



## SEND Annual Statement

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An academy within:



Learning together, to be the best we can be



# 1. Context

1.1. Abbey School is a special school which offers provision for children and young people (aged 5-19) with Moderate Learning Difficulties, ASC and other attached difficulties. Some pupils have additional sensory and / or communication needs. Some pupils have specific medical needs and others may require support for their Social, Emotional and Mental Health (SEMH).

1.2. **Mission Statement:** Inspire, Believe, Achieve

## 1.3. The Vision

- To be the 'unrelenting family champion' as an outstanding partner within a thriving learning community.
- To apply inspirational, visionary and exceptionally strong leadership.
- To demonstrate exceptional teaching, within the very best learning environment, embracing new and existing technologies and one that enables all students to make good progress.
- To provide an engaging, personalised, relevant and challenging curriculum which provides meaningful progression and transitions to the next stages of learning and life. This will mean offering post-16 opportunities, whenever appropriate, to those who would benefit.
- To exist as a beacon for learning that promotes a sense of belonging, ambition and pride. A safe and happy community which values the voice of pupils and contribution of all.

# 2. Admissions

2.1. As per the school's Admissions Policy, all pupils who attend Abbey School will have had a Statutory Assessment of their SEND by the Local Authority. Following this assessment the school will be consulted as part of the Education, Health and Care Plan (EHCP) planning process, if it is agreed at panel that it can meet the needs of the child.

2.2. Prospective parents/carers are encouraged to visit the school as part of the preparation of their contribution towards their child's special needs assessment.

2.3. Subsequent to Abbey School being named in the child's (EHCP) and the school receiving a copy of this, the school will arrange a home visit to collate the schools Admissions Information.



- 2.4. The child will start their transition into school as soon as is practically possible following the Admissions information being completed and transport arrangements being made. Admissions are usually in July of each year at the end of the academic year.

### 3. Areas Served

- 3.1. Children are admitted from the whole of the Rotherham area. Currently some children and young people living in Sheffield, Barnsley and Doncaster attend Abbey School where the journey would be shorter than that to similar schools in Sheffield. Abbey School has a small hub based in Horizon College in Barnsley. This hub is to serve Barnsley pupils in allowing them to stay within their local community yet receive the additional specialist support that Abbey School offers.

### 4. Pupil Numbers

- 4.1. The school has planned places for up to 170 pupils. Currently it has 218 pupils on roll.

### 5. School Organisation

- 5.1. For teaching and organisational purposes, the school has four areas:

- Lower School – Year 1,2,3,4,5,6 (Key stage 2)
- Upper School – Years 7, 8, 9 (key stage 3) Years 10, 11 (Key Stage 4)
- WAVEE Post-16 Years 12,13,14 (Key Stage 5)
- Barnsley Horizon Hub Year 7-11 (key stage 3 & 4) Barnsley funded children.

- 5.2. Staff work in departmental teams. Pupils are in class groups of 10 key stage 2 and 10-12 key stage 3 and 4 children generally. On a day-to-day basis parents/carers and other professionals link with the teacher and educational support staff responsible for a child's base group.

- 5.3. The Assistant Headteachers are accountable for day-to-day matters within their departments. The first point of contact for financial and administrative matters is the School Resource Manager.

- 5.4. There are 2 separate sites to Abbey School. One on the main site in Kimberworth and Horizon Hub for students based at Horizon College in Barnsley.



## Staffing Structure

### 6.1. Senior Leadership

Level	Number	Full Time Equivalent
Executive Headteacher	1	0.50
Head of School	1	1.0
Assistant Headteacher	4	4.0

### 6.2. Teaching

Level	Number	Full Time Equivalent
Teachers	19	18
Unqualified teacher	1	1
Post-16 Tutor	3	3.0

### 6.3. Teaching Support

Level	Number	Full Time Equivalent
HLTA	3	3.0
Band G	1	1.0
Band F	4	4.0
Band E	9	9
Band D	35	32.6

### 6.4. Administration

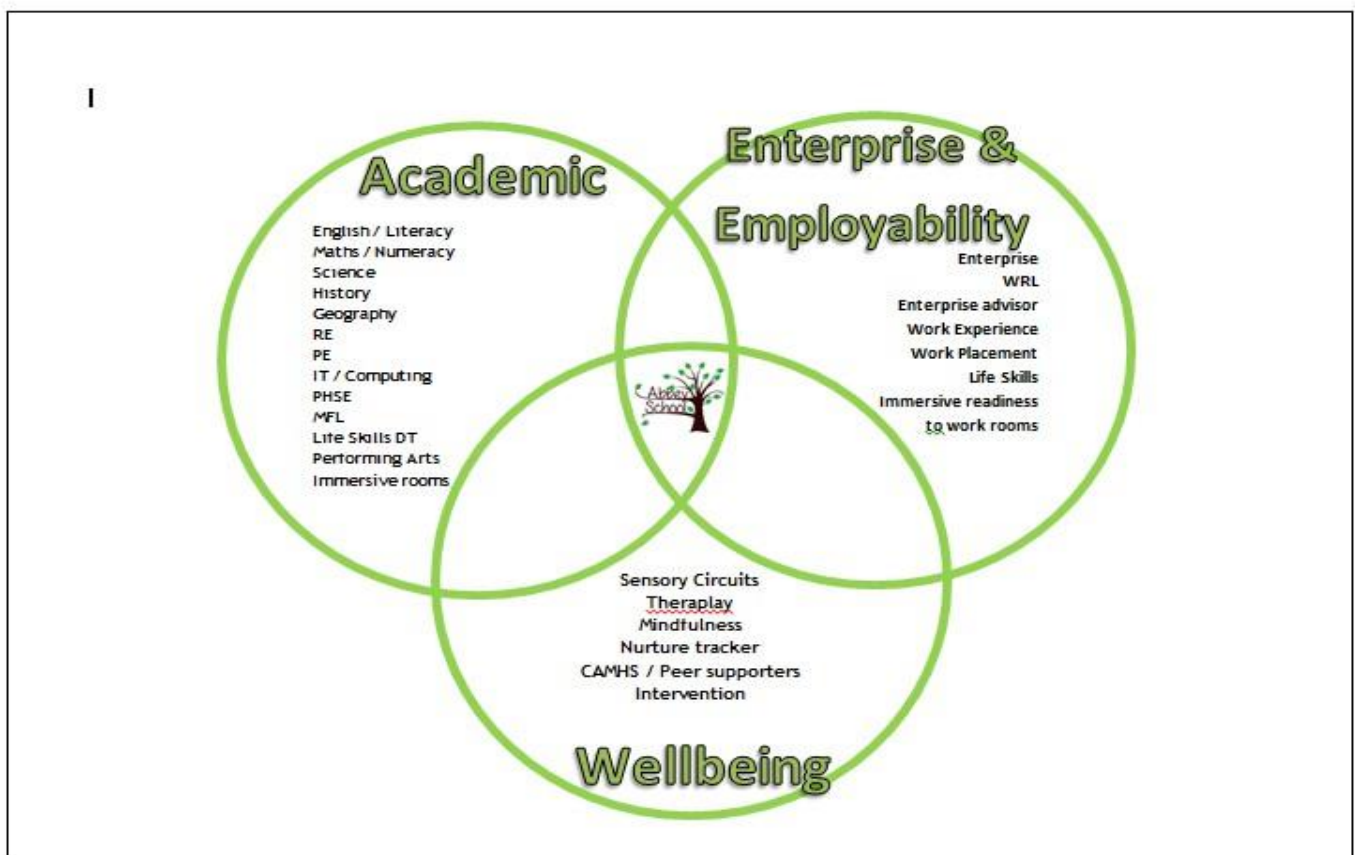
Level	Number	Full Time Equivalent
Band H	1	1.0
Band g	1	1.0
Band E	2	2.0
Band D	1	0.6

## 7. Pedagogy, curriculum and assessment

- 7.1. We understand that the priority outcomes for individual children and young people will be different dependent upon their needs, learning styles and aspirations.
- 7.2. In order to identify this starting point an individual is assessed academically and holistically within the first 4 weeks. A baseline record sheet is then produced and fed into the school assessment system.
- 7.3. This identifies the learning priorities for each pupil / young person and covers 3 main areas.



- 7.4. **Core curriculum** means learning the National Curriculum subjects following a linear model of assessment.
- 7.5. **Alternative curriculum** means learning through alternative provision, additional support and intervention within and out of the classroom setting. Abbey School does not use alternative providers to place children in for their education.
- 7.6. Each pupil/young person is plotted onto a Venn diagram that shows whether the curriculum input should be focused on academics, enterprise and life skills, wellbeing or a mixture of all 3 curriculum. Following this baseline and discussions with families and other professionals a curriculum pathway is decided upon.



## 8. Curriculum Content

- 8.1. At Abbey School we provide an immersive curriculum that is led by enquiry-based learning opportunities. The curriculum encompasses life skills and prepares pupils for their next steps by valuing childhood and raising aspirations for the world of work and beyond.
- 8.2. We jointly work with families and other professionals to increase the opportunities that our pupils/young people are given.



8.3. We promote the moral, cultural, spiritual, mental and physical development of pupils and prepare them for the opportunities and responsibilities of later life. We also acknowledge the importance of developing life skills and that fun and enjoyment is essential to well-being, emotional development and a passion for learning.

8.4. In addition, pupils will require a range of opportunities to develop key learning skills. They will need to acquire, develop, practice, apply and extend these skills in a range of contexts across the curriculum. Without the opportunity to

practice and apply such skills our pupils would be unable to access their curriculum and participate in meaningful learning experiences.

8.5. These skills include:

- A range of communication skills.
- Physical development (at the level of the child developmentally)
- Personal learning and thinking skills (learning to be independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants).
- Personal, social, emotional development (including self-help, independence, hygiene, self-esteem, working with others, readiness to learn and feeding skills)
- Sensory awareness (making sense of auditory, taste, tactile, visual and olfactory experiences).
- A rich and varied curriculum is offered to all pupils. The whole curriculum includes National Curriculum programmes of study modified to meet individual needs, as well as therapies and planned multi-sensory experiences. Communication and personal, social and emotional development are core areas of the school's curriculum.

8.6. Specialist resources found within the sites:

- Staff with a range of relevant experience and training in SEND.
- An ELSA therapy room based on each site.
- Adapted hygiene areas and specialist equipment.
- Horticulture gardens and sensory outdoor spaces.
- Green screen technology and film making equipment
- Computers in every classroom including interactive smartboards and ipads.
- School dinners prepared on-site catering for individual dietary requirements where required.
- An outdoor sports facility with undercover seating area.
- Extensive grounds for forest school curriculum.
- Access to 3 School Minibuses.
- Specialist Design and Technology room.
- Specialist Multi-media room.
- Specialist Food Technology room.
- Specialist Science Lab.
- Specialist Outdoor learning room.
- School Library and careers centre.



- Training and conferencing centre.
- A specialist 'Steam Street' careers-based corridor

8.7. Access to a broad and balanced curriculum, which includes the National Curriculum, adapted to an appropriate level. The National Curriculum does not constitute the whole of their curriculum – individual pupils will have additional

priorities including communication, independence, personal / social identified within their Education, Health and Care Plan and Pupil Premium targets.

8.8. Pupils will be expected to develop understanding of concepts, acquire knowledge and learn skills. They will be provided with opportunities to consolidate, reinforce and transfer knowledge, skills and understanding in preparation for the next stage of learning.

8.9. "I can" statements in pupils electronic learning journals are used to inform next steps and are readily available for all to read.

#### **8.10. Communication, including AAC, within the school curriculum at Abbey School**

8.11. Augmentative and Alternative communication (AAC) refers to any way in which spoken communication is replaced. AAC describes methods of communication which can be used by children, or adults who find communication difficult, it adds to (augments) or replaces (is an alternative for) spoken communication. AAC can also help the user's understanding, as well as provide a means of communication. There are two types of AAC – aided and unaided, most AAC users combine both methods.

8.12. Unaided communication does not require additional equipment; People use many unaided methods to communicate, for example body language, pointing, eye pointing, facial expressions, vocalisations, gestures, and basic signing (Makaton).

8.13. Aided communication requires additional equipment This equipment may range from simple photographs, symbols, switches, computers, and or high-tech electronic equipment. Aided methods may be low technology or high technology. Low technology devices include anything which is not powered, for example everyday objects, charts, communication books with pictures, symbols or photographs, (PEC's), objects of reference and simple switches. High technology devices refer to more complex systems such as specialised programmable electronic devices and computes which speak and or print.

8.14. Helping people to communicate improves their quality of life.

8.15. Pupils have access to an NHS speech and language therapist whilst in Abbey School; access to which is done through the NHS referral system in co-operation with the family and the professionals educating the child.



## Staff Training and development

9.1. All staff have access to a programme of Continuing Professional Development which includes mandatory training in safeguarding, teaching and learning strategies and Team Teach positive behaviour management. Where applicable, staff are supported to access the National Professional qualifications such as NPQH, NPQSL, NPQML. In addition, all staff have annual Professional Development Reviews which identify bespoke training needs. Training needs are a key area of the School Improvement Plan and the school is committed to staff development. The school has a number of staff who have specialist knowledge in specific areas of learning or needs and these staff share best practice and lead elements of the schools work.

9.2. Examples of Specialist knowledge and training include:

- Multi-sensory
- Intensive interaction
- Key worker training
- Sleep training
- Attachment and Trauma Informed Schools
- Theraplay
- Picture Exchange Communication (PECS)
- Sex and Relationships Education (SRE)
- Child Protection
- Mental Health Lead
- Medication administration
- Behaviour Management
- National Professional Qualification in (Middle/Senior/Headteacher) Leadership
- OTAP Teaching and TA qualifications.

## 10. Meeting individual need

10.1. Teachers and support staff receive training and support to ensure that they are able to meet individual needs within their classroom through Quality First Teaching and personalised learning approaches. However, occasionally these approaches will not be sufficient to address barriers to learning any progress may be affected. The school has implemented a Waves of Intervention model to escalate any issues or concerns to specialist teams at Wave 2 and other Professionals at Wave 3.

## 11. Pupil Voice

11.1. The term pupil voice refers to a way of listening to the views of children and young people and/or involving them in decision making; at Abbey School we promote the use of modified and adapted devices to ensure





ALL pupils are provided with the opportunity to express opinions and to communicate, in all aspects of their own lives.

- 11.2. The aim of Abbey School is to ensure that all pupils are given equal opportunities to communicate, in all areas of their school day, that all pupils have access to the school curriculum at the level appropriate to their development and taking into account their individual communication needs and preferences, where appropriate they will have access to AAC resources and teaching approaches.
- 11.3. We aim to provide a communication rich environment where all modes of communication are equally valued and pupils are given opportunities to make choices, initiate conversations, and express their own ideas and opinions. Staff are trained to be confident using a wide range of communication strategies that are often unique and personalised to the child.

## 12. Partnerships with other schools

- 12.1. As a member of a Multi Academy Trust the school has positive partnerships with the other schools within the Trust which enables sharing of practice, knowledge and resources.
- 12.2. Some pupils have benefited from inclusion opportunities in Mainstream Secondary schools, this is offered in consultation with parents and carers and monitored carefully. This is particularly the focus at the schools hub in Barnsley based at Horizon School.
- 12.3. We have strong links with other local and regional schools through our Sporting partnerships. We also play a key role within the Rotherham Learning Community alongside our local mainstream partner schools. We partner with our local teaching school Learners First and also support Rotherham MBC work through ROSIS.

## 13. Partnerships with families

- 13.1. We believe that pupil's families are key partners in the education of their child. The views of families are actively sought and respected in order that a trusting partnership can be developed in the best interest of the child. Families, with their child, make a significant contribution to the Individual flight path. The Assistant Headteachers support and facilitate this through the Person Centred Review held annually but reviewed each term at the family meetings. The school believes that these meetings form the foundation of the personalised programme for each child and therefore family meetings are arranged to suit the parents /carers and may take place during a home visit if this is requested.



- 13.2. In addition, contact is maintained with families through SeeSaw and telephone calls / emails.
- 13.3. Wider school information is sent to families via a text message service or the school website. Class social media pages also contain family friendly information. It is the policy of this school to actively engage with families and involve them as much as is practical in the life and work of the school and the teaching and learning of their child.

## 14. Collaboration with other agencies

- 14.1. Collaboration with the families is viewed as essential. Families who are involved in the decision-making process are more able to extend use of the school strategies into the child's home and social networks.
- 14.2. Collaboration with other agencies (including SALT) may be required where the scope and experience of the school staff is limited; this collaboration may take the form of a referral for a particular service or an outside agency visiting school to provide support and training.
- 14.3. Provide a communication environment where signs and symbols are used routinely to enhance learning opportunities.
- 14.4. Provide a collaborative approach to assessing and supporting pupils who systems.
- 14.5. Ensure continuity of augmentative and/or alternative communication used within the classroom to support learning. EM
- 14.6. Ensure pupils have a voice for safeguarding policies and procedures.
- 14.7. Ensure that staff familiarise themselves with the Abbey Communication promise.



CONTEXT	SPECIALIST SUPPORT/CONSULTATION	EQUIPMENT/SPECIALIST RESOURCES
<p>Immersive environment set for contextualised learning.</p> <p>A personalised timetable for each pupil.</p> <p>A consistent structured immersive environment with secure and explicit boundaries.</p> <p>Specialist teaching for certain curriculum areas.</p> <p><u>Staffing Ratio</u> 1 teacher 2 TAs per 10/12 pupils</p> <p><u>Teaching Arrangements</u> Whole class, small group or individual teaching. Mixed ability, ability, pupils self-chosen groupings.</p>	<p>Long term support from visiting specialist services including Speech and Language Therapist, Physiotherapist, Occupational therapist, School Nurse, Educational Psychologist and Social Worker.</p> <p>Multi-professional support may extend outside school in partnership with parents.</p> <p>Direct teaching by teachers with appropriate specialist qualifications or experience, this may be sourced from Mainstream schools.</p>	<p>Supplementary, practical resources for all areas.</p> <p>Community and parental involvement.</p> <p>Resilient furniture and adapted small equipment.</p> <p>Technical aids to motivate and assist communication.</p> <p>Adapted toileting, personal hygiene areas.</p> <p>Specialist input into SEMH.</p>

## 15. Assessment, recording and reporting

### 15.1. Assessment, recording, and reporting will:

- Provide all pupils with opportunities to show what they know, understand and can do and involve them in self-assessment.
- Help pupils to understand what they can do and what they need to develop.
- Recognise that the National Curriculum does not encompass all learning and ensure that the curriculum offer meets needs.
- Advance the learning process.
- Enable Teachers to plan more effectively.
- Support parents to be involved in their children’s learning.
- Provide schools with information to evaluate work and set appropriate targets.
- Undertake tasks using specific skills and transfer these in new situations.
- For pupils and young people at Abbey School, our key aims are that they:
- Can achieve recognised accreditation based upon their interests and aspirations
- Can be self-regulating learners who challenge themselves in an immersive contextualised environment.



- Can make informed choices and influence their own life beyond 16
- To enter further education and / or employment with self-belief and aspirations.

## 16. Transport Arrangements

16.1. Every pupil has offered transport to and from school. The relevant Local Education Authority in which the child lives makes transport arrangements. In practice pupils come to school by variety of means, by taxis and minibuses and independently. Generally, an escort is provided on home-school transport. Some parents/carers choose to bring and collect their child from school.

## 17. Complaints

17.1. Abbey School offers a high standard of education and support to its pupils. We welcome comments and suggestions about the education and support provided to our children and young people.

17.2. All complaints are seen as an opportunity for the school to evaluate its performance. Complaints can about any aspect of the services provided at the school. In the first instance contact is with the child's teacher, unless a parent/carer feels that it should be with the Head of School or Senior Leadership Team.

17.3. Pupils are encouraged to speak to any member of staff regarding any concern or complaint. A specific team of staff are designated to deal with pupils complaints and every pupil has a nominated 'safe person' in which they can speak to. The pupils can also make their complaint known to the school council whereby it will be dealt with by the Executive Headteacher.

17.4. Complaints are acknowledged promptly, usually in writing and the appropriate person in school will undertake a full investigation. Generally, parents should expect a response within 5 working days. If school staff are unable to resolve the issue, then parents are urged to contact the Chief Executive Officer using the Trust Complaints Policy found on the school website.

## 18. Transition

18.1. As the majority of our pupils are grouped by age this means most admissions are during the September of a new school year. In order to ease the anxiety of transition, the school has a transition programme each year which allows any pupils moving into a new classroom or new teacher to spend time in this new class before the long summer break. Transition meetings are held between staff and families where they can meet the new teacher and share any information before the Summer Break.



18.2. The school has planned activities for transition year groups which take place over the year to promote familiarity with new staff, routines or areas of school. In Year 11 students and families are supported to prepare for the transition at 16 onto their next placement whether that be WAVEE at Abbey, College or another setting. Person Centred Planning processes are utilised to gather the aspirations and views of students and parents. Bespoke learning programmes are then developed to support the student as they move towards these goals. The school has a dedicated Transitions lead.

## 19. Further information

19.1. Rotherham have produced a Local Offer which details services, resources, support, provision and activities for children and young people with Special Educational Needs and Disabilities. This can be found at [www.rotherhamsendlocaloffer.org/](http://www.rotherhamsendlocaloffer.org/)

19.2. Rotherham SENDIASS can also give you:

- information and advice about SEN and disability support and provision
- more information about local services, organisations, and resources which might help
- advice and support to get more involved. This can be found at <http://www.rotherhamsendiass.org.uk>

19.3. Rotherham parents and carers forum are a group run by parents for parents and their website can be accessed at <http://www.rpcf.co.uk/>