

Abbeywood First School

Special Educational Needs & Disability Information Report 2025/2026

**How we support children with special
education needs and disabilities.**



Welcome to Abbeywood First School's SEND Information report.

This report can be looked through page by page or use the 'quick links,' to find answers to a specific question.



Definition of Special Educational needs



A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of children of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Areas of Special Educational needs



At Abbeywood First School, we embrace the fact that every child is different, and therefore the needs of every pupil is different. This is reflected in the provision that we offer for pupils with SEND.

The four identified areas of need are :

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical needs

The support given to pupils will depend upon their specific needs and how they align within these areas.

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

- Firstly, don't panic or worry - we are here to listen, help and support with any concerns you have.
- If you are concerned with any area of your child's learning or development, in the first instance, speak with their class teacher. They will be able to talk through your concerns and then seek the appropriate support if necessary.
- You can also speak with Mrs A Kemp - Special Educational Needs Co-Ordinator.
- You may also want to speak with medical professionals such as your child's GP or the school nurse.



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How does the school know if a child needs extra help?

There is lots information that will be used when identifying if a child needs some extra help.

These may include:

- ▶ Information from parent/carers, children and staff working within school
- ▶ Information from external agencies, including medical information when shared.
- ▶ Judgements against National Curriculum
- ▶ Teacher assessments of progress and observations within class
- ▶ Observations
- ▶ Tests e.g. Language Link, timetables, SATs, NGRT, WellComm
- ▶ In-school tracking, moderation and progress meetings

For further information please see our School SEND policy.



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How will both school and I know how my child is doing?

We believe working in partnership is the best way to support children. It is very important that you are kept fully informed about your child's progress.

We are currently unable to offer an 'open-door' policy, however, we invite parents/carers to contact the office to make an appointment via the class teacher initially.

We will update in the following ways:

- ▶ Parent/carer consultations and SEND meetings
- ▶ Parent/carer & teacher discussions, phone calls etc.
- ▶ Informal conversations
- ▶ Homework/reading diaries
- ▶ Formal/informal assessments
- ▶ Annual school report
- ▶ Tapestry - EYFS pupils
- ▶ Discussions with your child
- ▶ Regular informal and formal review meetings for children with SEND Support needs.
- ▶ Annual review meetings for pupils with Education, Health and Care Plans.
- ▶ Monitoring within school



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Your child's class teacher can offer practical ways that you can support your child at home. If your child is receiving SEND Support, they will have an Individual Provision Plan (IPP) with targets. These will be discussed with you and your child on a termly basis with your child's class teacher.

School offers a variety of other ways to help you support your child which may include;

- ▶ Parent/carer workshops
- ▶ Homework
- ▶ Reading books sent home
- ▶ Specific target work/resources may be sent if appropriate
- ▶ Links and information via the school website
- ▶ Informal discussions with school staff
- ▶ Sharing of targets, enabling home and school to take a shared approach
- ▶ Resources on the school website

How will
school help me
support my
child's
learning?

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

The school provides high quality adaptive teaching for all pupils as the most important part of its provision. This would include:

- ▶ Adaptive teaching and personalised provision is matched to the needs and interests of pupils.
- ▶ Support allocated within the classroom.
- ▶ Carefully chosen resources to support learning.
- ▶ The broad curriculum incorporates outdoor learning, physical activity, Art as well as ICT.
- ▶ The National Curriculum is delivered alongside the school curriculum.
- ▶ Appropriate 'next steps' are identified for each child.
- ▶ The children's voices influence the curriculum through both school and eco council as well as learning conversations.
- ▶ The curriculum accounts for the interests of the children.
- ▶ There are a variety of learning opportunities outside the classroom.
- ▶ Advice from external agencies - where appropriate.



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

- We aim to ensure that all children with Special Educational Needs & Disabilities are provided for, to the best of the school's ability, with the available funds.
- We have a team of Achievement Assistants and part of their role is to deliver support programmes designed to meet the needs of groups or individuals, planned for by your child's class teacher and closely monitored by the Inclusion Team.
- External professionals are commissioned to come into school to support with creating targets and programmes for pupils with a significant need.



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How will the school decide the type of support my child will receive?

- ▶ The class teacher and the Inclusion Team will discuss your child's needs with you and decide what support would be appropriate.
- ▶ Assessment, observations and pupil discussions will enable us to match the appropriate support to the needs of the pupils
- ▶ Different children require differing amounts and a range of support, in order to achieve their full potential.
- ▶ Reviews of targets and provision outcomes will help to identify the next steps for each pupil.
- ▶ The SENDCo and class teacher will also work closely with a range of external professionals, to ensure that the type of support your child receives is tailored to their specific need.



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How does the school judge whether the support has had an impact?

- ▶ We use the following to measure the effectiveness of the provision:
- ▶ Pupil progress meetings between Senior Leaders, class teachers and the SENDCo
- ▶ Reviewing pupils' IPP targets
- ▶ Re-assessments by external agencies
- ▶ Whole-school data analysis
- ▶ Pupil Conversations
- ▶ Ongoing consultation with parent/carers
- ▶ Collation of children's work and moderation
- ▶ Observations of children by teachers, achievement assistants and the SENDCo
- ▶ Holding annual reviews for pupils with EHC plans
- ▶ Monitoring by the SENDCo

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

All children are encouraged to play a full and active part in school life at Abbeywood First School (see CRST Equality & Diversity policy.)

Arrangements are made whenever possible, to allow active participation in after-school clubs, leisure and cultural activities and school visits.

Additional staff may accompany pupils in order for an individual's specific needs to be met, enabling them to access the activity.

Risk assessments are carried out for all visits and trips that take place within school - individual pupils needs will form part of this risk assessment.



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

- ▶ We have a caring and nurturing ethos and are an inclusive school.
- ▶ Our staff believe in the positive impact of strong relationships with pupils and endeavour to build these quickly through getting to know pupils as individuals.
- ▶ We have a strong safeguarding team: Mrs Z Gilmour (Principal), Mrs C Hughes (Vice Principal), Mr J Legg, (Phase lead), Mrs S Mills (Phase lead), Mrs A Davies (Phase lead).
- ▶ The school uses 'THRIVE' to support the children's emotional wellbeing
- ▶ The school has a fully compliant and up to date PSHE (Personal, Social and Health Education) and RSE (Relationship and Sex Education) policies and schemes of work.
- ▶ Support strategies for individual for pupils.
- ▶ Individualised provision will be identified as needed.
- ▶ Outdoor play equipment is available for pupils to use.
- ▶ Behaviour policy.

Further information can be found in the school policies of:

Safeguarding, E-safety, Behaviour and Health & Safety.



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What training
have the staff
supporting
SEND had or
what are they
having?

- ▶ Staff delivering SEND support programmes are supported by the SENDCo, class teachers and a range of external professionals
- ▶ SEND training for teaching staff and Achievement Assistants is planned into the school CPD calendar year

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How accessible is the school both indoors and outdoors?

- ▶ The school is one level with wide doors making it easily accessible and easy to move around.
- ▶ The school has a large accessible toilet.
- ▶ The school has provided physical aids to support children where necessary. If a child enters school with a particular health need, then the school will attempt to ensure that these needs are met. We will seek support from external agencies where appropriate.



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How are
parent/carers
involved in the
school?

How can I get
involved?

Parent/carers are encouraged to play an active role in school life and there are a number of ways this can be achieved;

- ▶ Volunteering in school activities - after DBS checks have been completed
- ▶ Communication with school through telephone calls, meetings, emails, tapestry (EYFS), comments in reading diaries etc.
- ▶ Parent Governors
- ▶ Parental questionnaires
- ▶ Showcase events- for the children to share their learning with you
- ▶ Parent/carer workshops
- ▶ Attending class and celebration assemblies, as well as joining us for Family Friday



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How do children contribute their views about their support and who can help them?

We understand and are fully supportive of the voice of the child in their education. We aim to meet this in the following ways;

- ▶ School Council
- ▶ Eco Council
- ▶ Learning conversations
- ▶ Pupil questionnaire

Children receiving SEND support will evaluate their learning as part of the termly review process, they will also contribute to the next steps in their learning. They will be supported in this by a key member of school staff.

As part of ongoing assessment, teachers will discuss learning with individuals and groups to decide on next steps.



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What specialist services are available or can be accessed by the school?

School has access to and purchased support from a variety of external agencies.

These include:

- ▶ Learning Support - SEND Supported
- ▶ Speech and Language therapy service - SALT
- ▶ Child and Adolescent Mental Health Services - CAMHS
- ▶ Children and Young People's Early Support Mental Health and Wellbeing Service - Melo
- ▶ Behaviour Support / Outreach - The Beacon PRU
- ▶ Visual/Hearing Impairment Support Team
- ▶ Pastoral Support
- ▶ Early Intervention Family Support Team
- ▶ School Nurse
- ▶ CCN/Autism team
- ▶ Specialist SEND teachers / consultant (including complex communication and cognition and SEMH)
- ▶ Early Years Inclusion Team
- ▶ Community Paediatric Service
- ▶ Family Front Door - Children's Services
- ▶ Parent Partnership - Special Educational Needs and Disabilities Information Support Service (SENDIASS)



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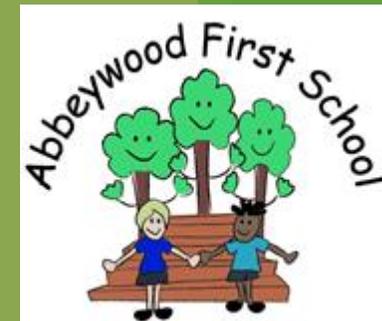
How will the school prepare and support my child when transferring classes or schools?

We understand that any transition can be difficult, we therefore have transition arrangements that apply for **ALL** children:

- ▶ Transition meetings are held between current and future teachers, year groups and schools.
- ▶ Children visit their new class during the summer term transition days.
- ▶ EYFS - stay and play sessions.
- ▶ Pupils in Year 4 regularly access facilities in Church Hill Middle School.
- ▶ Open evenings, parent/carer evenings.
- ▶ Additional meetings/conversations with school SEND teams.

In addition to this, school may offer:

- ▶ Pictorial transfer/transition books - social stories.
- ▶ Additional visits to classes or teachers.
- ▶ Pre-visits with parent/carer support.
- ▶ Support from familiar staff to support transition.



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Who can I contact for further information or to complain about SEND issues?

The first point of contact should be with your child's class teacher.

We are always happy to arrange a meeting with the SENDCo, then the Principal.

Complaints about the management of SEND

In the first instance any concerns regarding the provision of SEND should be made to the SENDCo. If the complainant feels that their concerns have not been addressed, in keeping with school policy, a complaint about the organisation, management and provision for SEND must be made in writing to the Chair of Governors - Sarah Perrett.

A copy of the complaints procedure is available at the school office.



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The Local Offer

In addition to our SEND Information Report please see Worcestershire's Local Authority Offer to see what is 'Ordinarily Available' in Worcestershire schools.

Information about Worcestershire's Local Offer can be found on the Worcestershire County Council website.

[SEND Local Offer | Worcestershire County Council](#)

You can contact Worcestershire County Council through the methods below:

- ▶ **Call the SEND Services Helpline** on 01905 845579
- ▶ **Email SEND Services** on sen@worcestershire.gov.uk

- ▶ **Write to SEND Services at the following address:**
- ▶ The Administrative Officer
Inclusion and Assessment (SEND)
Directorate of Children, Families and Communities
County Hall
Spetchley Road
Worcester
WR5 2NP



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School Contact details:

- ▶ Abbeywood First School, Woodpiece Lane, Redditch, B98 9LR
- ▶ Telephone : 01527 962794
- ▶ Email: office@abbeywood.crst.org.uk

Vice Principal & Teacher with Responsibility for Safeguarding – Mrs Charlotte Hughes

Special Educational Needs & Disability Coordinator
Mrs Alison Kemp

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What other support services can help me?

We will seek to support parent/carers who want extra support and signpost them to the appropriate service.

However, in the meantime there are many services available online for advice and guidance.

SENDIASS: [Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)

WCF - Family Hub: [Virtual Family Hub | Worcestershire County Council](#)

Worcestershire Parent Carer Forum: [Worcs Parent Carer Forum](#)

Bowel and Bladder Health: [Home - ERIC](#)



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