



SEN Information Report

Reviewed: March 2022

Next Review: March 2023

Reviewed by: Dale Hills (Principal)

Overview

Abbey View School strives to be an inclusive environment that removes/minimizes barriers to learning to allow our students to thrive academically, emotionally, and socially.

We adopt an individualized and holistic approach for all our students; this extends to any students who come to us with special educational needs.

In this report, we hope to have answered any questions you may have about Abbey View's approach to SEN. If you would like any further information, or have any queries, please do make contact with the school.

Key Contacts:

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What does SEN mean?

SEN stands for Special Educational Needs. This can sometimes be referred to as additional needs. Where a student is believed to have SEN, there may be additional things that the school needs to do to ensure they are able to access their education in the same way as their peers.

What types of SEN are there?

SEN is usually broken down into four different categories. These are:

Communication and Interaction (C&I)

Cognition and Learning (C&L)

Social, Emotional and Mental Health Difficulties (SEMH)

Physical and/or Sensory Needs (P&SN)

How do we identify and assess pupils with SEN?

In the first instance, the student's mainstream school will notify us of whether or not the student has any additional needs; this may be by sharing an EHCP, My Plan, My Plan + or any specialist reports.

However, whilst behaviour difficulties is not usually considered a type of SEN, we recognize that many students who join us may have underlying SEN needs that haven't been identified. In this case, staff who have any concerns can communicate this with the school SENCO, who will investigate further. The small groups at Abbey View mean that underlying SEN needs can be identified more easily.

Parents/carers are encouraged to share any of their own concerns with the school, and, often, the students themselves may report their own concerns around their learning. All of these things will be picked up and communicated to the school SENCO or SLT who will further investigate.

How do we consult parents/carers of pupils with SEN and ensure their involvement in their child's education?

All students attend with their parent or carer for an induction meeting before they start attending. This is a good opportunity for the parents to raise any concerns they have with the school principal.

All parents/carers, including those of students with SEN, are contacted weekly with a break-down of the students' week at school.

Where students have been taking part in an intervention programme at the school, the SENCO will make contact with parents/carers at the point of evaluation to share updates on progress.

Finally, the school has an annual parents' evening.

How do we consult with pupils with SEN and ensure their involvement in their education?

Students with an SEN need are consulted about any intervention programmes we feel are appropriate for them. Results from any educational testing are shared with them by the SENCO, and they are given the opportunity to share their own thoughts and feelings around intervention at a six week review.

All students, including those with SEN, are part of a conversation surrounding their scores in every lesson. Teachers will share with them what score they are giving them at the end of the lesson, explaining why they have been given that score. This allows students with SEN to reflect on the lesson, and any emerging issues, as soon as the lesson has ended.

How do we assess and review pupil's progress towards their outcomes?

A lot of our assessing and reviewing is done via our management information system; Scholarpack.

In tutor time, on a Friday, students will have the chance to review their behavior across the week, with a focus on the positives. This information is then sent home to parents/carers on a Friday afternoon.

Our students, including those with SEN, have a clear understanding of the five areas they are assessed on in every lesson for attitude to learning.

Our students are aware, each term, of the targets they will be measured on in their subjects. Class teachers make assessment criteria/form for these areas explicit to students in advance.

How do we support pupils moving between phases of education?

We work closely with our schools in order to support any student who returns to mainstream. We are trans[aren't with students and parents/carers about what information will be shared as part of this.

All our year 11 students are offered support in preparation for moving into post-16 settings. This includes careers advice, outreach programmes, college visits, career fairs, experts coming into school, and transition panel meetings.

How do we support pupils with SEN prepare for adulthood?

We offer all of our students the opportunity to access Life skills lessons and Study Skills lessons; both of these are designed to help equip students, including those with SEN, with some of the skills, abilities, and knowledge that they need for becoming independent and successful adults.

What is our approach to teaching students with SEN?

Teachers take responsibility and accountability 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 and this happens at classroom level. Because of the small group sizes, teachers are able to tailor an individual approach to teaching each student in their class.

How do we adapt our school to meet the needs of students with SEN?

We differentiate our curriculum to ensure all students are able to access lessons.

We adapt our resources frequently to ensure they are accessible.

We use recommended aids where appropriate, such as laptops, coloured overlays, pen grips, larger font, visual glossaries etc.

We differentiate our teaching to ensure it meets needs; this may mean giving extra processing time, using pre-teaching, reading aloud etc.

What expertise and training do our staff have to support students with SEN?

Staff at Abbey View regularly undertake training and attend student briefings to discuss the needs of students and how best to support them.

SEN has a fixed slot at weekly staff meetings in order that staff are brought up to date about students in the school who have SEN.

How do we evaluate the effectiveness of our SEN provision?

We evaluate the effectiveness of our internal intervention programmes by completing reviews in a timely manner (each intervention has a different recommended time scale for re-testing).

Every student, including those with SEN, is reviewed for progress towards their academic targets each term.

EHCP reviews are held annually; as most of our students are dual registered, we support their mainstream school in this area.

How do we enable pupils with SEN to engage in activities with students who do not have SEN?

All students who attend Abbey View will have some form of need that has acted as a barrier to them accessing mainstream education, though this may not be an SEN need specifically. Our classes are set based on key stage/age, as opposed to SEN, and so students with and without SEN engage in activities together daily. Additionally, our whole school community engage in activities together at break times, tutor times, and on school trips.

How do we support pupils with SEN to improve their emotional and social development?

We have two pastoral support workers at Abbey View school and students with SEN, along with all students, have access to them throughout the school day.

Abbey View School has a PSCHE curriculum that meets the new guidelines for PSCHE and all students, including those with SEN, take part in this subject.

Abbey View School encourages social skills by having a Kitchen Table” style set up for lunch times and breakfast; staff and students eat, chat and interact at these times to try and help support the development of social skills. We also play games, do quizzes, and have PE lessons that support group work.

Abbey View School runs a Language for Behaviour and Emotions programme that is designed by speech and language therapists to help support emotional literacy and development. This is something that a student will take part in if they are identified as possibly benefiting from it.

How do we involve other organisations in meeting the needs of students with SEN and in supporting families?

Multi-agency working is an important part of what we do. Where a student comes to us already involved with an external agency, we will make moves to ensure this can continue.

At times, Abbey View will make arrangements for external agencies to come in and do work with students. The student, as well as parents and carers, will be communicated with if this is the case. We try hard to facilitate the work of any external agency that will be beneficial to the young person.

How do we include arrangements for young people who are looked after by the local authority and have SEN?

Dale Hills, our school principal, is the designated adult for looked after children. Where students are both looked after and have SEN, he will work with the SENCO to ensure that student's needs are being taken into consideration.

Where can I find the Local Authority Local Offer?

<https://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2>

What can I do if I am unhappy with the school's SEN provision, or do not feel that the school is meeting my child's SEN needs?

In the first instance, any complaints can be made to Dale Hills, our school principal. Please see our separate complaints policy with further information (there is a link at the bottom of this document to take you there.)

How is SEN information shared between Abbey View and a student's mainstream school?

As part of the referral process, a student's mainstream setting should share any relevant information about SEN with Abbey View.

The school principal makes contact with each mainstream setting, weekly, to give an update on students, including those with SEN.

If a student is returning to their mainstream setting, Abbey View will share any relevant information with regards to SEN with the school before they return, so that any needs can be supported on return.

How do you support students with SEN in their exams? Where a student with SEN qualifies for extra arrangements in their exam, and it is reflective of their usual way of working in the classroom, then these arrangements will be applied for via the form 8 process.

These arrangements may include extra time, a reader, use of a scribe, use of a laptop, a coloured overlay, rest breaks, working in a room alone.

Where access arrangements have been applied for and put in place at the student's mainstream school, we will replicate those at Abbey View.

What additional interventions do Abbey View run, alongside specialist teaching?

Need	Programme	Frequency	Delivery
Reading (Phonics and Decoding)	<i>Fresh Start Phonics by Read Write Inc.</i>	Daily	One to one with our intervention tutor.
Reading (Comprehension and Fluency)	<i>Internal Reciprocal Reading Programme</i>	Three times a week	One to one with our intervention tutor.
Writing (Handwriting)	<i>Better Handwriting by The National Adult Literacy Agency</i>	Twice a week	One to one with our intervention tutor.
Writing (Writing Skills)	<i>Write On by Beyond English</i>	Twice a week	One to one with our intervention tutor.
Language (Thinking and Processing)	<i>Language for Thinking: A structured approach for young children: The Colour Edition</i>	Twice a week	One to one, or in small groups, with our SENCO
Language (Emotional Literacy)	<i>Language for Behaviour and Emotions: A Practical Guide to Working with Children and Young People</i>	Twice a week	One to one, or in small groups, with our SENCO

What other policies are relevant to this document?

- Accessibility policy
- SEND policy
- Admissions policy
- Supporting students with medical conditions policy
- Behaviour policy
- Curriculum statement
- Safeguarding policy
- Complaints policy