



Abbey Primary School

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

SEN Information Report

Updated September 2026

New Government Legislation requires us to publish a new report called the SEN Information Report (clause 65 of the new SEN Act). This report is produced by The SENCO, Headteacher and Senior Leadership Team and incorporates our 'School Offer' which lays out the provision available for students with SEND at Abbey Primary School.

Information and Guidance

What does this document aim to do?

In this document we aim to provide you with all the information you need to have a good understanding of the commitment from Abbeys Primary School to support parents and carers who have children with a disability or special educational need.

What is SEN ?

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” (SEN code of practice)

The SEN code of practice states that there are four main areas of need these are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and Physical needs. At Abbeys Primary we support children with a wide range of needs.

Definitions of the areas of need are as follows:

Area of need	Definition
Communication and interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.” (SEN code of practice)
Cognition and learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptation of learning. This need generally relates to difficulty in curriculum areas such as reading, writing and number.
Social, emotional and mental health	This is when children have significant difficulties in managing their emotions and behaviour. They may often show inappropriate responses and feelings to a situation. Difficulties in this area can lead to a negative impact on a child’s well-being.
Sensory and Physical needs	Physical and sensory disabilities are conditions that affect a person's ability to carry out daily activities. Physical disabilities involve impairments to a person's body, such as their limbs or motor functions, while sensory disabilities involve impairments to a person's senses, such as their vision or hearing.

What is the context of SEN at Abbeys Primary School?

Abbeys School is an inclusive mainstream primary school situated in Bletchley. Children are taught in mixed year groups.

As of September 2026, at Abbeys we currently have **300** pupils on roll, 79 children have been identified as having a Special Educational Need and are on our SEN register. Children on the register have a wide range of difficulties across the SEN main areas of need.

How does Abbeys identify children with Special needs and disabilities?

Teachers are responsible for ensuring quality first teaching in their classrooms. Children's progress and attainment are tracked throughout the year using our school assessment system called sonar tracker. Assessment information is analysed on a regular basis. If we determine that a student is not making satisfactory progress, or presents other concerns, the class teacher will complete the first assessment tool as well as a provision map checklist. Teachers will be encouraged to try some new strategies and continue to monitor. If after a period of 4-6 weeks there has been limited progress then the class teacher will meet to discuss their concerns with the SENCO. Alternative strategies may be suggested. If despite more intervention and lack of progress, it may be considered that a child has an SEN need. The child will initially be placed on the SEN register to monitor and may move to having an individual provision map if the child needs more personalised adaptations.

How does Abbeys support pupils when an SEN need has been recognised and they have been put on the SEN register?

We follow the guidelines, outlined in the Special Educational Needs Code of Practice, which recommends a graduated approach. The graduated approach is the system in which schools should assess the needs of pupils with SEN and then provide appropriate support. This is the assess, plan, do and review cycle which is outlined below.



Our approach to supporting children with SEND is underpinned by the Milton Keynes Ordinarily Available Provision (OAP) guidance. This provides a clear framework for the adaptations, strategies and provision that should be routinely available to enable children with SEND to access learning and participate successfully within a mainstream classroom.

At Abbeys Primary School, we recognise that inclusive practice begins within the classroom. Staff use the OAP guidance to identify and implement appropriate adaptations to teaching, the learning environment, communication, resources and approaches to behaviour and regulation. This includes the use of visual supports, differentiated and scaffolded tasks, explicit modelling, chunking of instructions, sensory and movement breaks, adapted resources, pre-teaching, repetition and opportunities for children to demonstrate their learning in different ways.

The OAP guidance encourages staff to consider what needs to be adapted within the environment, curriculum or teaching approach to remove barriers to learning. Teachers work closely with the SENCO and support staff to identify barriers, implement appropriate strategies and monitor their impact.

Through this approach, we aim to ensure that children with SEND can access a broad and ambitious curriculum, develop independence and participate fully in school life. Staff are supported to develop their knowledge and confidence in meeting a wide range of needs, ensuring that appropriate provision is embedded within everyday classroom practice.

The OAP forms an important part of our graduated approach to SEND, ensuring that reasonable adjustments and appropriate support are considered and implemented consistently before additional or specialist provision is considered.

Who should I contact to discuss the concerns or needs of my child?

Class teacher is responsible for:	• Adapting and refining the curriculum to respond to strengths and needs of all pupils. • Checking on the progress of your child, identifying and planning the delivery of any additional support. (CT may not be delivering this support) • Contributing to devising learning plans to prioritise and focus on the next steps required for your child to improve learning • Applying the school's Inclusion policy. If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the SENCO.
Special Educational Needs Coordinator (SENCO) Mrs Louis-White Mrs Louis- White can be contacted via the school office or by telephoning the school on 01908 375230. She also has a teaching commitment so may not be immediately available.	She is responsible for- • Co-ordinating provision for children with SEND and developing the school's SEND policy Ensuring that parents are: • Involved in supporting their child's learning and access to the curriculum • Kept informed about the range and level of support offered to their child • Included in reviewing how their child is doing • Consulted about planning successful movement transition to a new class or school

	• Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
Head teacher Mrs J Fellowes	She is responsible for: • The day to day management of all aspects of the school, including the provision made for pupils with SEND.
SEN Governor Lisa McDonald	She is responsible for: • Supporting the school to evaluate and monitor the quality and impact of provision for pupils with SEND across the school.

What strategies and approaches are used by Abbeys to support my child with their SEN need?

Strategies and approaches, which are currently in use are reviewed and their effectiveness evaluated.

- All teachers are aware that high quality first teaching will have the biggest impact on pupil progress and there is an expectation that all children will achieve.
- All teachers have a clear understanding of age-related expectations and have on-going training in the identification of pupils with SEND; if a student is identified as having a special education need (SEN) Abbeys Primary School will monitor and support the children through adapted teaching and specific intervention.
- Children's understanding is monitored constantly, and they receive regular feedback (verbal & written). We aim for all children to 'keep up' so any misunderstandings are picked up on the same day, where possible.
- Children who regularly find it difficult to keep up are monitored more closely and will receive more targeted intervention.
- If a child does not respond to this intervention as well as the adaptations made in class it is recognised that they may have an SEN.
- Class teachers will share concerns with SENCo who will review the support a child has received before deciding whether to refer to an outside agency for further assessment. The child may at this point be added to the schools SEN register.
- At the end of each year, detailed information is transferred between year groups and key stages.
- A record is kept of the support a child has received, and its impact is reviewed regularly.
- Tracking of all students takes place through termly assessments.
- Once an outside agency is involved, detailed reports and information from professionals are used to identify and support the needs of students.
- There is strong collaboration and communication with parents through regular formal and informal meetings

How is the decision made about how much support a child will receive?

When children first join school, additional support is allocated according to the information provided by the previous education setting and external agencies as appropriate, for pupils with Additional Educational Needs.

Children with an EHC Plan will be allocated appropriate resources as specified. The class teacher will then carefully monitor progress and in consultation with the Headteacher and SENCO at pupil progress meetings.

- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, the class teacher, together with the SENCO, will adjust the level of support accordingly.
- The support allocated for each child will be shared with all relevant parties as appropriate.

School Support

Where a review leads to the conclusion that a student needs additional help and support, they are placed at School Support on the SEN register, with consultation with parents/carers. When we have all the available information, we consider the next strategy for action. Teachers adapt lessons and resources accordingly. Progress is monitored closely and is reviewed with parents/carers.

An Individual Provision Map may be written to reflect areas of support, after consultation with agencies, parents/carers, the child, SENCO and teachers. Provision may consist of support from Assistant Teachers, small group withdrawal, in class support, working with external support agencies etc.

In some circumstances, parents/carers can approach the LA to request a statutory assessment which may or may not result in the LA issuing an Education, Health and Care Plan.

EHC Plan

If a child has an EHC plan, an annual SEN Review is held. At this meeting, decisions are made regarding the continuation of the plan: the effectiveness of provision is reviewed and objectives and strategies amended accordingly. New long-term objectives, for the following year, are set if necessary. All relevant professionals, including those who contributed to the original statement/plan, are invited to attend or submit a written report. Parents/carers attend and the student's views are considered. Children with EHC plans are entitled to additional support as prescribed in their documentation. This may consist of one to one support, small group withdrawal, in class support, specialist activities, working with external support agencies etc.

Removal from SEN Register

Some students make good progress and are removed from the SEN Register following a review meeting.

Hive Provision

The HIVE Provision

The HIVE is our SEND intervention space designed to support children who can find the demands of a mainstream classroom overwhelming. It provides a calm, structured and nurturing environment where children can develop their communication and social skills, and access learning in a way that meets their individual needs.

The HIVE is not intended to replace the mainstream classroom. Instead, it provides a flexible and personalised approach, enabling children to access targeted support when the sensory, social or learning demands of the mainstream environment become difficult to manage.

Provision within the HIVE includes sensory and regulation opportunities, play-based learning, targeted interventions, Attention Autism, communication and interaction activities, learning breaks

and access to quieter breakout spaces. Staff work closely with class teachers and the SENCO to ensure that provision is closely aligned with each child's individual needs and targets.

The HIVE provides an important bridge between specialist support and the mainstream classroom. Through consistent routines, visual supports, personalised strategies and carefully planned opportunities for inclusion, children are supported to build confidence, independence and resilience. Our aim is for every child to feel safe, understood and successful, while continuing to have meaningful opportunities to learn alongside their peers.

What should I do if I think my child has Special Educational Needs?

- If you are concerned about your child's academic progress or well-being you should contact your child's class teacher in the first instance; they will be in the best position initially to discuss the concerns and outline any planned support. Class Teachers are generally available at the end of the school day.
- A follow up meeting may then be arranged with the Special Needs coordinator, Mrs Claire Louis-White
- School can make referrals to a range of outside agencies
- If we have a concern about a child, we will contact you to invite you to a meeting with a member of staff to discuss next steps.

Can my child attend Abbeys even if they have an SEN need?

- Children with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:
 - It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

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

- **Adaptation** – The teacher uses a range of inclusive strategies in the classroom and will adopt strategies which have been identified as useful for individual pupils.
- **Support** – The teacher will plan pupil support and teaching assistants and other adults will work alongside the teacher to support children to access different aspects of the curriculum.
- **Marking** – The class teacher will mark your child's work and feedback accordingly. This will support your child to evaluate and develop their learning. Children are given the opportunity to respond to this feedback in order to move forward.
- **Tools / Equipment** – General tools will be provided in the environment and for particular lessons to support the pupil's participation and learning.
- **Organisation in response to need** – Whole school and class organisation supports individual pupils through:
- **Social and emotional provision** – Outdoor learning area, Pastoral care and behaviour plans. The school also has a calm room, to further support children who need a space to calm and retreat.

How will the school know how well my child is doing?

Academic progress is measured through:

- On-going classroom observation and assessment
- Termly assessments – outcomes will be shared with parents / carers.
- Tracking of groups and individuals is analysed by class teachers and key stage leaders.
- Children's data is also discussed once every term at Pupil Progress meetings with the Head Teacher.

Social and Emotional well-being is measured through:

- Observations by all staff members
- Review of impact of provision: Behaviour intervention / social skills / vocabulary groups
- Use of assessments: For students who require: educational psychologist / speech and language/ Targeted Mental Health Support through Child and Adult Mental Health Services (CAMHS)
- Discussions with external agencies including Educational Psychologists and specialist teachers

How will I know how Abbeyes Primary School supports my child?

In-class support

If in-class support is provided by a teaching assistant the aims of this provision will be to:

- Increase access to success and participation in the curriculum
- Increase your child's social and academic independence.

Interventions

Interventions are designed to provide the child with additional support on a particular area of learning or need.

- If your child is included in an intervention you will be informed.
- Interventions change half termly and are created and modified to meet the needs of individual or group needs.

Outside Agencies/Specialists

- As a parent /carer you will be consulted whenever Abbeyes School wish to seek advice and support from an agency or specialist who is not employed by us. Any recommendations or

actions will be shared with you and any ongoing role for the specialist with your child will be discussed with you beforehand.

If your child has an EHC Plan, then parents are invited to Annual Reviews, Transition Reviews, as required. This process is co-ordinated by the SENCO.

Review of provision

- During termly pupil progress meetings, the effectiveness of interventions and support is reviewed. Data is analysed to assess how well all pupils with SEN achieve. This is shared with the governors.
- The quality of teaching and learning in all year groups is constantly monitored. In particular through learning walks, observations, as well as close monitoring of planning and children's work books.
- The progress of groups, including pupils with SEND, is analysed through termly progress meetings and at the end of each year.
- Individual teachers and teaching assistants are also monitored through performance management.

How will I know how well my child is doing?

- In addition to normal reporting arrangements parents are able to discuss their child's progress with staff at any mutual time.
- If a teacher has a concern about your child in the first instance your child's class teacher will invite you to meet, if the issue persists you will be asked to attend a meeting in school with the class teacher and key stage leader. Then a meeting with the SENCo may be required.
- Parents are shown the expected levels of each year group at the Autumn term parents evening.
- The progress your child has made towards targets set will be reviewed with you, your child and class teacher at parents meetings which are held in the Autumn and Spring Terms and at a personal review meeting in the Summer Term. The contributions of all will be valued.
- Every child in the school undergoes a classroom assessment in reading, writing and math's every term. This will be shared with parents / carers.
- You will receive an annual report of your child's progress.
- The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.
- If your child is continuing to have significant difficulties, further/on-going external expertise may be requested.
- If your child has an EHC Plan, then parents are invited to Annual Reviews, Transition Reviews, as required. This process is co-ordinated by the SENCO.
- Parents will be invited to attend parents evening twice per year and can discuss a child's progress with their child's class teacher at any time.

The school uses a number of different ways to reach parents:

- The school website contains up to date information about the school.
- A year group newsletter is produced every half term. This is sent to all parents and is also published on the school website. This is a great way for parents to find out what is happening at their child's school.
- You can follow current academic and social events in school on our website.
- A text messaging service is available for reminders and alerts.

How will Abbeyes help me to support my child's learning

Children receive weekly homework in the form of reading, maths and spellings. The amount of homework set depends on the year group of the child.

There is also a pick and mix homework, half termly, which enables all children to have creative homework tasks. The class teacher may suggest ways of supporting your child's learning at home.

- The SENCO may meet with you to suggest ways in which you can support your child at home. In addition, she may signpost you to other professionals for further advice/support.
- Parent/carer workshops are organised throughout the year which share ideas about how together we can support your child at school/home.
- If external agencies are involved with your child, then a report is usually provided with recommendations that can be used at home as well as in school.

What support will there be for my child's overall well-being?

Abbeys Primary School has clear safeguarding procedures in the school updated regularly through whole school INSET sessions.

The Governors of Abbeyes Primary School are responsible for entrusting a named person to monitor Safeguarding and Child Protection procedures. The Governors ensure that Abbeyes Primary School is as inclusive as possible and treat all children and staff in an equitable way. They also monitor and review the Single Equality Plan and all other statutory policies defined by the DfE.

- Children follow a PSHE curriculum
- Assemblies focus on our Golden Rules and core values.
- If school has a mental health concern about your child we will contact you in the first instance asking for your permission to refer the student to Child Adolescent Mental Health Service (CAMHS)

Pastoral Support Strategies to support the development of pupils' social skills and enhance self-esteem

- Small group nurture programmes and lunch time club
- Daily or Weekly celebration opportunities
- Mentoring activities
- Buddy system
- Play leaders

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Regular contact and liaison with parents
- Transition support when transferring from one year group to another as well as to Secondary School
- Consistency of approach by all adults

Strategies to support / modify behaviour

- School sanctions and reward systems as set out in the School Behaviour Policy
- Advice from SEMH –Social, Emotional and Mental Health Team.

Support/supervision at less structured times of the day including personal care

- Trained staff supervising during break periods
- Access to structured activities overseen by an adult indoors or outdoors as appropriate during break and lunchtimes
- First aid is available during all breaks from trained staff

Planning, assessment, evaluation and next steps are always agreed through

- Regular reviews with parents
- Pupil progress assessed and reviewed half termly with senior leaders
- All lessons and homework differentiated to take account of individual needs
- Provision map available- outlining the interventions in place for SEN pupils

How will my child's personal or medical needs be met?

We have a clear policy on the safe storage and administration of medicines. This policy can be found on our school website. All children with a complex medical need have a care plan. The Majority of school staff have received approved Paediatric First Aid or First Aid training. Staff are provided with training on specific medical areas (e.g. epi-pen,)

- Please contact the school office to discuss your child's medical needs. The school will refer the information onto the school nurse if a health care plan is needed.

Children with medical needs

To ensure medical needs are met:

- Parental/ carer reviews and consultations to ensure up to date and accurate provision in place
- Care plans in conjunction with the School Nurse Team
- Accessibility adaptations at the school
- Specific allergy awareness and training
- Medical risk assessments and individual PEPs (Personal Evacuation Plans) as required
- School nurse links
- Staff have approved Paediatric First Aid or First Aid Training

How will my child be able to contribute their views on how things are going?

If a child has an EHCP, their views will be gathered before an annual review meeting.

Parents are asked if they would like their child to participate in all or part of any annual review meeting.

Children's views are gathered using a range of techniques including photographs

- Through Circle time and focused PSHE sessions pupils have the opportunity to talk about how things are going at school.
- Certain individuals have an identified adult who will talk to the child about how things are going at school, and where necessary, will act as a mediator on their behalf.
- Student Council meet regularly – Children are elected through their class.

What specialist services and expertise are available at or accessed by the school?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

The school fosters Liaison and Communication with Professionals and Parents; it attends all meetings and prepares all reports.

The school organises:

- Regular meetings as required
- SENCO available – meetings can be booked through the school at any time if there is any concerns. Referrals to outside agencies as required following internal and LA systems
- Speech and Language therapy for specific individual pupils
- Educational Psychologist visits
- Specialist teacher visits
- EMA Network (Ethnic Minority Achievement Network) visits
- Medical Professionals – requesting advice as needed
- Liaison with (CFP) Children and Families Practice MK
- Liaison with (CSC) Children's Social Care

If the above cannot meet the individual needs of your child we will seek alternative advice and agency support. We will monitor all provision to ensure it provides the planned impact.

What training have the staff supporting children with SEN had or will have?

The SENCO holds an NPQ SENCO qualification and continues to actively engages further development opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Recent training has covered :

- Read, Write Inc Phonics and the relevant phonics interventions
- Behaviour support and ASD
- Medical needs and support

Milton Keynes has Special Schools provision which schools can go to for advice to review, evaluate and develop provision for pupils who have the most complex needs.

How will my child be included in activities outside the classroom including school trip?

The staff will ensure that children with special educational needs join in the activities of the school together with students who do not have special educational needs, so far as that is reasonably practical and compatible with the children receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Risk Assessments may be drawn up for specific activities where a risk is identified within an activity that cannot be overcome by a particular child due to the nature of their needs.

- Activities and school trips are available for all
- Risk assessments are carried out prior to the trip
- School staff visit the area prior to the trip
- Risk assessments are carried out and procedures are in place to enable all children to participate
- All students are supported to be able to attend any trips and activities
- The majority of students will be able to access trips and activities following a risk assessment
- However, if it is deemed appropriate that an intensive level of 1 to 1 support is needed, a parent or carer may be asked to accompany their child during a specific activity
- Parents of students with specific needs will be consulted

How accessible is the school environment?

Abbeys School operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children.

Wide doors are fitted to outside doors on the main building and main entrance on Foundation Stage. Additionally:

- There is a disabled toilet
- All internal door thresholds around the main building are level
- Ramped level access from the car park to the main building reception
- Disabled parking spaces are designated in the main entrance car park
 - Further information can be found in the schools' [Accessibility plan](#).

Parents are encouraged to bring in a family member or friend to act as translator.

How will the school prepare and support my child when joining Abbeys Primary school, transferring to a new school or planning for the next stage of their education?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition by:

Transition to EYFS

- All pupils who are new to the school will receive a home visit.
- In reception children begin mornings only at first to make sure they are settled. This usually only lasts for a week but maybe extended if it takes longer for a child to settle.
- Parents are invited to an induction meeting
- Children are invited, with their parents for 3 stay play sessions in the July before starting school.

Transition between classes

- At the end of the academic year, children have the opportunity to meet their new teacher on a number of occasions.
- Teachers also meet to handover key information about children in their class.
- A pupil may be given a transition book if they are vulnerable at transition.
- Opportunities to visit the new class / teacher will be provided.

Year 2-3 or 6-7 transition

- The SENCO and/or class teacher will attend a Transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact.
- In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school to see your child in their current setting.

Transition to secondary school

- Primary transition forms are provided for all students
- Students who may be vulnerable at the time of transition are identified and additional support planned where necessary.
- If a child has an EHCP an individual meeting will be held between the current and receiving school
- At the year 5 annual review secondary transfer is always discussed.
- A phased induction programme may be organised at the beginning of Y7 to ensure a smooth transition

When moving to another school:

Our Inclusion lead will contact the new School’s SENCO and share information about special arrangements and support that has been in place for your child to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

The school may put strategies in place to support the transition process.

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How are the school's resources allocated and matched to child's special educational needs?

The school has a SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of children. The school's resources are carefully allocated to reflect the child's special educational needs

This can be:

- Providing specialist equipment to support a need e.g.: a writing slope or exercise books using buff or cream coloured paper to reduce glare or visual distortion
- Providing additional intervention programmes to help a child learn and progress
- Providing Teaching Assistant support to small group learning
- Providing resources to support learning where needed

Where there is a statement or EHCP in place, this will be used to inform and provide the appropriate provision.

If the student qualifies for Pupil premium funding; the school uses it in a variety of ways including Maths and English intervention and support on school trips.

How is the decision made about what type and how much support my child will receive?

- The school allocates the support in line with your child's needs
- You will receive a copy of your child's individual provision map (IPM), at Parent's evening.
- You are able to contact the class teacher to discuss the interventions that are currently in place.
- Children's progress is reviewed across the school every half term. Underperformance is identified, and support is adapted to meet any change in needs.
- Further information can be found in the [School's Inclusion policy](#)

How will I be involved in discussions about and planning for my child's education?

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with children who have Special Educational Needs where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be fully consulted before the

involvement of LA support agencies with their children and will be invited to attend any formal review meetings at all stages.

The school will work to ensure that children are fully aware of their individual needs and the children are involved at all times in decisions which are taken regarding their education targets,

- You will be able to share your views at meetings with child's class teacher and at parent's evening
- You can contact your child's class teacher at any time to discuss any aspects of education or provision
- Through meeting with the SENCO or other professionals.
- If at any time we would like to discuss an issue relating to your child's education, you will be invited to attend a meeting at the school.

How can I be involved in the school more generally?

- Attend parents evening
- Class assembly days
- School Productions
- Get involved with the End of Year Celebration (Sports Day)
- Become a Parent Governor
- Volunteer

How does Abbey school evaluate the effectiveness of its provision for such pupils?

The effectiveness of the provision for those with SEN is evaluated in a variety of ways including:

- Annual reviews (for children with Education Health Care Plans).
- Provision Mapping.
- Teacher observations
- Learning walks
- Pupil Progress Meetings.
- Target setting and regular reviews of attainment and progress data for children on specific interventions.
- Regular monitoring of the planning for the provision for those with SEN.
- Regular meetings with staff carrying out the interventions for those with SEN.

Who can I contact for further information?

If you wish to discuss your child's education further or are unhappy with something regarding your child's schooling please contact:-

- Mrs Louis White– Inclusion Lead (SENCO)
- Mrs J fellowes- Headteacher
- Further information can be found in our **Inclusion policy**.

What should I do if I am considering whether this is the right school for my child person?

Contact Abbeys Primary School directly on 01908 375230

Visit the school website: www.abbeyprimary.org

Email the school : office@abbeyprimary.org

Where can I find the local offer ?

The local offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child.

What will the local offer do?

This will provide information about services in the local area and how these can be accessed. With regard to education it will let parents / carers and young people know how schools and colleges will support them and what they can expect from these settings. It will help parents / carers and young people make decisions about how best to support the needs they have. During the last year the format has been discussed at national and local levels.

Milton Keynes Local Offer :

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/sendlocal-offer/further-information-on-the-send-local-offer>

Support services for parents of children with SEND include

Further details of support services for parents of pupils with SEND can be found at MK SENDIAS <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/mk-special-educational-needs-and-disability-information-advice-and-support-service> or at PACA <http://www.pacamk.org/help-and-advice-about-send/>

Policies

Inclusion Policy
Intimate care policy
Teaching and learning policy
Physical Handling Guidance, available from The Milton Keynes Safeguarding Board, www.mkscb.org
Equal Opportunities policy
Supporting Children with Medical Conditions policy
Accessibility Plan
Complaints Policy

What should I do if I am unhappy with the SEND provision at Abbeys Primary school

It is expected that any concerns or complaints expressed by parents about the provision made for any special educational need or disability will be dealt with through informal discussions with the Head teacher.

If a complaint is not dealt with to a parent's satisfaction at school level, they may refer their complaint to the Chair of the Governors of the school and if the Chair deems it necessary, the complaint will be taken to the Governors Complaints Committee.

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

Below is a glossary of the most frequently used terms in the area of Special Educational Needs/ Disability as an attempt to eliminate any confusion which might impede healthy communication.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
AWPU	Age weighted pupil unit
BESD	Behavioural Emotional and Social Difficulties
BST	Behaviour Support Team
CAMHs	Child and Adolescent Mental Health Service
CFP	Children and Families Practice
CLA	Child who is Looked After
COP	Code of Practice

CP	Child Protection
CSC	Children's Social Care
DCD	Developmental Coordination Disorder
DfE	Department for Education
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IDACI	Income Deprivation Affecting Children Index
ISR	In-School Review
KS	Key Stage
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PD	Physical Difficulty
PRU	Pupil Referral Unit
PSP	Pastoral Support Plan
PT	Physiotherapy
SALT	Speech and Language Therapist
SCLN	Speech, Language and Communication Need
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Needs Coordinator
SPLD	Specific Learning Difficulty
TAC	Team around the child
TAF	Team around the family
TA	Teaching Assistant
VI	Visual Impairment