



Special Educational Needs and Disabilities School Information Report

September 2025

At Abbey Gates, we aim for everyone who is part of our school community to feel a strong sense of belonging so that everyone feels valued, respected and represented. We proudly promote the mantra that we are 'Learning Together & Making a Difference.' We all work together to achieve our shared vision of excellence so that everyone feels safe and happy and can fulfil personal, social and academic potential.

1. What kinds of special educational needs does the school make provision for?

1:1 At Abbey Gates Primary School, we aspire to provide an inclusive curriculum for all children so that every pupil reaches their full potential through an equip, embed, enrich and extend vision of excellence. We offer provision for all four broad areas of SEND; Communication and Interaction (C&I), Social, Emotional and Mental Health (SEMH), Cognition and Learning (C&L) and Sensory and Physical (S&P).

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

2:1 We aim to identify SEND as early as possible in order to meet those needs quickly and effectively. If parents have any concerns regarding special educational needs we encourage them to speak to the class teacher, in the first instance. These concerns are logged and we begin gathering information towards a graduated approach. We also invite support from external agencies in the identification and assessment of special educational needs, as appropriate.

2:2 We monitor the progress of all pupils to ensure all learning needs are met and all pupils are fulfilling their potential. We use a variety of teacher assessment, formal tests and screening materials to assess children's needs and measure progression. Pupils who fall below age-related expectations, which can sometimes be an indication of a special educational need, are monitored closely by the class teacher.

2:3 Pupils who require support which is additional to and different from universal provision to meet their needs are identified as having a special educational need. Provision is adapted appropriately for pupils to remove barriers to learning so that all children can access a broad and balanced curriculum, which is planned for by class teachers with support from subject leaders and overseen by the curriculum lead, SENCO, and assistant SENCO.

2:4 All staff have a responsibility for identifying and assessing special educational needs. However, the school SENCO and assistant SENCO oversee this.

3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

3.1 Senior Leaders, the SENCO, teachers and teaching assistants work in collaboration to evaluate the effectiveness of provision, the impact that additional support has had and what needs to continue or change, support is then deployed effectively. Children with special

educational needs have their own pupil profile which documents assessment information, individual targets, specific adaptations, support and progress, which are shared with relevant staff and parents. Pupil profiles are reviewed termly as part of the evaluation process.

3:2 In addition to parent learning meetings, parents are invited to review targets, progress, provision and outcomes for pupils with SEND, and pupil profiles are shared with them each term.

3:3 The SENCO works with the Joseph Whitaker family of SENCOs to moderate the provision of pupils with SEND.

3. b) How will both the school and I know how my child/young person is doing and how will the school help me to support their learning?

3:4 The school evaluates progress termly, by tracking the progress of pupils against national expectations, and also against the pupil's personal targets. We use the Birmingham Toolkit, Cherry Garden and The Autism Education Trust Progression Framework to track smaller steps of progress and different types of progress for children who are working below the national expectations.

3. c) What is the school's approach to teaching pupils with special educational needs?

3:5 All of the staff in school are responsible for the teaching of pupils with SEND. All staff are responsible for adapting the curriculum to meet the needs of all learners. Pupil profiles are used so that all staff know what pupils' individual targets and personalised provision are.

3. d) How will the curriculum and learning be matched to my child/young person's needs?

3:6 Provision is adapted to remove barriers to learning so that all children are able to access a broad and balanced curriculum at a level that is appropriate to them so that they can achieve their potential. We use learning visions which identify core, advanced and deep learning expectations. Adaptations include concrete and pictorial resources, assistive technology as well as peer and adult support. Provision is monitored on a regular basis to ensure targets are being met.

3. e) How are decisions made about the type and amount of support my child/young person will receive?

3:7 Pupils are identified as having a special educational need if they require provision which is additional to or different from universal provision. We use a range of assessments to identify pupils' specific needs which informs the type and amount of support they receive. Pupils who are not making expected progress are monitored closely by their class teacher,

overseen by the SENCO and assistant SENCO. School can sometimes access funding from outside the school budget to help pay for additional support for pupils with special educational needs. This funding is known as Additional Family Needs funding (AFN). There is also funding available from the local authority for schools to provide additional support for children with the most complex needs. This is known as Higher Level Needs funding (HLN).

3. f) How will my child/young person be included in activities outside the classroom, including school trips?

3:8 All pupils can access our extra-curricular activities such as after school clubs, educational visits and residential visits.

3:9 Staff leading these clubs and visits will be made aware of any individual needs of pupils with SEND so that these pupils can be planned for accordingly.

3:10 Detailed risk assessments are provided depending on the type of activity and discussions with parents occur to ensure all details are suitably addressed.

3. g) What support will there be for my child/young person's overall well-being?

3:11 The school ensures it meets all statutory expectations regarding safeguarding, including for pupils with SEND. Pupils identified with social, emotional and mental health needs access support from interventions delivered by teaching assistants who offer a range of specialisms, as well as outside agencies such as the SEND Inclusion Service, Sherwood Area Partnership and the Educational Psychology Team. Pupils are also able to access support from the school Care and Connect Team, including the ELSA and Mental Health Lead.

3:12 The school has clear policies and procedures for the administration of prescribed medicines and for providing personal care. Pupils may also have an individual healthcare plan if appropriate.

4. Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details.

4:1 The school SENCO is Mrs Durham, she is responsible for co-ordinating the day-to-day provision of education for pupils with SEND, supported by Mrs Smith, who is the assistant SENCO.

Mrs Quant-Epps, the headteacher is responsible for overseeing the provision for children with SEND. All staff can be contacted via the school office on 01623 461010 or office@agps.org.uk

5. a) What training have staff supporting special educational needs had and what is planned?

5:1 We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO attends relevant courses and meetings as well as facilitating relevant external training opportunities for other staff. The SENCO, in collaboration with senior leaders, ensures that professional development opportunities are matched to school development priorities. Training is also informed by the needs of the children.

5:2 Recent staff training has included Making Sense of Autism, Differing Presentations, PDA and Demand Avoidance, Assistive Technology, Clicker - SIS C&L and Mental Health and Wellbeing Support.

5. b) What specialist services and expertise are available or accessed by the school?

5:3 Accessing support from external support services is key to the effective and successful inclusive provision within our school and this involves sharing knowledge and information with them.

5:4 External agencies involved with our school include the Education Psychology Service (EPS), the Multi-Agency Safeguarding Hub (MASH), the SEND Inclusion Services (SIS), the Sherwood Area Partnership (SAP) and the Child and Adolescent Mental Health Services (CAMHS). We invite and seek advice and support from these agencies in the identification, assessment and provision for SEND.

6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

6:1 Abbey Gates School is fully accessible for all pupils including wheelchair users. We have a disabled toilet and changing facilities. Any further equipment needed can be accessed through our links with the SEND Inclusion Service.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

7:1 At Abbey Gates we encourage a collaborative partnership with parents to facilitate effective teaching and learning. Parents are able to visit the school before their child enters the setting. Parents are invited to learning meetings with their child's teacher as well as receiving an annual written report.

7:2 In addition to this, parents of pupils with SEND are invited to review and discuss progress, provision and targets. We operate an open-door policy, and if parents have any concerns they can easily access their child's teacher, the Key Stage Leader, the SENCO or the Headteacher.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

8:1 At Abbey Gates, pupils are regularly asked to review their own learning and progress using the learning visions and are encouraged to discuss their targets and next steps. Pupils also play a central role in updating their pupil profiles which are used to inform reviews with parents. Pupils may also be invited to contribute their views in meetings with parents, where appropriate.

9. What do I do if I have a concern or complaint about the SEN provision made by the school?

9:1 If a parent or carer has any concerns or complaints regarding the care or welfare of their child we encourage them to speak with the class teacher in the first instance. If the concern continues, an appointment can be made to speak to the SENCO, who will be able to discuss and hopefully resolve any concerns. In the event of any issue not being resolved, parents will be advised on formal procedures for complaint, in line with our complaint's procedure, which can be found on the school website.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

10:1 The school continues to build strong working relationships and links with external support services in order to fully support our pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. External agencies involved with our school include the Education Psychology Service (EPS), the Multi-Agency Safeguarding Hub (MASH), the SEND Inclusion Services (SIS), the Sherwood Area Partnership (SAP) and the Child and Adolescent Mental Health Services (CAMHS).

11. How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

11:1 Any parent wishing to contact support services can access contact details through the school SENCO. Alternatively, they can access information through the Nottinghamshire Local Offer, through this link:

www.nottinghamshire.sendlocaloffer.org.uk

12. How will the school/setting prepare my child/young person to join the school?

12:1 At Abbey Gates, we invite prospective parents and children to visit. Children, who join our school from nursery, are offered transition opportunities, allowing both parents and children to become familiar with members of staff.

12:2 The SENCO will arrange transition opportunities, as required for pupils changing key stage or year group.

12:3 In preparation for children moving to year 7, the SENCO and the year 6 team will meet and speak with staff from the secondary school to pass on information regarding SEND.

13. Where can I access further information?

13:1 The Nottinghamshire Local Offer, a resource designed to support children and young people with SEND and their families, can be found at:

www.nottinghamshire.sendlocaloffer.org.uk