

# SEN Information

**Local  
Offer**

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|---|---|
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| Date form completed/updated:  | 22/01/2025  |

**Name of Education Provider: Abbey School and Nursery**

## 1. What special education provision is available at our setting?



**What do we do here to meet your needs?**

At Abbey School and Nursery, we believe in meeting the needs of every child and have an inclusive and holistic approach that is guided by our vision.

Our vision statement is:

*'Individuality Enriches Life.'*

All children receive High Quality First Teaching from the class teacher. For your child this would mean:

- **High expectations for all.**
- **Building on prior knowledge:** Teaching is based on what your child already knows, can do and understands.
- **Personalised teaching strategies:** We adapt teaching approaches to cater to individual learning styles and needs. Allowing your child to be fully involved in class. This may mean more practical ways of learning and be bespoke to their needs.
- **Access to co-curricular activities:** Children participate in enriching activities like music, drama, art, school council, leadership roles, residentials, representing the school at external and internal events and sports with tailored support as needed, allowing them to be full active members of our school community.
- **Collaboration with external agencies and specialists:** We work closely with local authority services, healthcare providers, and voluntary organisations to enhance support.
- **Regular review of progress.**

Abbey School and Nursery provides a graduated approach to meeting every child's needs, using the Assess, Plan, Do, Review graduated response tool.

In addition to this, facilities and support include, but not limited to:

- Specific small group work (referred to as intervention groups)
- Specific strategies suggested by the Special Educational Needs Co-ordinator (SENCo) or outside agencies involved with the child
- Designated area for 1:1 interventions and small group work
- Our EYFS has 2 Speech, Language and Communication lead Practitioners (One being the SENDCo)
- Lego therapy
- Precision teaching
- Peer mentoring- Buddy System
- Technology to support learning
- Writing slopes
- Wobble cushions
- Early Talk Boost Sessions
- Elklan Language Builders Sessions
- Total Communication environment
- Thera bands
- 1:1 Structured Speech and Language sessions

- Close liaison with Health Visitors, Community Nursery Nurses and the Community Nursing Team
- Portage workers and Early Years Advisory Teacher support
- A range of Literacy and Maths interventions including:
  - The Word Wasp
  - The Hornet
  - The Power of 1
  - The Power of 2

These approaches enable us to meet a wide range of needs within school.

## 2. What criteria must be satisfied before children and young people can access this provision/service?



**What sort of needs would you have for us to be able to help you?**

- We follow the guidance as laid out in the Equalities Act 2010
- We work in close partnership with families and other agencies to meet children's needs
- Having established the child's needs/barriers we access training and/ or resources to make reasonable effort to enable the child to access our provision
- Admissions criteria can be found on our website: [Admissions – Abbey School](#)

## 3. How do we identify the particular special educational needs of a child or young person?



**How do we work out what your needs are and how can we help?**

At Abbey School and Nursery, we constantly assess and record each child's progress, identifying concerns through open dialogue with families. Initially, the class teacher provides support, such as learning toolkits or pre-teaching. If needed, we will implement additional measures and consider adding the child to the SEND register. This will all be done in collaboration with pupils and families who will also be provided with clear information on exiting the SEND register.

Needs are identified through:

- **Teacher observations and formative assessments:** Identifying gaps in learning and progress.
- **Pupil Progress Meetings:** Held every half-term to discuss individual needs and review interventions.
- **SENDCo observations/ SEN Pupil Referral Forms:** The SENDCo may observe and offer support and guidance. Completed by staff when concerns arise.
- **Parental consultations:** Regular discussions with parents to gather insights and address concerns.
- **Recommendations from external specialists:** Assessments conducted by SALTs, Educational Psychologists, or other professionals with permission from families.
- **Termly review meetings:** Collaborative discussions to evaluate progress and set future targets.
- **Regular feedback:** Through written reports, informal conversations, and structured parent evenings.
- **Pupil Voice initiatives:** Encouraging children to express their preferences, challenges, and aspirations through age-appropriate methods like surveys, creative activities, and one-to-one discussions.
- **Transfer Information:** Information supplied by previous schools and settings.

#### 4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

It is important that parents and carers can express themselves, give clear instructions, and ensure their voices are being heard. Abbey School and Nursery follows the principles and recommendations set out in the SEND Code of Practice 0 – 25 (September 2014) we are a safe and non-judgmental space and aim to work in partnership with parents and carers.

At Abbey School and Nursery consultations take the following form:

- Prospective families are encouraged to visit us and have a tour of our setting
- Class teachers are available to discuss any concerns that you may have
- The SENDCo is available to discuss your child's progress and any concerns you may have. She is also available to attend any parent contact appointments at the family's request.
- Family contact appointments for school are held in Autumn, Spring, and Summer terms, following school progress reports
- Providing information in an accessible way for parents and carers please see our communication policy for further information
- For children with Education, Health, and Care Plans (EHCPs), annual reviews take place to monitor and evaluate the continued effectiveness of the provision outlined in the EHCP
- At Abbey school and Nursery transitions are seen as a process not an event and therefore they are planned for and discussed with children, parents, and carers.
- For all pupils, we ensure early and timely planning for transfer into the setting, from room to room, and from the setting into primary school or secondary school. Supporting an enhanced transition if required.

Pupils will always be given the opportunity to provide information, express their views and concerns. They will be invited to participate in discussions and decisions about any support. This may involve:

- Explaining what their strengths and difficulties are
- Contributed to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- Being members of our school council
- Participating in subject-specific pupil voice surveys
- Participating in PSHE and Circle Time
- Pastoral self-referrals/Pastoral sessions
- During the collaborative approach to learning in all classes

## 5. What is our approach to teaching children and young people with special educational needs?



**How will we teach you?**

Our High-Quality First Teaching approach ensures that we understand all of our children, regardless of any special educational needs or barriers.

Our approach includes but is not limited to:

- **Engaging Curriculum:** Our curriculum is designed to be engaging, inspirational, and relevant, with numerous enrichment opportunities.
- **High Expectations for All:** We encourage all children to take responsibility for their learning and understand their next steps. The support provided is tailored to each child's needs, allowing for a personalised curriculum.
- **Our Abbey Values:** Embodied by both pupils and staff, our core values of 'Respect, Responsibility, Resilience' ensure that every child is treated with respect and provided with equal opportunities. Tasks and the curriculum are further personalised to meet all children's needs.
- **Differentiated Teaching:** Lessons, resources, and activities are adjusted to match individual needs and abilities.
- **Multi-Sensory Learning Approaches:** We incorporate visual, auditory, and kinaesthetic techniques to enhance understanding.
- **Encouraging Independence and Resilience:** Through personalised support plans, we help children build confidence in their abilities and foster resilience.

## 6. How can we adapt our curriculum for children and young people with special educational needs?



**What sort of things will you learn here?**

At Abbey School and Nursery, we strive to create an inclusive teaching environment that offers all pupils, regardless of their needs and abilities, a broad, balanced, and challenging curriculum that meets their needs as 21st-century learners living in Torbay. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

- **Preparation for Adulthood:** Our children leave us as well-balanced individuals equipped with the skills, attitude, and confidence to succeed in primary or secondary school and beyond.
- **A Holistic Approach:** We believe in supporting and nurturing the whole child, fostering success in all aspects of life.
- **Inclusion:** We ensure every child can participate in all activities by adapting resources and activities based on our understanding of children's needs.
- **Planning:** Our teachers meticulously plan lessons to meet the specific needs of all children, making reasonable adjustments where required to ensure every child can succeed.

## 7. How will we ensure we get the services, provision and equipment that children and young people need?



**How will we make sure that you get all of the help that you need from different people?**

Abbey School makes every effort to obtain services, equipment, and other resources that all our children may require to succeed. We collaborate closely with professionals and draw upon their support.

These include, but are not limited to:

- **Specific Equipment:** Addressing specific needs with items such as:
  - Wobble cushions
  - Thera bands for chair legs
  - Individual apps
  - Writing slopes
  - Lap blankets
  - Weighted lap buddies
  - Ear defenders
- **Liaising with External Agencies:**
  - Early Years Advisory Teacher
  - Local Authority (LA) Educational Psychologists (funded in the Early Years)
  - Private Educational Psychologists (in school)
  - Health professionals, GPs, Health Visitors, Community Nursery Nurses, Portage Workers, Speech and Language Therapists
  - Child and Adolescent Mental Health Services (CAMHS)
  - Torbay Safeguarding Hub
- **Securing Additional Funding in the Early Years:**
  - Activity Led Funding for Inclusion (ALFI)
  - Disability Access Fund (DAF) for children receiving Disability Living Allowance

There may be times when, despite our best efforts, we are unable to provide resources and facilities to meet a child's specific needs.

At Abbey School and Nursery, transitions are seen as a process, not an event, and therefore they are planned for and discussed with children, parents, and carers.

- For all pupils, we ensure early and timely planning for transfer into settings, from room to room, and from the setting into primary or secondary school.
- During the year in which children are due to move to primary or secondary school, transition meetings are held and arrangements discussed. For children with SEN, this may include an enhanced transition.
- When children are due to leave our setting, they and their parents/carers will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, and comprehensive, but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- We will discuss the transition needs of all pupils with EHCP plans at their statutory annual reviews.

## 8. How is this provision funded?



### Who pays for this?

Abbey School and Nursery is an independent setting which means we receive no central government funding for provision.

We are able to access some services through the Local Offer, including but not limited to:

- 0-19 Nursing Team (Funded by NHS)
- Speech and Language Therapy (Funded by NHS)
- Occupational Therapists (Funded by NHS)

## 9. What additional learning support is available for children and young people with special educational needs and how do they access it?



### What else will we do to help you learn and how will this happen?

We aim to meet every child's needs within our nursery and school. However, when additional learning support is required, we may seek assistance from other professionals or signpost, encourage, and support families to engage with additional services, such as:

- Speech and Language Specialists
- Health Visitors and Social Workers
- Advisory Teachers for Visual and Hearing Impairment
- Action for Children
- The Children's Society
- Support Groups for Families
- Portage
- Early Years Advisory Support

## 10. How do we support and improve the emotional and social development of children and young people with special educational needs?



### How can we help you learn about your feelings and relationships?

At Abbey School and Nursery, we adopt a holistic and inclusive approach to support every child's social and emotional development, celebrating and valuing each child's unique qualities.

We offer:

- Weekly PSHE (Personal, Social, Health Education) sessions
- A highly trained pastoral team, including a trained counsellor and mindfulness practitioner, who are attachment and trauma trained
- Pastoral self-referral form
- Pupil help leaflets
- Calm areas in each classroom
- Daily check-ins
- Soft starts
- Regular meditation practice and self-reflection sessions
- Visual resources to aid communication
- Social and emotional interventions
- Neuro-affirming approach
- A positive behaviour policy founded on a relational approach
- Signposting to various family support groups/parenting courses

## 11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



### How can we help you to get ready to change to a different place or to leave here?



At Abbey School and Nursery, transitions are seen as a process, not an event. Therefore, they are planned and discussed with children, parents, and carers. We recognise that transitions can be difficult for many children with SEND, and take steps to ensure that any transition is as smooth as possible, using a collaborative and person-centred approach.

#### **If your child is moving to another school:**

- We will contact the school's SENDCo to pass on information about any support that your child will need.
- If the school is local, we can arrange for staff to visit your child before the transition.
- We will ensure that all records about your child are passed on as soon as possible.

#### **When your child is moving classes in school:**

- Information will be passed on to the new class teacher in advance of the move.
- Children will have the opportunity to spend time with the new class teacher prior to the move.
- Where necessary, the class teacher will complete an "All About Me" booklet to share with the child prior to the move, to begin relationship building.
- If more support is needed, a photo book can be created with photographs of their new seat, the classroom, the outside area of the classroom, and their peg location.
- Where necessary, the SENDCo will hold a transition meeting for the child, their families, and the class teacher. If appropriate, other professionals and the child will also be invited to this meeting. If it is not appropriate for the child to attend, their views will be gathered and shared.

#### **In EYFS:**

- Good liaison with preschools and other settings to ensure smooth transition into school.
- Staff visit preschools and nursery settings prior to children transferring to us.
- Where a child is transferring to Reception from our school nursery, the staff will visit them in nursery and work with nursery staff to get to know the child.
- Children are invited to taster sessions where they attend the Reception class and meet staff prior to starting in nursery or Reception.
- Enhanced transitions are offered to children joining nursery or school where required.

#### **In Year 6:**

- Transition meetings with incoming secondary schools happen in the summer term to gather and share information about children before the transition takes place. This involves the class teacher and SENDCo if the child has special educational needs.
- We request an enhanced transition or extra visits from secondary schools for vulnerable pupils where necessary.
- All children visit their new school for an induction day, usually in July (one or two days).
- We publicise open days of local secondary schools in the summer and autumn terms prior to transition. These are for families and pupils to attend and are the family's responsibility.

## **12. What other support is available for children and young people with special educational needs and how can they access it?**



### **What other help can we give you or help you to get?**

- We signpost families to Local Authority support
- We signpost to GP/support groups/courses where available
- When a child has an identified need we provide support, events and services to the best of our ability.
- On our website are child friendly help pages

### 13. What extra-curricular activities are available for children and young people with special educational needs?



#### What other activities can you do here?

Abbey School and Nursery provides fully inclusive extra-curricular activities, and whenever possible, all children are encouraged to participate.

Enriching opportunities available to enhance children's experiences at school include, but are not limited to:

- Breakfast and after-school club
- Holiday club
- A broad variety of clubs run by teachers and external providers, e.g. climbing wall, football, rugby, New Age Curling, swimming, tennis, archery, dodgeball, mindfulness, art, various instrument lessons, and drama
- Internal events e.g. inter-house sports fixtures, concerts and the annual Eisteddfod competition.
- Children across the whole school community regularly represent the school at various sporting fixtures and events, e.g. local swimming competitions and IAPS swimming competition, which provides the opportunity to swim at the London Aquatic Centre
- Residential trips for years 3-6
- A wide variety of enrichment trips, e.g. Parliament and The National Gallery in London

A wide variety of visitors, e.g. local artists/authors

### 14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



#### How do we know that the help we are giving you is working?



#### How can you and your family tell us what you think?

Teachers assess and review progress regularly as detailed below. Our approach to each of these strategies will be amended to meet the needs of individuals and the assessment type. Sometimes children may require access arrangements for tests or exams - we try to use the same guidelines as statutory tests throughout the school. All assessments are relevant to the curriculum the child is working with, not necessarily age-linked.

- Class teachers monitor progress continuously using tracking systems and assessments. This information is then used to inform the next steps in learning.
- Teachers record and track attainment throughout the year.
- Through a collaborative approach, teachers and children regularly discuss their progress and feelings about learning.
- Progress is monitored by the senior leadership team at weekly inclusion meetings. Children not making expected levels of progress are identified, and measures are put in place to address this.
- Collaborative feedback and insights are gathered from children, teachers, and families.
- If your child has an IDLP or IEP that identifies specific targets, activities, and learning, this is reviewed each term (Autumn, Spring, and Summer). All IEPs or IDLPs have SMART targets (Specific, Measurable, Achievable, Relevant, and Time-bound), which are considered when assessments are being made or set.
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## 15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

At Abbey School and Nursery, we ensure continuous improvement and inclusivity through the following measures:

- **Self-Reflection CPD Processes:** Enabling teachers and staff members to constantly review and develop their practice.
- **Regular Monitoring:** Includes learning conversations, book scrutinies, and pupil voice, which is triangulated to help reflect on the provision for all pupils. SEND is not seen as a separate subject but a golden thread running through all we do. Pupil voice is gathered through subject-specific questionnaires.
- **Continuous Consultation:** Families and children are continuously consulted about our provision in various ways.
- **Training and Networking:** The SENDCo attends regular training to stay updated with new developments and is part of numerous forums and networks to share best practice and work collaboratively with other settings.
- **Family and Child Questionnaires:** Used to gather feedback and insights.
- **Collaborative Contributions:** Families and children are asked to contribute to annual reviews, IEPs, and IDLPs.
- **Termly Monitoring of IDLPs and IEPs:** IDLPs and IEPs are monitored termly (Autumn, Spring, and Summer) by the class teacher, SENDCo, children, and parents. Progress is measured against SMART targets and the graduated response tool.
- **Weekly Inclusion Meetings:** Held to discuss and address any issues.
- **Self-Evaluation and Audits:** Processes are checked through self-evaluation and audits

## 16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

Class teachers and keyworkers have handover meetings to familiarise themselves with children that are coming into their class. This includes checking on any relevant training that is in place to meet needs. The SENDCo regularly attends training and organises either internal or external training for staff.

- **Continuous Professional Development (CPD) to meet particular needs include but are not limited to:**
  - Training in areas like Speech and Language support
  - Behaviour management.
  - NPQSENDCO
  - Early Talk Boost training
  - Elklan training
  - Speech, Language, and Communication Lead Practitioner Training
  - Communication Friendly Setting Training
  - Dyslexia training
  - Precision teaching training
  - Subject lead adaptation and reasonable adjustment training
  - Epi-pen training
  - Gastrostomy Training
  - Attachment and Trauma Training
  - All staff have Paediatric first aid
- **Weekly inclusion meetings:** Sharing best practices and updates.
- **Membership to Networks and forums:** Sharing best practices and updates.

Regular knowledge audits monitoring and professional discussions take place between staff enabling us to identify any training needs whilst utilising the strengths that each team member brings.

## 17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



### How do we make sure that your parents know how we can help them?

- Family meetings are arranged for children who join our nursery. All class teachers hold a welcome meeting at the start of each school year.
- You can contact us directly by phone or e-mail.
- A school website provides information about our setting, policies, and family support pages.
- Class teachers are regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at school and at home so that strategies can be shared.
- The SENDCo is available to discuss your child's progress and any concerns you may have. Appointments can be made either through the school office or by emailing them directly.
- When necessary, we may use other methods to liaise more regularly. These could be regular meetings/ daily diaries or any other appropriate formats.
- Regular consultations are held each term following progress reports. If we are concerned about your child's progress or behaviour we may raise a concern with you verbally and arrange to meet with you to discuss a positive way forward. This may be an addition to the standard family contact meetings.

## 18. How can parents, children and young people make a complaint about our provision?



### What can you do if you are not happy about something that has happened here?

If you have any concerns about our provision, please speak to your child's class teacher to find a way forward.

You can also seek further support from:

- The SENDCo, who will liaise with the class teacher and yourself to determine the best course of action for your child
- The Headteacher

We believe in empowering children to voice their thoughts, feelings, and concerns. Our school council meets weekly, and we offer numerous ways for children to express their concerns, including but not limited to:

- Pupil surveys
- A team of teaching assistants
- A highly experienced and knowledgeable pastoral team

We also encourage parents to contact SENDIASS Torbay for independent information, advice, and support.

Email: [Sendiass@torbay.gov.uk](mailto:Sendiass@torbay.gov.uk)

For updates and additional information, please visit their website at <http://sendiasstorbay.org.uk>.

## 19. How can parents, children and young people get more information about the setting?



### How can you find out more about us?

- You can call us on 01803 327868 or email ??
- You can see our school record on the [Torbay Local Offer](#)
- You can read about us on [our website](#) for comprehensive resources, policies, and contact details.
- We encourage visits from prospective parents/families I will arrange tours at the school and an appointment with the head teacher or SENDCo when required.
- We hold various open days throughout the year.
- You can read our OFSTED or ISI reports on our website.

## 20. How the education provider involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



### How do we work with everyone else to help you?

That Abbey school and nursery we liaise with health and social care bodies, local authority services and voluntary sector organisations three scheduled meetings consultations emails telephone conversations and staff training as and when required. This then allows us to provide a varied and flexible approach towards supporting our pupils with SEND and their families according to children's needs.

The SENDCo holds weekly meetings with the:

- Headteacher
- Nursery Manager
- the Designated Safeguarding Lead

Involvement of other bodies including local authority support services, health and social care also take place through:

- Multi-agency meetings staff training e.g. gastrostomy training and Epi-Pen training with the Community Nursing Team
- Referrals to/reports from the Occupational Therapy Services
- Referrals to and reports/goal summaries and plans from Speech and Language Therapy services
- Liaisons with/ reports from Paediatricians and GPs
- Telephone consultations
- Speech and Language advice line

## 21. Arrangements for supporting children who are looked after by the local authority and have SEN



### How do we help children who are looked after by Torbay Council?

We have a designated lead for looked-after children, who liaise with the child's carers, social workers, and family (if appropriate), to ensure that any additional needs are identified and met. Advice and training from a variety of support services may be accessed as appropriate.

Each looked-after child has a pastoral plan, identifying academic and social, and emotional targets with termly reviews. All looked-after children receive enhanced pastoral support, ensuring stability and well-being