

Annual SEND Information Report to Parents from the Governors on the Provision for Special Educational Needs and Disabilities (SEND) at Abbey Park School 2020–2021

This annual report should be read in conjunction with the Special Educational Needs and Disabilities (SEND) Policy, the Equalities Policy, the Behaviour Policy and the Accessibility Plan. During the academic year 2020–2021 the global pandemic had a significant impact on pupils' education, well-being and opportunities. As a school we responded in a robust and creative manner to safeguard our most vulnerable learners. All vulnerable pupils were individually risk-assessed and bespoke packages of support were implemented.

Since our last Ofsted inspection we have invited two national experts into school to review SEND practice and have had a monitoring visit from Ofsted. In addition, we utilise the NASEN SEND Reviewer Framework to support with self-monitoring and development. Within the Park Academies Trust, the SEND team co-produce and agree priorities for development and validate judgments.

Marc Rowland of the National Education Trust commented following a detailed review of practice across Swindon schools: "The emerging work to support pupils with Special Education Needs and Disability [at Abbey Park] is model practice that should be embedded across the school. It is an approach that should be shared with schools across Swindon and beyond. It is particularly encouraging that there is a focus on SEND expertise into classrooms to support teachers. The Anspear survey work is critical in providing a baseline and impact measure of the improved experiences of vulnerable pupils at the school."

Deirdre Fitzpatrick, Director of Education at I CAN, DfE Advisor Free Schools, Ofsted Inspector, School Improvement Advisor, reviewed SEND practice and noted the following:

- Significant action has been taken to improve provision for Autistic young people at Abbey Park School.
- SEND register now fully reviewed and in line with SEND code of practice.
- Pen portraits redesigned and made more accessible to ensure appropriate staff use.
- Procedures involving intervention (such as reading and spelling interventions) require staff to baseline students and track progress data to gauge the effectiveness of the intervention.
- Nationally recognised spelling and reading programmes with known impact measures in use.
- Strategic Special Educational Needs Coordinator (SENDCo) in place with extensive experience of SEND and evidence of effective impact.

Most recent Ofsted Monitoring Visit (2017):

- Leaders understood the importance of increasing the capacity of the senior leadership team and acted swiftly to add capacity from the Park Academies Trust and to clarify the roles of other senior colleagues. As a result of their work, leadership capacity is significantly strengthened. This has made rapid progress in some areas possible. For example, the provision for pupils who have special educational needs (SEN) and/or disabilities, which was previously identified as a weakness, has been substantially improved. Consequently, these pupils are absent less often, behave better and make more progress.

Additional Educational Needs (AEN) Staff

Chief Executive Officer (TPAT Staff) – Benedick Ashmore-Short

Principal – Jon Young

Director of Inclusion (TPAT Staff) – David Williams

SENDCo – Debbie Ellis

David Williams (Director of Inclusion - The Park Academies Trust) has a BSc (Hons), a PGCE, and a research Master's degree in Learning and Teaching specialising in student well-being from the University of Oxford. He completed the National Award for Special Educational Needs Co-ordination in 2014, and the National Professional Qualification for Headship (NPQH) in 2019. He is qualified to test for JCQ examination access arrangements, and is a member of the British Psychological Society. In 2017 David completed the Master's level Attachment Lead qualification. David was a trustee of the British Dyslexia Association from 2010 to 2020, and was joint non-executive Chair of the Management Board and Chair of the Trustees from 2018 to 2020, during which time he contributed to the All Party Parliamentary Group for Specific Learning Difficulties on matters regarding the current education and specialist training situation, the need for a coherent system for assessment and access arrangements, and finally, research on higher education institutions' support for students. He is frequently invited to speak to groups of SENDCos both locally and nationally. In 2007, he received an international scholarship for his research into the use of mind-mapping techniques with ASC students, and in 2011 was named Dyslexia Teacher of the Year. He is a member of the Swindon Strategic Special Educational Needs Board and sits on the Swindon and North Wiltshire Professional Leaders Network for the Clinical Commissioning Group. David has worked as a SENDCo, Designated Teacher for Children Looked After, and Designated Safeguarding Lead in various schools.

Debbie Ellis (SENDCo for Abbey Park School) has a BEd (Hons) in Special Educational Mathematics. She has worked as a SENDCo in a range of schools since 2000, and before that worked in a specialist residential school from 1991. Debbie has a Diploma in Autistic Spectrum Condition and a Master's in Educational Leadership.

Legislation

Children with SEND have significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. The Special Educational Needs Code of Practice 2015 lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of such children.

SEND Curriculum Intent

To have high aspirations and expectations for all pupils with Special Educational Needs and Disabilities, and to focus on outcomes for children with SEND **since all teachers are teachers of children with Special Educational Needs and Disabilities and teaching such children is therefore a whole school responsibility.** Every pupil with SEND has their own unique educational needs, and at Abbey Park we are committed to providing a tailored curriculum where adaptations and support are provided without limiting the breadth of students' curricular experience. Abbey Park is ambitious for all pupils with SEND and we believe that appropriate assessment of need and then appropriate planning with parents and carers leads to effective support and interventions for: Communication and interaction; Cognition and learning; Physical health and development; and Social, emotional and mental health. Regular review and re-assessment mean that we are able to ensure there is a focus on preparedness for the next stage of their lives and this drives high aspirations for the future, which in turn ensures that students with SEND achieve exceptionally well when they leave the Trust in year 13 or the school in year 11.

SEND Curriculum Objectives:

- To identify as early as possible, and then monitor, the needs of pupils with SEND so that appropriate provision can be made and their attainment raised.
- To enable students who have Special Educational Needs and Disabilities to reach their full potential through the identification and provision of successful interventions.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To work towards successful outcomes through a whole-school approach in the management and provision of support for SEND.
- To provide advice and support for all staff working with students with SEND.
- To provide a broad, balanced, and relevant curriculum, and ensure access to extra-curricular activities and school trips.
- To involve children and their parents/carers in the identification, planning, and reviewing of objectives and outcomes.
- To work in co-operative and productive partnership, where appropriate, with outside agencies.
- To involve and listen to each student's voice in all matters concerning them.
- To record, monitor, and assess outcomes that inform the 'assess, plan, do and review' cycle for each individual student, and those that inform the planning of the school development plan.
- To provide an education that enables all children and young people to make progress so that they achieve the best possible outcomes, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education, or training.
- To ensure all pupils are able to achieve exceptionally means achievement across the board that is at least similar to that of non-SEND counterparts, that matches or better the child's previous rate of progress, and that closes the attainment gap between the child and their peers. All students can and should achieve their very best.
- To ensure that all students are able to share in all aspects of the life of the school.
- To enable the enhancement of pupils' self-perception as learners.
- To ensure that all students are inspired and motivated, fostering a curiosity to learn.

SEND Implementation

Our Approach to Teaching Learners with SEND

We are fully committed to the inclusion of pupils with special educational needs into mainstream lessons. We seek to ensure that the individual needs of pupils are fully met. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that progress is being made.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of

compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide support that is ‘additional to or different from’ the normal differentiated curriculum intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school or they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, or they may be worried about different things that distract them from learning. At Abbey Park School we are committed to ensuring that all learners have access to learning opportunities and, for those who are not making progress, we will intervene.

This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

SEND PROFILE 2018-2021

	May 18	May 19	May 20
SEND Support	94	110	120
EHCP	12	15	17
SEND Total	106	125	137
Total Number on Roll	955	951	1008
%	<i>11.1%</i>	<i>13%</i>	<i>13%</i>

2021	Number of pupils	% of whole school (1072 on roll)	National %
SEN Support	134	<i>12.5%</i>	<i>12.2%</i>
Education, Health and Care Plan (EHCP)	20	<i>1.9%</i>	<i>3.7%</i>
High Needs Funding (HNF) or EHC needs assessment applications currently in process? 2			
Any significant changes in the SEND profile since last year? No significant changes			
Number of permanent exclusions where the student has SEND – 1 (please note that this student started at Abbey Park in year after placement breakdown in the previous school)			
Attendance of students with SEND – 89.1% (please note the pandemic has impacted significantly on attendance)			

Breakdown by area of need 2020-21

Area of Need	Number of pupils	% of SEN pupils
Cognition and Learning	67	43.5%
Communication and Interaction	47	30.5%
Social, Emotional and Mental Health	33	21.4%
Sensory and/or Physical	7	4.5%
What are the most significant types of primary need within the school? e.g. dyslexia, ASD	Within Cognition and Learning, 37 students have a Specific Learning Difficulty. Within Communication and Interaction, 37 students have a diagnosis of ASC.	

Please note: Not every child identified in the census by disability meets the criteria to be in the SEN Support or EHCP categories.

Assessing SEND

Progress data for all students is collated over the course of the year. The data is reviewed and those pupils who have made no progress, show a severe decline in progress, or a major difference to their peers across English and Maths, are identified and discussed.

All students have Maths, Reading and Writing assessments/teacher assessment three times a year. These results are then analysed alongside other assessments and interventions are implemented if necessary.

In addition to the arrangements for assessing and reviewing all children's progress, pupils with SEND have (where appropriate):

- A rolling review of targets and outcomes specific to the individual is discussed with parents where necessary.
- Early Help Assessment and Team around the child (TAC) meetings.
- External agency involvement ie Educational Psychology, Speech and Language Therapy (SALT), Occupational Therapy and other support service reviews.

What we do to Support Learners with SEND

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teaching Standards and the SEND Code of Practice expects Quality First Teaching to be provided and stipulates that every teacher is a teacher of SEND. The Teaching Assistant Standards 2014 document details the expectations for all TAs. Staff will use various strategies to adapt access to the curriculum. Advisory Teachers are utilised where necessary.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning.

How do we Find Out if Support is Effective?

Monitoring progress is an integral part of teaching and leadership. Parents/carers, pupils, and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'Assess, Plan, Do, Review' model and ensure that parents/carers and children are informed of any planned interventions. Parents are contacted to discuss their child's progress.

A baseline is recorded which can be used to compare the impact of provision. Those students with an Education Health Care Plan will receive an Annual Review and or an interim review.

The SENDCo attends regular cluster meetings where impacts of interventions, training outcomes and updates on local procedures/provisions are discussed and shared.

Graduated Response to Needs

During the academic year students with SEND were supported through our graduated response. Wave one students have needs that can be met through classroom differentiation and quality first teaching. Wave two students have additional support. For Wave three students the school has requested support and advice from outside agencies and individualised interventions are put into place. This may be through the Early Help Record procedure or directly with individual agencies or specialists. For a few students, whose needs are significant, an Education, Health, and Care Plan is issued with additional funding beyond the standard sum delegated to the school for Special Educational Needs and Disabilities.

Some students with disabilities and medical needs are entitled to access arrangements for statutory tests. Most commonly this is the use of a reader, additional time, or the use of a scribe/word processor. Students with these arrangements use them as part of their normal provision in school as far as it is practically possible. Students choose to take advantage of these arrangements with guidance from the school and their parents or carers.

Where appropriate students with an Education, Health, and Care Plan (EHCP) attend their annual reviews where their views are sought both as written contributions prepared in advance, and verbal contributions during the meeting.

Arrangements are made for all students with disabilities and medical needs to attend the full range of extra-curricular activities and school trips.

Categories of Students at Wave 1

- Students who are able to make good progress supported by Quality First Teaching in lessons.

Categories of Students at Wave 2

- Students who attend interventions.
- Students who require support with social skills.
- Students who require additional support with English or Maths.
- Some students for whom the school has sought educational advice and support from outside agencies such as the educational psychologist, the speech and language therapist and other advisory services.
- Students who require support to address issues with self-esteem.

Categories of Students at Wave 3

- Students who are supported by significant interventions or targeted programmes designed to meet their needs.
- Some students who are receiving regular support from outside agencies.
- Students who are educated at an alternative educational provision but remain on the school roll.
- Students with an Education Health and Care Plan (EHCP).

Preparing for the Next Step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Planning for transition is a part of our provision for all learners with SEND. Pupils identified with SEND are invited to additional transition work. Visits are made to provisions where necessary and where available. Staff also attend meetings and annual reviews for students joining where possible.

SEND Impact

Attainment and Progress for SEND KS4 2020-2021

There is very little national data showing either attainment or progress for SEND students for the year 2020–2021 as a result of the Covid-19 pandemic. Fisher Family Trust have released the following chart showing the key SEND indicators for students at Abbey Park School. The SEN support group had a positive progress grade including Maths and English, with 44% of students gaining at least a grade 4 in English and Maths.

Pupil groups

KS4 Pupil groups performance 2021

Pupils	Actual results			Pupil progress			
	Attainment 8 (Overall)	% English & Maths (Grade 4+)	% Ebacc (Grade 4+)	Progress 8 (Overall)	% English & Maths (Grade 4+)	% Ebacc (Grade 4+)	
SEN Group SEN Support	16	3.9	44%	0%	+0.10	+1%	-11%

We run two structured interventions to improve literacy. The first, Corrective Reading, supports identified students who have difficulty with reading accurately and fluently. The programme provides a unique blend of teacher-directed instruction and high-frequency practice to accelerate decoding skills. The results achieved by students using the Corrective Reading programme are compelling considering the relatively short period of time and the fact that the students undertaking the programme are students who have historically not made progress with reading.

The second programme, Morphographs, is a one-year course designed to teach spelling to older students. We are using this with a group of Year 9 pupils at the same time as Corrective Reading to try to boost their low literacy levels before they start their GCSE courses in Year 10. Students learn that words are composed of morphographs, which roughly are prefixes, suffixes, and bases or roots. The programme presents rules for combining the morphographs and provides extensive practice in applying these rules. It uses specific strategies that encourage students to think their way through spelling rather than to memorise word lists. Upon completion of the programme, students will have learned 750 morphographs and be able to spell between 12,000 and 15,000 words including most words on the complete Dolch word list. Alongside this, these students receive a study skills session each week looking at how to read exam papers and how to revise effectively.

We measure progress using Standardised Scores; this means that any increase in score is an above age-expected increase. This means that over a six-month period, if a child made 6 months' progress, they would have a standard score increase of 0. Any standard score increase above 0 shows that the student has made more than 6 months' progress in 6 months. The average range for students' standard scores nationally is between 85 and 115. Below are the group's results:

Corrective Reading group average standardised scores improvement from Sept. 20 to July 21

	2020	2021	Above age-expected progress (average standard score improvement)
Reading Accuracy Y7	86.5	90.6	+8.9
Spelling Y7	84.8	88	+3
Reading Accuracy Y8	87.7	94.3	+6.6
Spelling Y8	82.2	88.5	+5.6

Liaison

Swindon Borough Council has created a Strategic SEND Board with representatives from Education, Health, and Social Care across Children's and Adult Services. David Williams (Director of Inclusion, The Park Academies Trust) attends all the meetings. The Board also includes representation from the parents and carers group, and the voluntary and community sector. The board is chaired by the Director for Education for Swindon and includes Director of Children's & Adult Services as one of the members, who in turn reports to Corporate Board and the Cabinet.

Professional Development

The Trust offers SEND online training through two platforms National college and Nimbl. There have been a number of SEND-related training sessions for staff:

- Annual SENDCo conference
- Attachment Lead (Master's level)
- Annual SpLD Conference
- Dyslexia
- Cognitive Behavioural Therapy (CBT)
- Anxiety
- Healthy Minds
- Welfare Call and E PEP
- ADHD
- Youth Mental Health First Aid
- Life after P Scales Conference
- Fine Motor and Handwriting Skills
- EHCP Outcomes workshop
- Referring into Speech and Language Therapy

Staff have worked alongside advisory staff and outreach workers who have visited the school and/or attended meetings, which has developed knowledge, understanding, and expertise.

The SENDCos trained newly qualified teachers and new members of staff in Special Educational Needs and Disabilities procedures and provision.

Parent/Carer Involvement in Provision for Students with SEN, Disabilities, and/or Medical Needs

Annual Reviews, Early Help Assessments and Records, TACs, e-mails, phone calls, and meetings take place. Parents and Carers are fully included in the review process for students with SEND and they are encouraged to develop the students' learning at home, supporting them with homework, interventions, and/or reading. This partnership has a significant positive impact on student progress, All parents have the option to talk formally about their child's progress at least three times a year.

Funding

Nineteen children were in receipt of High Needs top-up funding to meet their individual needs as agreed by the Special Educational Needs Disability Team within the LA. The funding for these children was used to maintain teaching assistants and buy specific resources. The school budget, includes money for supporting children with SEND. This funding was used to employ and train teaching assistants, resources and external agency support e.g. The Education Psychology Service, TaMHS, Education Welfare Officer (EWO) and Social and Emotional Mental Health (SEMH) Team.

Deployment of Staff and Resources

During the academic year 2020-2021 staff were deployed to provide for students with Special Educational Needs and Disabilities in the following ways:

- Teaching Assistants worked in mainstream classrooms alongside classroom teachers to support SEND students and take small groups or individual students for additional support, mostly outside of timetabled lessons.
- The SEND staff worked closely with the pastoral team contributing to 'Early Help Records', 'Team Around the Child' meetings, 'Child In Need' Meetings, contact with parents, and assessment of student needs.

External Agencies

The advice and support of the following agencies has been sought:

- The advisory teachers for hearing impairment, visual impairment, social and communication difficulties, Specific Learning Difficulties (SpLD) and physical disability
- Educational Psychology Service (EPS)
- Speech and Language Therapy
- Occupational Therapy
- Community Paediatricians
- Swindon Ten to Eighteen Project (STEP)
- School Nursing Service
- Young Carers
- Swindon Information Support and Advice Service (SIAS)
- Education Welfare Officer
- Early Help Hub
- Cognition and Learning advice support service (CLASS)
- Swindon Autism Advice Service (SAAS)
- Aiming High
- SENAT Senior Officer
- Virtual School (for children who are looked after by the Local Authority)

- Targeted Mental Health Service (TaMHS).
- Child and Adolescent Mental Health Service (CaMHS)
- Social Emotional and Mental Health (SEMH) Team
- Exclusion and Reintegration Officer

Arrangements for consulting and involving children

The arrangements for consulting and involving children vary according to the age, maturity and capability of each individual. However, in addition to the arrangements offered to all pupils' views will be actively sought through:

The Pupil Perceptions survey (each year in the summer term)

Reviewing individual plans

EHRs and TAC meetings

EHCP Annual Reviews

SEND specific appointments with the SENDCo

How children with SEND are enabled to engage in activities alongside children who do not have SEND

Children with Special Educational Needs and Disability (SEND) have accessed the same clubs as children without SEND. Reasonable adjustments have been made to enable pupils with SEND to access day and residential trips. Full risk assessments have been carried out in advance. Pupils with SEND have been encouraged to attend residential trips with their peers to help them develop life skills.

Parental comments:

"Thank you so very much for everything you have done and all the support you have given me and XXX. Everything would have been so very stressfull and complicated and it would have been so easy for me to just give up but with your help and advice it made the process seem so much easier. You go above and beyond in your role and you need to know on this occasion it hasent gone unnoticed."

"To the teachers and TAs can I just say a MASSIVE thank you for the exceptional way the remote learning is working during this lockdown."

"As a parent with a child with extra needs, I'd like to express my sincere thanks to your SENDCO, Pastoral care, Student Services Team, and the Office staff – they have all been exceptional supporting XXX in her first year in secondary school... Some specific things to mention: SENDCO – practical solutions, great engagement with XXX and parents, willingness to do 'what's needed' to engage XXX in school. Pastoral Care – great listening and building trust. Student Services/Admin team – patience and care with XXX, always pleasant and efficient to parent queries, So a big Thank You."

"XXX speaks very highly of you and it has become apparent that the care and support that you show for the students is outstanding... The kindness that you showed for XXX really made a difference and has really helped him adjust to his new school"

"I just wanted to drop you a quick message to say thank you!! Thank you for accepting XXX into your school, and settling him in... I just wanted you to know that he has enjoyed every minute !!... Thank you for giving him hope that all schools aren't bad and that maybe now he can believe in himself."

Local Offer

For further information on services available within Swindon, please see the Swindon Local Offer at <https://localoffer.swindon.gov.uk>

Parents are offered and encouraged to access the support of two Swindon based organisations:

Swindon SEND information, advice and support service ([SIAS](#))

tel: 01793 466515 or email: SIAS@swindon.gov.uk

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

In the event of a parent having cause for complaint in relation to their child's needs being met they should, at first, express their concerns to their child's teacher. If concerns or queries remain unanswered then matters can be discussed at a further meeting with the class teacher and/or the SENDCo.

If matters cannot be resolved parents can speak to the Head Teacher. The Complaints Policy is available on the school website or as a hard copy from the school office.

Contact information

Parents with enquiries regarding Disabilities and/or Special Educational Needs are invited to contact the school by phone (01793 705400), email, or letter. Appointments can be made with:

David Williams; Director of Inclusion – WilliamsD@tpat.uk

Debbie Ellis; Operational SENDCo - EllisD@abbeyparcschool.org.uk

Jak Bisson; Additional Needs Administrative Assistant - BissonJ@abbeyparcschool.org.uk

Mrs Fellowes; SEND Governor – Please contact school reception.