make a contribution to their review. The SENCO invites other professionals who are working with the pupil to contribute to the annual review. Sometimes this is in person and sometimes in the form of a report to support the review.

How we support all pupils with SEN

IEPs are produced termly or half termly depending on the circumstance and the pupil. We operate an open-door policy with regards to any concerns that a parent may have.

Pupils' progress is monitored termly throughout the school and tracked closely. Pupils with SEND are monitored also on the Provision Map. We also use Primary Indicators for Value Added target Setting (PIVATS) this helps us to monitor our pupils and show parents smaller steps in progress for those children who may have a significant need in any area of the curriculum.

How we involve children and their parents

We are a child and family centered school, so you will be involved in all decision making about your child's support. If appropriate we can provide a home/school diary to keep parents informed on a daily or weekly basis.

When we assess SEND we discuss it with you to determine whether your child's understanding and behaviour are the same at school and at home. We work with you so that we are helping your child in the same way to make progress. We write and review Individual Education Plans (TLPs) termly with children and parents/carers for children who are at school action or above on the SEN register.

For some children regular progress meetings are planned to keep parents informed.

Keeping Children Safe

What the school provides

How we manage risk

The Head Teacher carries out Risk Assessments / Intimate Care Plans where necessary.

If required a handover is carried out by the teaching assistant or class teacher to the appropriate parent/carer. There are parking spaces by the school along Bolton Road or on the staff car park for pick up and drop off points.

How we supervise playtimes and lunch times

A teacher/ TA supervises each break time and lunchtime support staff /TAs supervise children in the dining hall and in play areas at lunch times.

How we keep children safe

All children are included in all parts of the school curriculum and we ensure all children are included on school trips. We provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

Teaching assistant support is available, if required. Our current statemented pupils have an additional teaching assistant to support their needs across the day during all curriculum time, this includes P.E.

Parents can access the Anti-Bullying Policy on the school website.

Health (including Emotional Health and Wellbeing)

What the school provides

How we provide pastoral and social support

We are an inclusive school, we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents first point of contact. If further support is needed the class teacher liaises with the SENCO for further advice and support. This may involve working alongside agencies such as health and Social Services.

How we manage the administration of medicines

Parents should contact the school office if medication is recommended by Health Professionals to be taken during the school day. On a day to day basis the Admin staff generally oversee the administration of any medicine. All medicine should be recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. School sign to show that medicine has been administered using date and time. This can only be administered in line with our Medication in School policy. This can be accessed via the school website and a copy is available on request from the school office.

How we work with children who have a care plan

Care plans are drawn up by the school nurse in collaboration with parents, pupils and school staff. Care plans are passed on to the relevant Class Teacher and the master copy is kept in SEN records.

All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency.

As a staff we have regular training and updates to support any children with a known medical condition. All staff members who are in contact with children have basic first aid. All Teaching staff have full pediatric first aid. There is always a member of staff in school or on a school trip who is the designated first aider and who has pediatric first aid training.

Emergency information documents are kept in the pupils SEN folder in case of a medical emergency. This information will be passed on to the first responders (paramedics) and parents will be contacted.

Communication with Parents

What the school provides

How we share information with parents

The website contains details of all staff currently employed by the school and the School Prospectus also provides this information. The School operates an Open Door policy and also has 2 parent evenings a year to provide opportunities for parents to discuss the progress of their child and half termly welcome drop in sessions where school staff are available to speak to. Mrs Shelley Bennett (Head Teacher) is at the gate each morning to speak to if required. If parents have any issues or concerns they are encouraged to liaise with the class teacher and not to leave concerns until parents' evenings.

Class teachers provide an annual report on progress for each pupil. Parent questionnaires are provided 2 times per year to gain feedback if required.

Working Together

What the school provides

How parents and children contribute their views

Children who have an individual education plan (IEP) discuss and set their targets with their class teacher. Parents can have their say about their child in Parent Evenings, Annual Reviews and IEP (TLP) reviews (if they express a wish to do so). Elections to the Governing Body are held in the event a vacancy arises. We have an Open Door Policy, if a parent wishes to speak to a member of school staff, this is swiftly arranged. The Head Teacher (Shelley Bennett) is available each morning on the gate and most evenings at the door to speak to as required. All school staff are on the school playgrounds at the end of day to speak to if required.

What help and support is available for the family?

What the school provides

How we provide help and support

The Class Teacher or Head Teacher or SENCO can offer help with forms if this is required. Local Offer information is shared regularly to the relevant families via our school communication system – School Spider e.g. Break Time information for families with SEND, Living Waters referrals etc. If a pupil required a Travel Plan to get to and from school this would be dealt with by the SENCO and Head Teacher if required.

Transition into Primary School and out to Secondary School

What the school provides

How we support transition in to Abbey Village

Children entering Abbey Village will have a nursery visit in the summer term prior to them starting in the September. Information will be gathered regarding any SEND and any necessary support will be put in place on their entry to school. We encourage all new children to visit the school during planned induction sessions. We write social stories with children if transition is potentially going to be difficult. Additional visits to school will be encouraged to assist with the acclimatisation of the new surroundings or a staggered induction period will be planned to ease the transition. Meetings will be arranged for those children who are already known to Early Years SEND services to make school aware of their needs and to ensure that the correct support is in place.

How we support transfer to secondary School

Each Year pupils in year 6 visit their forthcoming Secondary School for a taster session and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7. Some of our pupils require more time to visit their secondary school in order to ease transition. The SENCO arranges opportunities for these pupils to have extra induction sessions with the support or pastoral team at their forthcoming high school.

How we support in year transitions

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. In year transition is supported with visits to the new class.

Extra Curricular Activities

What the school provides

Abbey Village operates a daily Breakfast Club and After School club available to all pupils. There are opportunities for all junior pupils to take part in weekly Music lessons (currently ukulele). Trips and visitors are planned throughout the year to ensure our children receive a diverse and rich curriculum experience – this is open to all children. In addition, pupils can take part in various after school activities across the year such as multi-skills, science club, invasion games, football, fencing and choir.

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To be reviewed annually.