



SEND Information Report

(Updated September 2025)

At Abingdon we are a family.

We work hard together to achieve success for all. We respect and look after each other. We see learning as a journey which leads us to achieve our goals. In the Abingdon family, everyone is special. This is our school SEND information report. It shows the support for learning that we can offer to children at our school. It is set out as a series of frequently asked questions, which we hope you find useful. If you require further information please do not hesitate to contact school using the number at the bottom of the report.

Support for Learning.

At Abingdon we strive to meet the needs of all our pupils. We are an inclusive school and provide for all four areas of need identified in the SEND Code of Practice; 0-25 (2014)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

1. How does a school know when a child needs extra help?

There are a number of ways we would identify needs:

- Close teacher and teaching assistant observations producing evidence over time.
- Child's behaviours e.g. struggling to work alone, struggling to start or complete a task, facial expressions, task avoidance, copying, getting upset easily.
- Child is falling behind their peers, failing to make the expected progress.
- Use of school formal assessment procedures e.g. baseline assessments in Reception, midterm assessments. School tracking system would highlight where a child is not progressing at the expected rate.

- Summative and formative assessments of a child's learning to identify the specific area of need.
 - Through conversations with parents/carers and also the child and use of 'pupil voice'.
 - Discussions between teacher and Special Needs Coordinator (SENDCo) or head teacher.
- Formal assessments available in school. We use Language Link at the start of Reception to assess all children's understanding of spoken language. Reading assessments e.g. Benchmarking, Working Memory Assessment, Head start and White rose in maths. We also use the Dyslexia Quest and Dyslexia Profile to identify dyslexic traits.
- School employs a Speech and Language Therapist (SALT) half a day a week who is available to work in all year groups and provides one to one and group S&L therapy where needed.
 - Outside agencies to make formal assessments e.g. access to Educational Psychologist, Physiotherapy, Occupational Therapy and Sensory Support Service, Inclusion Support Service, Primary Jigsaw.

2. How will I share information with the school about my child's needs?

There are a number of ways information can be shared;

- Before Reception the class teacher visits the home in the summer term.
 - Parents/carers meetings.
 - Arrange an appointment with class teacher before or after school.
 - Arrange an appointment with the SENDCo or Head teacher.
- Review meetings at least three times a year once a need has been identified.

3. How does a school support a child with SEN?

- Quality First Teaching
- Adaptations to meet individual children's needs through adaptive teaching.
- Staff training in specific areas e.g. dyslexia, autism, sensory processing.
- School has a full time Pastoral Lead and Family Support Lead who are available to work in a variety of ways supporting both pupils and families. They are able to support social and emotional development and well-being, as well as work on attendance and Team around the Child and family meetings. They work 1:1 with pupils as well as working with small groups and whole class as required.
- Through interventions. We have a number of Teaching Assistants (TAs) who are trained in a number of intervention programmes. Some of these are 1:1 and some

are small group based. We currently have staff trained in Language Link, Motor Skills United, Attention Autism, Speech and Language interventions (Black Sheep Narrative and Language for Thinking), Makaton and Eklan.

- If appropriate a SEN support plan will be coproduced by the class teacher, parents and SENDCo through discussions. Targets will be measurable and reviewed at least termly to look at progress and plan for future support.
- Use of strategies such as allowing extra time to complete work, chunking work into smaller, more manageable tasks, use of extra practical resources and tools, visual aids and prompts.
- Use class TAs to support groups of targeted children within the classroom for extra adult support.
- Weekly access to our Lead Teacher for Inclusion and Behaviours for 1:1 or small group work for children who are exhibiting more challenging behaviours.
- School employs a Speech and Language therapist 0.5 day a week who works with small groups as well as some 1:1 with children who have speech sound difficulties.
 - SENDCo working with Stockport's Inclusion Team and regular discussions with our Inclusion Lead and designated Inclusion Teacher.

4. How are the governors involved, and what are their responsibilities?

- Named governor with SEN responsibility.
- Oversee policy and provision.
- SENDCo reports to governors annually and meets with the SEN Governor twice a year.
- Parental concerns not met by school would be reviewed by the named governor.

5. How will the curriculum be matched to my child's needs?

- All teachers are trained in delivering adaptive teaching to meet children's needs and to allow all children full access to the curriculum.
- Children with more complex needs would have an individual teaching and learning plan which would set out specific targets relevant to the child.
 - Tasks set to motivate and interest the child.
 - Ability grouping for some areas of the curriculum to allow targeted work.
 - Teachers know how individual children learn best and plan for this.
 - Teachers are adaptable and adapt their lessons if something is not working.
- Practical resources accessible to each child e.g. practical maths equipment, visual timetables.

6. How can I work with the school to support my child's learning?

- Regular liaison with class teacher and SENDCo, share your concerns at an early point.
- Attend meetings and appointments, both in school and with outside agencies e.g. speech and language appointments.
- Complete follow-up work e.g. speech and language.
 - Regular support with homework.
 - Supporting school policies e.g. behaviour.
- Working in partnership with school e.g. behaviour.
- Coproduction of SEN Support Plans with class teacher.

7. How does the school know how well my child is doing?

- Observations and continuous assessments.
- Progress towards targets on SEN support plan – Plan, Do, Assess, Review cycle termly, involving teachers, pupils and parents.
 - Progress on school tracking system using pre key stage standards.
- Through questioning and quality of work produced both verbally and written.
 - Through conversations with the child and all adults working with the child.
- Childs confidence and attitude improved, they are happier and enthusiastic to come to school, they are completing more work.
 - Contributing confidently in class.
 - Using what they have learnt in their play.
 - Transferring skills across the curriculum.
 - Pupil voice.
 - Feedback from parents.

8. What support will there be for my child's overall wellbeing?

- Family Support Lead, Lead Teacher for Behaviour and Culture and a Pastoral Lead.
 - All staff receive regular safe guarding training.
 - SENDCo is one of school's safeguarding leads.
- School policies are in place and followed. They are regularly updated. E.g. behaviour, anti-bullying
 - Use of Restorative Approaches.
 - All staff Team Teach trained.
- Good relationships between pupils, staff and parents/carers. Good communication between staff and parents.

- TAs and lunch time supervisors aware of individual children's needs.
- Pastoral Lead runs a morning club and a lunchtime club to support children who are vulnerable in the playground.
- School celebrates individual's achievements e.g. certificate assemblies.
 - Safe environment, both inside and out.
- School provides exciting opportunities through the Creative Curriculum.
- Opportunities to share their own thoughts and ideas, pupil voice, school council.
- School has 3 core values, respect, responsibility and resilience, which children are expected to work to and promote.
- Access to and support from outside agencies e.g. Primary Jigsaw, safe cycling.
 - PHSE curriculum.
 - Circle time activities.
- Breakfast club and After School Club available.
- Various after school clubs e.g. football, gym, dance, choir.
 - Additional healthy activities e.g. Freddy Fit.
 - Residential in Y6.
- All children are seen as individuals with individual talents and needs.

9. How does the school manage the administering of medicines?

- School Policy.
- Parent permission slip required for dose of 3+ per day.
- Medicines administered by named staff Mrs Goodwin and Mrs Murray.
- All staff have regular asthma training. For children who use an inhaler, there is access at all times and older children are responsible for their own.
 - All staff trained in the use of EpiPen's.
 - Risk Assessments produced when required.

10. What support is there for behaviour, avoiding exclusions and increasing attendance?

- Behaviour policy in place and regularly reviewed.
- Whole school, class and individual reward systems in place.
 - Partner classes.
 - Staff trained in Restorative Approaches.
- Weekly liaison with Lead Teacher for Behaviour and Culture.
- Behaviour plans, individual Risk Assessments and My Plans are used for those children who need targeted support for challenging behaviours.
- Robust measures in place for supporting children at risk of exclusions.
 - Effective transition programme.
- Active Playgrounds at lunchtime to target less structured times of the day.
 - RAINBOW room.

11. How will my child be able to contribute their views?

- Use of One Page profiles across the whole of school for children with specific needs, with the exception of Reception.
- Person-centred review practices used – child present where appropriate, use of question sheets before meetings for pupils to gather their views and express them.
 - Writing SEN plans with parent and child present.
 - Pupil voice activities.

12. Is there a range of services that the school can liaise with?

- Fortnightly visits from our Inclusion Teacher. Our Inclusion Teacher is Nicola Pritchard.
 - Half termly visits from our Inclusion Lead.
- Our Lead Teacher for Culture and Behaviour, Martin Wilcock, is in school every Tuesday all day.
 - School funded speech and language teacher 1 day per week.
 - Access to Primary Jigsaw
 - Access to physiotherapy service.
 - Access to occupational therapy.
- Access to core Speech and Language Service – current therapist is Pamela Barr.
 - Access to Educational Psychologist
 - Access to Early Help and Prevention Service.
 - Access to Autistic Spectrum Disorder partnership.
 - Access to Sensory Support Service.
- Access to Stockport Inclusion Service, as part of the Heaton's and Reddish footprint. Our Inclusion Lead is Liz Hutchinson.

13. How will my child be included in activities outside the classroom?

- Support in PE (if required).
- Access to trips and school visits.
 - Active Playgrounds.
 - Buddies in playground.
- Appropriate information shared with mid-day assistants.
 - Range of after school activities offered.

14. How accessible is the school environment?

- School is fully accessible and wheel chair friendly.
 - Lift.

15. How will the school prepare my child for joining the school and transferring to a new school?

- Home visits in summer term prior to entering Reception, visits during summer term.
- If joining at other point in school year, or not Reception, opportunity to visit and meet class teacher and tour of school.
- If moving school mid key stage and if appropriate SENDCo to visit new school with child and parent/carer.
 - Transition arrangements to high school – visits from feeder secondary staff, evening visit to meet tutor, visit in summer term, staff from new school invited to last person-centred review, all records shared with new school.
 - Extra transition visits arranged if needed.

16. How are the school's resources allocated and matched to the needs of a SEN child?

- Headteacher and SENDCo are responsible for ensuring that child's needs are met in terms of resources and staffing.

17. How are decisions made about the type and level of support that my child will need?

- Through discussions between head teacher, SENDCo and any relevant outside agencies, along with parent/carer input.
- Support could be in terms of extra resources e.g. sloping board, different pens, physio equipment, or staff time e.g. an LSA to provide a 10-week intervention programme.
- Any requirements through an Education Health and Care Plan (EHCP) will be met e.g. a designated teaching assistant, resources.

How will I know if the provision has had an impact on my child's development?

- Through termly meetings with class teacher.
- Progress made towards targets on teaching and learning plan.
- Academic progress e.g. improved verbal and written work.
 - Improved behaviour (if appropriate).
- Child is happier and enthusiastic at school.
- Improved confidence and willingness to talk about school.
- Transferring skills across curriculum areas.

18. Who can I contact for further information?

- School SENDCo – Mrs Lamb 480 4531 amanda.lamb@abingdon.stockport.sch.uk
- Headteacher – Mrs Spendlow 480 4531 headteacher@abingdon.stockport.sch.uk
- SEN governor – Mrs Katie Warwick (available on school number 480 4531)

The 1-25 Disability and Local Authority Offer can be found at
stockport.fsd.org.uk

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

*The normal arrangements for the treatment of complaints at **name of school** are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with **list suitable for your school e.g. class or subject teacher, SENCO or Head of Pastoral Care, Headteacher** to resolve the issue before making the complaint formal to the Chair of the governing body.*

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service may be contracted, depending on the nature of the complaint. If it remains unresolved after this, the complainant may be able to appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination or to the Secretary of State for other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.