


# Abbot Beyne School

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| **Policy:** | **SEND Report** |
| **Person Responsible:** | **Helen Scott** |
| **Governors' Committee:** | **FGB** |
| **Revised Date:** | **Spring 2026** |
| **Next Review Date:** | **Spring 2027** |
| **Signature:** | |

# Our Local Offer for Special Educational Needs and/or Disability

Abbot Beyne School




Please click the relevant words on the wheel to be taken to the corresponding section.

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STAFFORDSHIRE CONNECTS
SEND LOCAL OFFER

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**How we identify and assess needs**

**How will you know if my child or young person needs extra help? *(IRR)***

Initially, the SENCo, Transition Coordinator or one of the SEND Team will liaise with, and gather information from, parents, pupils, primary schools and any other relevant agencies during year 6. This will be shared with teachers and learning support assistants. On entry we will assess each pupil's current skills and levels of attainment, which will build on information from previous settings and Key Stages. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
  This may include progress in areas other than attainment, for example, social needs.

  Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

  When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something distinct, different, or additional is needed.

  Once on roll, information will be gathered from teachers and learning support assistants. A range of standardised tests may be used to establish strengths and areas for development.

  Initially students may be placed on the SEND monitoring list. This allows us to put intervention in place, monitor its effectiveness and further assess the student's needs.

  If a student is then deemed to need something, distinct, different, or additional, they will be placed on the SEND Register at SEND Support (K).

Those students who are in receipt of an Education Health Care Plan will automatically be placed on the SEND register (E)

We will have an early discussion with the pupil and their parents to identify what special educational provision may be required. These conversations will make sure that:

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**How we identify and assess needs**

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents' concerns are always considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will notify parents if it is decided that a pupil will receive SEND support.

  Parents, students and key workers will co-produce a student profile. This identifies strengths, difficulties, what the student can do to help themselves, what resources they may need and a range of strategies for teachers and learning support assistants to use.

**What should I do if I think my child or young person needs extra help?**

Should you wish to raise a concern with regards to your child or young person please consider the guidance below

- If the concern is subject-related, contact the subject teacher.
- If it is related to social aspects of school, contact the Form Tutor or Head of Year
- If it is related to examination access arrangements - contact our AA Coordinator
- If it is related to SEND provision, contact the SENCO or Assistant SENCo via our school office **office@abbotbeyneschool.co.uk** or telephone 01283 759007

Points which you may want to consider

- Why you think your child has SEN/disability
- Whether your child learns at the same rate as other children their age
- What the school can do to help
- What you can do to help
- Is there any medical paperwork that is relevant to share
- Do you need to speak to your doctor if you have concerns about your child's learning/behaviour/well-being

**Where can I find the setting/school's SEND policy and other related documents? *(IRR)***

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**How we identify and assess needs**

All Abbot Beyne School Policies can be found on our school website.

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## Teaching, Learning and Support

**How will you teach and support my child or young person with SEND?** ***(IRR)***

The SEND Code of Practice is followed, and teachers know that they are responsible and accountable for the progress and development of all the pupils in their class. As recommended within the Code of Practice, '*High quality teaching is always the first step in responding to pupils who have SEND and this will be differentiated for individual pupils'.*

In addition, Abbot Beyne School promotes the recommendations made by the Education Endowment Foundation (EEF) in their support and teaching of students with SEND. See link below https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf

A wide range of personalised intervention, both in and out of the classroom to support identified need, is put in place at the earliest opportunity. All intervention is evidence led and research based following guidance from the Staffordshire Graduated Response Toolbox in response to need or the EEF. This includes, additional teacher-led, modelling, scaffolding and adaptive teaching methods within the classroom alongside a range of out of class intervention.

https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/Graduated-response.aspx

All students have an iPad and further assistive technology and software is also available to all students who require it.

Abbot Beyne School has a large and dedicated team of qualified and experienced Learning Support Assistants and Pastoral Support Workers who provide in-class support, 1-2-1 sessions and small group work. They have all received training in their field, have excellent subject knowledge and are able to provide an outstanding level of learning and or emotional support.

We provide the following interventions:

**Learning and Cognition**

- Small group literacy support - this includes reading, writing and spelling support
- Small group numeracy support
- Times Table support
- Telling the time

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**Teaching, Learning and Support**

- Handwriting
- Touch typing
- Homework club
- **Well-being Support**
- Zones of regulation– self-regulation
- Sensory circuits
- Managing Anger
- Managing Examination Stress
- Building positive self-esteem
- Meet and greet in the morning
- King's Trust Achieve Awards

**In addition** to this we have a team of trained first aiders who support our students with medical needs such as, diabetes, epilepsy, allergies, asthma and haemophilia.

**How will the curriculum and learning environment be matched to my child or young person's needs?** ***(IRR)***

At Abbot Beyne School we strive to ensure that the curriculum is successfully adapted to be ambitious and to meet the needs of our students with SEND. We aim to develop their knowledge, skills and abilities to allow them to apply what they know and can demonstrate this with increasing fluency and independence.

- Abbot Beyne School strives to offer all students a Dyslexia, Autism, Attention Deficit, communication friendly environment

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**Teaching, Learning and Support**

- The curriculum is differentiated to ensure all pupils are able to access it, for example, by grouping, 1:1 work, learning style, resources, digital support, and content of the lesson or support from additional adults
- We personalize the curriculum by offering King's Trust Achieve Awards or similar courses.
- A reduced timetable for a short time to allow a student to settle or become accustomed to change can be offered in some circumstances
- We adapt our resources and staffing to accommodate student's needs
- Aids such as laptops, coloured overlays, visual timetables, larger font are all easily available
- All reasonable adjustments are made, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Students are monitored and assessed to ensure that appropriate Examination Access Arrangements are in place
- Abbot Beyne School has an Accessibility Plan Statement and Equality Information Advice and Guidance available on the school website.

**How will the curriculum and learning environment be matched to my child or young person's needs?**

**The Curriculum** – is continually monitored by the Senior Leadership Team together with the Curriculum Leads to ensure that it meets the needs of all. If required, the curriculum is personalised to accommodate more complex needs e.g. private study time, small group and 1-1 tuition and Prince's Trust Achievement awards

**The Assistant Headteacher for Inclusion (SENCo)** – is responsible for the co-ordination of SEND provision in school and for monitoring its efficacy.

The needs of students with SEND are met though Quality First Teaching within the classroom where teachers use a range of methods that includes:

**Questioning** – A wide range of open and closed questioning techniques are used to establish understanding and identify and correct misconceptions
**Knowledge organisers**- to provide reference to key information
**Modelling** – to provide differentiated worked examples
**Chunking** – instructions and work are broken down into manageable chunks
**Scaffolding** – to provide the small step guidance needed to achieve goals and objectives
**Sentence starters/Cloze activities** – are used to reduce the writing load
**Seating Plans** – Teachers give careful consideration to seating plans to ensure students can benefit from their peers

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## Teaching, Learning and Support

**Access Arrangements** for **examinations and assessments** – where required extra time, rest breaks, support for reading, support for writing and modified papers can be offered (this is dependent on agreement from the Joint Council for Qualifications)
**Assistive Technology** – this includes the use of IT and software to support reading and word processing
**Learning Support Assistants –** Work within some classes to support students to access and complete the work independently. They are deployed to provide continuity of support both from the pastoral and academic point.
**Outside Agencies** – Abbot Beyne School work closely with Autism Outreach, the Educational Psychology Service, Occupational and Physical Therapy Services, Hearing and Visual Impairment specialist Teachers and East Staffordshire Family Support
Where possible – **the learning environment** is adapted to meet the needs of our students – e.g. high visibility strips for our visually impaired students
**Retrieval** – to support memory and recall
**Alternative Provision –** Where students are currently unable to manage the school environment due to mental health or medical reasons they can have access to our remote learning provision – on Showbie. This allows them to access a curriculum that is identical to the one that they would receive in school, from home or a private study room in school. This can include live lessons and provides a safeguarding element. (Medical evidence is required to access this provision) A very small number of students also access an alternative provision for example, Pupil Referral Unit or Eagle's Nest. This is to accommodate significant social emotional differences.

**How resources are allocated to meet children or young people's needs?**

Students do not require an identification of a condition in order to receive support.
Abbot Beyne School endeavours to use The **Notional SEND Budget** to ensure all students on the SEND register, or those that are undergoing a period of monitoring, receive the support that they need. This money is not allocated to individual students and is used to fund the cost of Learning Support Assistants, interventions, and resources.
Those students with an EHCP receive the support specified in their individual plan and have a costed provision map detailing how the additional funds have been used.

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

The SEND team works with the students, their parents, teachers, the pastoral team, learning support assistants and outside agencies to develop a support package.
This is supported by classroom observations, learning walks, work scrutiny, assessments, evidence from classwork and formal standardised testing.
Parents are always kept informed, their views are sought, gathered and included in this offer. Regular meetings and reviews to measure progress take place.

**How will equipment and facilities to support children and young people with SEND be secured? *(IRR)***

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## Teaching, Learning and Support

The SEND Notional Budget and funding from our students with EHCPs is used to secure equipment and facilities. Students have access to technology, assistive software, coloured exercise books, coloured overlays, reading rulers etc. as needed.

**How will you and I know how my child or young person is doing? *(IRR)***

The class or subject teacher will work with the SENCo and her team to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Standardised assessment
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly as required by individual students and their needs.
We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
Meetings are held with parents as frequently as needed. Information is shared by phone calls, virtual meeting, or face to face meetings in school.

**How will you help me to support their learning? *(IRR)***

It has been shown that where school, parents and students work in partnership, outcomes are positive. We therefore encourage our parents to be fully involved in the education and school life of their children. This includes monitoring via the school MIS, where this allows you to recognise and praise their merits or to support school if negative sanctions have had to be put in place.
Where possible we ask that students have a quiet place to complete homework and that you encourage and support them to do this. Sometimes our students

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**Teaching, Learning and Support**

Students with SEND need support to organise their work and books ready for the next day and we ask that you help them with this and to become independent young adults.

Reading and talking about a text alongside your child has huge benefits as can watching and talking about current affairs together. For more subject specific advice parents are advised to look at the information on our website or speak to the teachers

**How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)***

Students can see and monitor their progress via the school MIS
Assess, Plan, Do and Review documents are co-produced with students, parents, and the Assistant SENCo. Student voice is regularly gathered.
Students meet regularly with Learning Support Assistants
For those students with an EHCP their views are gathered more formally at the annual review
All students can join their parents at the parents' consultation meetings
Students attend their EHCP annual reviews

**How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)***

We evaluate the effectiveness of provision for pupils with SEND by:

- Building positive relationships with students and monitoring their well being
- The class or subject teacher working with the SENCo and the team to carry out assessment
- Following the graduated approach and the four-part cycle of assess, plan, do, review
- Reviewing pupils' individual progress towards their goals
- Pupil voice
- Discussion with parents
- Parental feedback and surveys
- Holding annual reviews for pupils with EHC plans

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**Teaching, Learning and Support**

- Standardised assessment
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

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**Safety and wellbeing**

**How do you ensure that my child or young person stays safe outside of the classroom?**

We have a team of Learning Support Assistants who offer break and lunchtime support outside. Students have an indoor space. Where needed, risk assessments are carried out to ensure the safety of our students.

**What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)**

Pastoral support is delivered in-house through a graduated response beginning with the Form Tutor, Head of Year, Key Stage Leader.

We offer the following intervention

- Nurture
- Zones of Regulation– self-regulation
- Managing anger
- Managing Examination Stress
- Building positive self-esteem

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**Safety and wellbeing**

- Lunch and break time activity clubs and support
- Meet and greet in the morning

If required we refer on to external agencies such as Early Help, East Staffordshire Family Support Service, Harvey Girls, CAMHS,

**How will you manage my child or young person's medicine or personal care needs?**

Medical and personal care needs and the administrations of medicines are managed in compliance with the school policy: Supporting students with medical conditions.

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

All information on our Behaviour Management Policy can be found on our school website.

**How do you support children who are looked after by the local authority and have SEND?**

Our students who are looked after and have SEND are supported by the Designated Teacher and Deputy Designated Teacher. Both work closely with the students, their carers and the virtual school. Termly PEPS take place to ensure that their needs are met and that appropriate targets are set to ensure that they are able to reach their full potential.

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## Working Together

**Who is involved in my child's education?**

All students have a Form Tutor and this is their first port of call should they need support. Class teachers can be contacted for subject specific support and Heads of Year are available.
All students who are on the SEND Register work with a member of the SEND team who will contact parents directly. The SENCo, Designated Teacher for LAC and Assistant SENCo can be contacted for any SEND specific queries.

**How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?**

- An overview of all students who need additional support or are vulnerable is shared with staff in September.
- All students who have additional needs or a disability are placed on the SEND Register. – all staff have access to this.
- All students on the SEND Register have a student profile– all staff have access to this.
- All students who have a medical need are listed and this information is available to all staff.
- Those students who have complex medical needs have an Individual Health Care Plan (IHCP) – these are regularly up-dated.
- Where needed, risk assessments are shared with support staff and teachers.

**What expertise do you have in relation to SEND? *(IRR)***

The SENCo at Abbot Beyne School (Mrs F Airey )holds the National SENCo Award and has over 20 years' experience working as a SEN specialist. She is a member of the Senior Leadership Team. Additional qualifications include specialist teacher status allowing assessments for examination access arrangements to be undertaken as well as a specialist dyslexia certification (PG Diploma and member of the BDA).

From April 2026 the new SENCo will be Mrs H Scott.

The Assistant SENCo (Mrs T Jarvis) has over 15 years SEN experience and holds a specialist Dyslexia qualification together with certification in Autism.

The team of Learning Support Assistants are highly qualified including qualified teachers and specialists.

**Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)***

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**Working Together**

To ensure that our pupils have the support that they need, Abbot Beyne School will make referrals to, and works closely with, a wide range of external agencies. These include.

- CAMHS
- Educational Psychology Service
- Autism Outreach Team
- Staffordshire Family Support Service
- Malachi
- Occupational Therapist Service
- Physiotherapy Service
- Hearing Impaired Team
- Visually Impaired Team
- Social Services
- Speech & Language Therapists
- School nurse services
- Local Authority Support Services SENSS Learning Support Service

**Who would be my first point of contact if I want to discuss something?**

Should you wish to raise a concern with regards to your child or young person please consider the guidance below

- If the concern is subject-related, contact the subject teacher.

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## Working Together

- If it is related to social aspects of school, contact the Form Tutor or Head of Year
- If it is related to examination access arrangements - contact our AA Coordinator
- If it is related to SEND provision, contact the SENCo or Assistant SENCo via our school office **office@abbotbeyneschool.co.uk** or telephone 01283 75900

**Who is the SEN Coordinator and how can I contact them? *(IRR)***

The SENCo is Mrs F Airey. From April 2026 the SENCo will be Mrs H Scott. ( h.scott@abbotbeyneschool.co.uk)
**f.airey@abbotbeyne**school.co.uk
01283 759007

**What roles do your governors have? And what does the SEN governor do?**

*Our Governor for safeguarding and vulnerable students is Mrs R Chester– The role of this Governor is to*

- Help raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

**How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)***

Students with SEND are encouraged to contribute their views via pupil surveys, form time discussions and through our open door policy. Our students are often asked to take part in staff interviews during our recruitment process and are well represented in the extra-curricular activities and clubs.

**What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?**

Parents are frequently asked to provide their views and feedback. We have parent governor elections, with each holding a post for four years before re-election.

**What help and support is available for my family through the setting? *(IRR)***

Heads of Year meet regularly with families to offer support, signpost services or to provide guidance.
Pastoral staff work with families to provide support and advice
Where required, referrals are made to a wide range of external services such as Family support providers, Early Help, East Staffordshire Support Service.

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## Inclusion & Accessibility

**How will my child or young person be included in activities outside the classroom, including trips? *(IRR)***

We encourage all our students to take part in extra-curricular and enrichment activities. Reasonable adjustments to accommodate this are made, additional staff are deployed and if needed and where possible, specialist equipment is provided.

- All our enrichment and extra-curricular activities are available to all our pupils
- All pupils are encouraged to go on our residential trips - reasonable adjustments are made so that this is possible and safe
- All pupils are encouraged to take part in the day-to-day life of the school e.g. sports day, school productions, enrichment days
- No pupil is ever excluded from taking part in these activities because of their SEND or disability
- Disabled parking spaces are available for staff and visitors
- A detailed plan is outlined in our Equality Policy and Accessibility Plan; please visit the school web page

**Provide details of the physical accessibility of the setting IRR**

**Is the building wheelchair accessible?**

Fully Accessible ☐

Partially Accessible ☐

| Details (if required) |
| --- |
| |

Not Accessible ☒

Are disabled changing facilities available? Yes ☐

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**Inclusion & Accessibility**

No ☒

| Details (if required) |
|---|
| |

Are disabled toilet facilities available? Yes ☒
No ☐

| Details (if required) |
|---|
| There is one disabled toilet facility on the Linnell site. There are no disabled facilities on the Evershed site. |

Do you have parking areas for pick-up and drop-offs? Yes ☐
No ☒

| Details (if required) |
|---|
| |

Do you have disabled parking spaces for students (post-16 settings)? Yes ☒
No ☐

| Details (if required) |
|---|
| |

**How accessible is the setting's environment? IRR**

Reasonable adjustments can be made to adapt the environment to support students with sensory needs such as a quiet space, moving between lessons at quieter times. Specialist plans can be agreed for individual students. Our accessibility plan can be found on the school website

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## Inclusion & Accessibility

**What forms of communication does the setting use to ensure inclusivity? IRR**

Translation software is available on the school website for all school correspondence. All students have an iPad with this accessibility tool.

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## Joining and moving on

**Who should I contact about my child or young person joining your setting? *(IRR)***

Please see the admissions policy on the school website

**How can parents arrange a visit to your setting, school or college? What is involved?**

Our formal open days take place in Autumn. Families can look around the school, listen to subject teachers and take part in activities linked to the subjects. Families are invited to meet with the SENCo to discuss individual needs and possible support. We welcome those parents/carers who wish to return for a second visit and visits can be arranged by contacting the office.

**How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? *(IRR)***

The SENCo liaises with the feeder schools and an enhanced package of transition is offered to all vulnerable students. This includes;

- attendance at the final review by the Assistant SENCo,
- additional visits to school including an opportunity to experience school activities
- ● students have the opportunity to meet with the learning support assistant team.

Transition from KS3 to KS4 is personalised for individual students. A variety of pathways exist to ensure that the needs of all students can be met. Some students may have the opportunity to study for the King's Trust Award Scheme or similar.

Careers education is offered including:

- Information about post-16 education options
- Information about sixth forms, colleges, training providers is given
- Transition meetings arranged and relevant information is shared with support staff at college

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## Additional Information

**What other support services are there who might help me and my family? *(IRR)***

- Staffordshire website: **https://www.staffordshire.gov.uk/education/home.aspx**
- Independent Parental Special Education Advice (IPSEA) http://www.ipsea.org.uk/
- Staffordshire SEND Family Partnership Service (SENDDIASS)

  **https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM**

  **Staffordshire's authority's local offer is published here:** https://www.staffordshire.gov.uk/Children-and-earlyyears/Childcare-providers-andprofessionals/SENDD-Local-Offer.aspx

**When was the above information updated, and when will it be reviewed?**

The SEN Information Report was updated in Spring 2026 and is reviewed annually.

**Where can I find Staffordshire's Local Offer?** ***(IRR)***

Staffordshire's SEND Local Offer can be found at **https://www.staffordshireconnects.info**

**What can I do if I am not happy with a decision or what is happening?** ***(IRR)***

Should you wish to make a complaint about SEND provision

- Contact the SENCo,
- If the complaint is about the SENCo and you would rather speak to someone else, please contact the office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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**Additional Information**

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

**Type of Setting** *(tick all that apply)*

| | | | | |
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| ☐ Mainstream | ☐ Resourced Provision | ☐ Special | | |
| ☐ Early Years | ☐ Primary | ☒ Secondary | ☒ Post 16 | ☐ Post 18 |
| ☒ Maintained | ☐ Academy | ☐ Free School | ☐ Independent/Non/Maintained/Private | |

☐ Other (Please specify below)

| |
|---|
| **DFE Number** |
| **860 4500** |
| **District** |
| ☐ Cannock ☐ Lichfield ☒ East Staffordshire ☐ Tamworth<br>☐ Newcastle ☐ Moorlands ☐ Stafford ☐ South Staffordshire |
| **Specific Age range** |
| 11-18 |
| **Number of places** |
| **750 plus sixth form** |
| **Which types of special educational need do you cater for? *(IRR)*** |
| ☒ inclusive mainstream school ☐ special school<br><br>Offer specialisms in. Tick all those that apply.<br><br>☐ Resource for autism ☐ Resource for social, emotional and mental health |

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**Additional Information**

☐ Resource for cognition and learning difficulties
☐ Deaf friendly
☐ Resource for physical disability
☐ Resource for severe learning difficulty
☐ Visual impairment friendly
☐ Fully accessible environment – for pupils with physical or sensory needs
☐ Resource for moderate learning difficulty
☐ Resource for profound and multiple learning difficulty
☐ Resource for speech, language and communication needs

**Other specialist support/equipment:**

☐ Specialist technology

**Comment:**

☐ Rebound trampoline
☐ Accessible swimming pool
☐ Outreach and family support
☐ Bought in support services
☐ Sensory room/garden
☐ Hydrotherapy
☐ Medical
☐ Therapy services
☐ Hearing loop