

## SEND report to Governors 2023-2024

As part of their statutory duties, Governing bodies must publish information about and report on, the school's policy on special educational needs.

The Special Educational Needs Co-ordinator (SENCO) is Mr Thomas Owens, Miss Chandler (Head of School) and Miriyan Sikkens (Deputy Head Teacher) oversee this work.

At Abacus Belsize Primary School, we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all students, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical, and spiritual development. We endeavour to raise aspirations and expectations for all students, including those students with SEND by working in partnership with parents/carers and listening to students

### Abacus Belsize Primary School Special Needs Department

Thomas Owens	SENCo and Inclusion Lead
Jacqueline Bright	Pastoral and Emotional Wellbeing Lead
Ruth Hayes	Speech and Language Therapist
Christine Wright	Play Therapist

### The role of the SENCo

The SEN Coordinator (SENCO), in collaboration with the Headteacher, Deputy Head and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school to raise the achievement of children with SEND.

The SENCO takes day-to-day responsibility for the operation of the SEN policy and coordination of the provision made for individual children with SEND. This entails working closely with staff, parents and carers, and other agencies.

The SENCO also provides related professional guidance to colleagues with the aim of securing quality teaching first for all children, including those with SEND.

The SENCO, with the support of the Head Teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching. This will be through the analysis and assessment of student's needs, by monitoring the quality of teaching and standards of student's achievements, as well as by setting targets for improvement.

The SENCO collaborates with curriculum coordinators so that the learning for all students is given equal priority, and available resources are used to maximum effect.

## SENCo Responsibilities

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with and advising teachers
- Managing Teaching Assistants
- Supervision of and to Behavioural Mentor
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND. • Leading and contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and Educational Psychology services, health and social services, and voluntary bodies
- Carrying out annual reviews, which includes the preparation of statutory paperwork and subsequent report writing
- Assessment of students to ascertain if they have SEN
- Applying for EHC plans

## How do we support students at Abacus Belsize Primary School?

At Abacus Belsize Primary School, we always strive to promote student independence. We believe this is pivotal in achieving academic and social success in our students' lives.

We have eight teaching assistants (including three 1:1 LSAs) that are attached to particular year groups throughout the school. These adults work closely with the students in their classes to provide directive and effective support. The effective deployment of Teaching Assistants in the classroom is crucial to promoting student progress.

Teaching Assistants regularly change classes each year, and work with a range of different children and year groups, this way students become familiar with different members of the support team and do not become over reliant upon individual members of staff. Consequently, this further promotes students' emotional and social resilience.

Student inclusion within the class and wider school is the top priority at Abacus Belsize Primary School and Students are only withdrawn from class for specific and necessary intervention. For example, students may receive 1:1 literacy or numeracy interventions or catch-up activities.

We also provide intervention based upon the provisions outlined in the EHC plans; for example, a student may have fine motor or a specific phonics program as an intervention if this is highlighted as an area of need. If students are identified as vulnerable and have emotional/learning difficulties within the school, they may have access or support from our play therapist.

We also provide structured, supervised support at break and lunch time for students with SEND and vulnerabilities. Food and structured games are available during these times and this area is supervised by LSA's who are familiar to the students.

## Numbers and Types of SEND and Abacus Belsize Primary School

EHC Plans	1
SEND K Support	21

At the start of the academic year in 2023 we currently have 21 students on the SEND register including one child with an EHCP and two children receiving the Exceptional Needs Grant.

Lockdown highlighted that a 'special need' is significant and organic in nature and not just missed learning opportunities or a slight delay in learning and that additional and continuous support was needed for these students. The most prevalent area of need at Abacus Belsize Primary School is Communication and Interaction and Cognition and Learning, and then specific areas of need such as continued difficulties in Literacy.

## Arrangements for Identification and Assessment for Special Educational Needs and Disabilities

### Start of the year

- Liaison with Nursery schools or previous settings to assess new children to the school
- The previous year's National curriculum levels Including Summative assessments and phonics check
- Baseline testing in the first half term includes a reading test, Baseline tests in core subjects
- Pupil progress meetings with class teachers and Senior Leader Teams to assess student progress and areas of need
- SENCo triangulates all information and data regarding students to determine whether to place students on the register
- Parents are informed if their child is placed on the SEN register

### Mid-Year

- Referrals from class teachers or Key Stage Lead after data analysis made to SENCO
- Parental concerns expressed about progress and difficulties
- SENCo will observe students in class
- SENCo will carry out any necessary additional assessment
- SENCo will refer for outside agency support where necessary
- SENCo will decide whether to place student on the SEN register
- Parents are informed if their child is placed on the SEN register

### Staff Skills and Training

Support staff training is on-going. This is identified through performance management and whole school/individual pupil need. Support Staff have accessed training through in school training and external courses.

Teaching Assistants have weekly training on how to further support the children they work with, this can be individualised training based on which students they work with or training which benefits whole school goals and outcomes. Class teachers have also received training on Teaching Assistant deployment and making the best use of Teaching Assistants in the classroom. Taking guidance from

the Education Endowment Foundation, class teachers saw the importance in TAs supporting small groups of children and running evidence-based interventions, while however not replacing the work the teacher does and keeping quality first teaching as the most important wave of support.

### Whole School Training

- SENCo – induction for new staff on Additional needs register with strategies for specific students
- SENCo led awareness update on students with physical/ sensory disabilities
- Teaching and Learning Group supporting all with QFT
- On-going departmental support with differentiation and strategies for SEND
- Half termly Teacher-SENCo meetings on individual students to guide staff on specific needs and strategies
- Ongoing safeguarding training
- Ongoing training in effectively supporting vulnerable groups
- Whole School training on effective ways to support Dyslexia in the classroom. This has been extremely useful in ensuring lessons are effectively broken down for children while ensuring the consistency in providing dyslexia friendly classrooms and learning spaces across the school.
- Whole school training from OT on 'Handwriting Without Tears'
- Whole school training on 'Attention Autism' training from the school's speech and language
- EYFS and KS1 training in effective workstations for pupils.

### Statutory Publications

- School has published its offer on the website which is reviewed annually.
- SEN policy is on the website
- Regular reports to Governors
- The School's Accessibility plan was in place for September 2021

### Equality

- Details of school's admission arrangements for students with SEND are incorporated into the whole school policy and are on the website: [www.abacus-cfbt.org](http://www.abacus-cfbt.org)
- Steps taken to prevent less favourable treatment
- Reasonable adjustments are made in the curriculum, day-to-day school life and in extra-curricular activities such as school council, playground assistants and educational trips
- Consideration of SEND students for school trips - individual risk assessments are carried out where necessary support is allocated for individual students
- Personalised curriculum for some SEND students
- Staff training provided to enable mainstream staff to meet SEND needs, at Abacus we prioritise quality first teaching in the classroom with most children before any assessment or review of needs or further provision takes place. Strategies surrounding quality first teaching take priority in staff training sessions and pupil progress reviews.
- Special exam/assessment arrangements are in place where applicable so SEND students can demonstrate their knowledge in exams and assessments
- Differentiated approach to behaviour and rewards

## Resources

### Abacus Belsize Primary School Provision Map

Provision/Resource	Staff/Student Ratio	Staff Involved	Cost in Time
EHCp in class support	1:1	LSA	15 - 35 hours per week – depending on band of funding
In class Support	1:25/30	LSA	30 hours per week per LSA in class
Little Wandle phonics catch up programs	1:1	LSA	30-50 mins a week per student
Toe by Toe Literacy	1:1	LSA	30-50 mins a week per student
Maths Toe by Toe	1:1	LSA	30-50 mins a week per student
Lego therapy	1:1	LSA	30-50 mins a week per student
Precision teaching	1:1	LSA	30-50 mins a week per student
Welcomm Language group	1:4	LSA	1 hour a week per student
Speech and language session	1:1	SALT	1 hour a week per student
Play therapy	1:1	Play Therapist	1 hour a week per student
Occupational services	1:1	Occupational Therapist	1 day a term
School Nurse	Health checks and key person for health concerns	School nurse	1 day a term
Lunch time support and quiet areas	1:10	LSA	1 hour a day
Pastoral and well being support and coaching	1:1	Well being lead	45 minutes a day
Supporting vulnerable students in after school clubs	1:1	LSA	1 hour a day

## Outside Agency Provision and Involvement

Educational Psychology, Hospital teachers, Speech and Language Service (SALT), Social Services, Occupational/Physiotherapy services, School Nurse, Health services, CAMHS, Early Help, Young Carers.

## Additional interventions selections and actions

- Peer to peer reading
- Individualised interventions against objectives in SEN statements and EHC plans. Baselines measured and re-assessed termly. These might include touch typing,

physiotherapy, social skills, language development, personal development and care, travel training.

- Small group interventions –e.g., Lego Therapy
- Race to English language groups – these have been very successful in the past for students who have arrived from another country where English isn't their first language.
- Educational psychologist working with SENCO on assessment for EHC plans and requests for EHC assessment.
- Literacy, numeracy, and behaviour support small group. In particular our phonics programmes have been very successful in supporting children with their reading levels. Students have been able to move through their reading levels at a faster rate to ensure they are brought into line with their age-related expectations.
- Pre reading of class or guided reading texts to reinforce key learning

### [Support provided by Local Authority](#)

- Child and Family Mental Health Service (CAMHS) – Referrals can be made to this team via school or GP. This may include school suspicion regarding other needs and issues with students that support is needed for and/or to pursue an assessment to determine need and difficulties. For example, Attention Deficit Hyperactive Disorder.
- Educational Psychology Services (EPS) – Referrals can be made to this service for additional advice on how to support a student in school with their learning. This service can also sign post to other services when necessary.
- Social Care – supports children and families with issues outside of school that affects learning and progress
- School Nurse – available to take referrals and support those with medical needs
- SENDIASS - The Special Educational Needs and Disabilities Information Advice and Support Services offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND). This service is also offered directly to young people.

### [Support provided by the Anthem School's Trust](#)

Anthem Schools Trust has a Head of Inclusion that is available to support schools with individual student cases, contact with Local Authorities, the EHCP Assessment process and supports school improvement within the SEND area. There is also a LA SENCo Forum which hold regular meetings to support schools and share best practice. An annual SEND Conference also takes place with a keynote speaker; this allows all Anthem school SENCo to network and share practice across both Primary and Secondary age ranges.

### [Outcomes](#)

Progress and attainment of students with an EHCP is generally good and are on track to achieving their individual and differentiated targets.

K students receiving additional support make generally good progress in their interventions and additional provision, this has helped them continue to access the curriculum at their level.

### Parental involvement

Parental attendance to annual reviews has always been good. Further parental involvement has been secured during the pandemic and lockdowns by scheduled teacher parent conferences on zoom. Parents are encouraged to have an active voice through review meetings and EHC Plan reviews. At abacus we meet with parents of children with EHCPs at least once a term to discuss individual education plans as well as having an interim reviews of plans once a term in addition to the annual review.

### Impact of student voice and parent voice on provision

Our student voice work informs us on what is working for students and what we need to do to improve our provision. We also do this for the key interventions. Student and parent voice are also collected at review meetings through their paper and verbal contributions. At Abacus we monitor student voice and motivation towards their support closely and on a daily basis, changes in student outlook and motivation can act as guidance for teachers to decide and plan for motivational and accessible provision.

### Pupil passports

Each child on the SEND register has a pupil passport, this gives a complete overview of strengths, needs and how staff can differentiate activities. This is also where their termly targets are tracked and monitored.

### Intervention/Actions

Individual cases who are significantly below the target have personalised support plans to improve this. Our family support worker has been instrumental in this making appropriate referrals to external organisations, door knock and meet and greet arrangements to bring students into school.

### Strategies to improve attendance include:

- Home visits – school attendance officer
- Closer liaison with SEND parents
- Warnings
- Action plans
- Court
- Intervention groups
- Assemblies
- Competitions
- Rewards
- Daily contact for lates and absentees

### How does the process for the early identification and assessment of SEND meet the SEND code of practice?

- Teaching staff bring concerns to SENCo via Teaching assistants or direct conversation
- All staff (via INSET) are aware of their responsibility in the process of identification
- Quality first teaching (via INSET) has been emphasised and subject or key stage lead responsibility to address student need first. Examples of Quality First Teaching

include; carefully differentiated planning, using a wide range of teaching approaches and providing a rich and interactive classroom environment

- Clearer definition of SEN is 'complex, long term' – not just a delay in learning and/or missed schooling
- The decision to place a student at SEND support (K) is made after considering assessment data, teacher feedback and observations. Ultimately it is the SENCo who makes this decision and then informs parents/carers
- Good transition links with student's previous schools
- During pupil progress meetings student needs and support are discussed and reviewed to identify if further provision is needed.

### [Is the graduated approach to SEND provision in place?](#)

Yes. The SEN register has been rationalised and streamlined. Students with EHC plans are on the SEN register, as well as those students at SEN K support. School also has a monitoring register for students at transition with additional needs, but not significant enough to be placed on the SEN register. This allows us to monitor a graduated response

### [What plans are there to continue to inform parents?](#)

Improve information on school website - SEN handbook, case studies etc. Create a drop-in opportunity for parents. Schedule meetings with teachers and parents to discuss previous and next term's targets.

### [How have parents been involved in on-going planning, reporting of progress and decision making?](#)

- Review meetings
- Continue to involve key LSAs in parent meetings and feedback
- Reports home
- Parent Evenings
- Informal drop ins with Key Worker/ SENDCO
- Individual parent meetings at their request
- Providing IEPs for students when applicable

### [How are individual children, parents/carers involved in:](#)

#### [Decision making and planning:](#)

The reviews we hold are person centred and so facilitate students and parents/carers being involved in the decision-making process. They are also invited to record their views on a pro forma prior to the meeting.

Parents are always contacted to discuss any potential changes, and many receive weekly feedback from the key workers. Termly meetings with parents ensure they play a key role in their child's education, support and development.

#### [Being clear about the provision linked to identified outcomes:](#)

This is also ascertained at annual review meetings. Outcomes and provision are agreed amongst all stakeholders.

#### [What impact support is expected to have and by when:](#)



Action plans are put in place after the review and shared with all stakeholders, so everyone is clear about their actions and timelines.

### [What does the SENCo and SLT understand by a whole school approach to improving provision for and progress of students with SEND?](#)

SENCO and SLT acknowledge that SEND is a whole school responsibility and that it is our responsibility to communicate this. In addition to this we need to equip staff with the necessary expertise and skills to be able to identify additional needs and create strategies to be able to overcome the barriers to learning. This policy is enhanced by having a lead role in charge of Inclusion who actively works with staff, families and outside agencies to promote achievement in school.

### [How is the SENCo using monitoring and evaluation effectively to evidence the impact of provision on the achievement of students with SEND?](#)

- Analysis of progress at each data point for SEN students
- Baseline assessment and re-assessment of students to measure impact of interventions
- Learning walks
- SENCo advice to meet needs
- Observations of lessons/students
- Annual Governors report
- SEND Action plan and review
- Action, Impact and Next Steps document
- Following all the above a review of the information is undertaken a next step decided; in line with a graduated response the outcome may require further action and intervention or not.

### [How is the SENCo and other staff supporting students with SEND with their transition to Secondary education?](#)

- Advice and support from SENCo at Secondary placement
- Preparation for Secondary expectations addressed at parent meetings and EHC reviews
- Meetings with the Secondary team to discuss appropriate curriculum for those with SEND in Secondary Schools
- Keyworkers also support students with their transition to secondary education with their choices and transitional visits to secondary providers
- Appropriate handovers with the secondary SENCo team

### [Priorities for improvement \(to be included in 2023-24 SEND Action Plan\)](#)

- Progress, attainment, and attendance of students on SEND register
- Joint planning around resources (budget) with SLT and appropriate staff
- Ensure adequate support staffing levels – (including unstructured time, especially lunchtime and extracurricular time)
- Continued communication with home on general school matters such as homework
- Reporting progress of SEN interventions termly to parents
- Liaise with Teaching and Learning group to inform staff on supporting need

- Develop parental consultation around SEND provision and reviews
- Further develop work with outside agencies
- Continued training for teaching staff delivering interventions
- Structuring a personalised curriculum for children working on separate timetables