

SEND ANNUAL STATEMENT

Date Published	September 2017
Version	2
Approved Date	September 2017
Review Cycle	1 year
Review Date	July 2019

An academy within:



“Learning together; to be the best we can be”

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).

Mission Statement:

- Inspire, Believe, Achieve

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 and governance.

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.

Admissions

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 (EHC) planning process, if it is agreed at panel that it can meet the needs of the child.

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

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

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.

Areas Served

Children are admitted from the whole of the Rotherham Metropolitan Borough Council area. Currently some children and young people living in Sheffield or Barnsley attend Abbey School where the journey would be shorter than that to similar schools in Sheffield.

Pupil Numbers

The school has places for up to 120 pupils. Currently it has 153 pupils on roll.

School Organisation

For teaching and organisational purposes the school has three phases:

Lower School – Year 1,2,3,4,5,6 (Key stage 2) Year 7 (Key stage 3)

Upper School - Years 8, 9 (key stage 3) Years 10, 11 (Key Stage 4)

WAVEE Post-16 Years 12,13,14 (Key Stage 5)

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.

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 Business Manager.

Staffing Structure:

Senior Leadership:

Level	Number	Full Time Equivalent
Headteacher	1	1.0
Deputy Headteacher	1	1.0
Assistant Headteacher	3	3.0

Teaching:

Level	Number	Full Time Equivalent
Teachers	12	12.0
Unqualified teacher	1	1.0
Post-16 Tutor	2	2.0

Teaching Support:

Level	Number	Full Time Equivalent
HLTA	2	2.0
Band G	1	1.0
Band F	3	3.0
Band E	7	7.0
Band D	24	23.4

Administration;

Level	Number	Full Time Equivalent
Band G	1	1.0
Band F	1	1.0
Band D	2	1.0
Band C	1	1.0
Apprentice	3	3.0

Pedagogy, curriculum and assessment.

We understand that the priority outcomes for individual children and young people will be different dependent upon their needs, learning styles and aspirations.

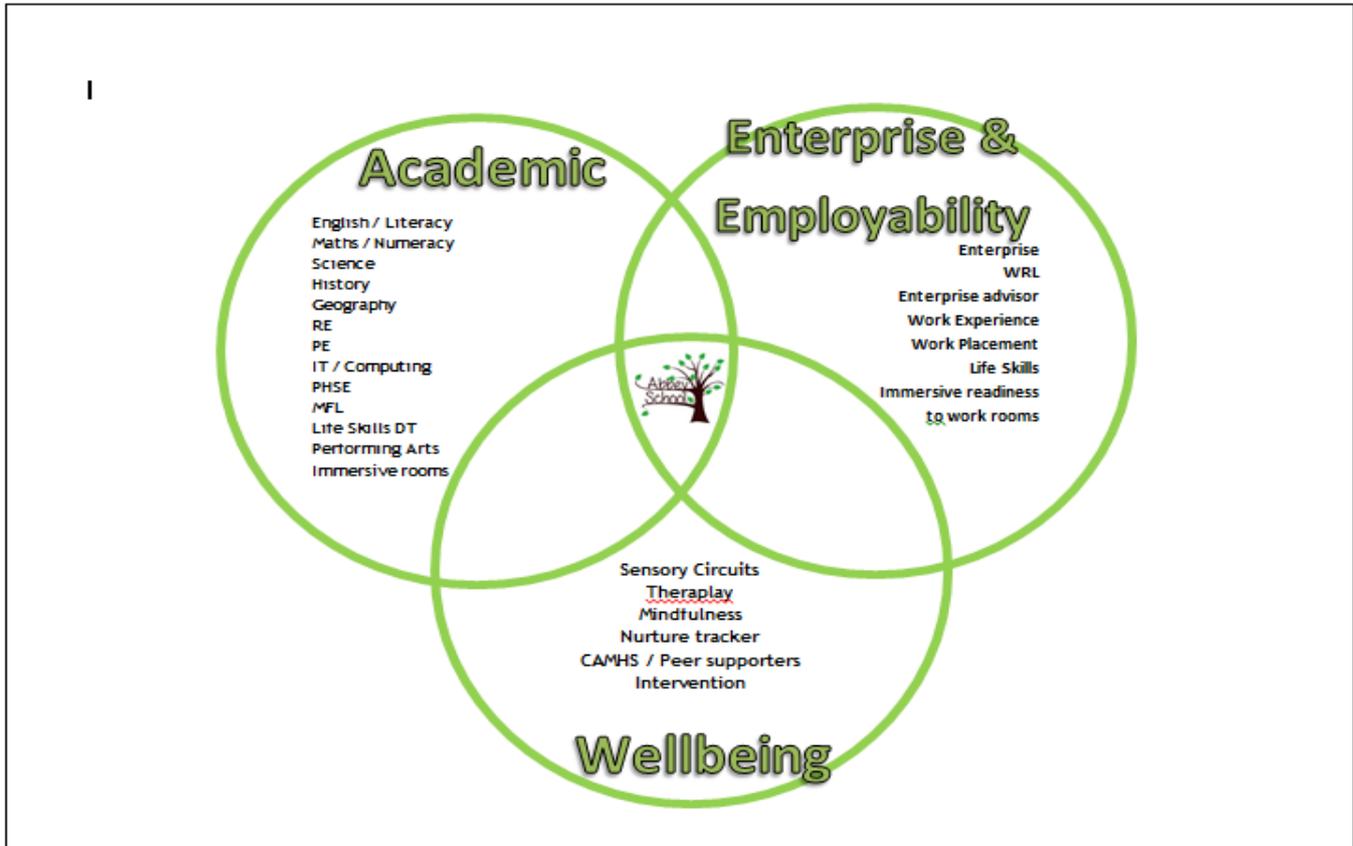
In order to identify this starting point an individual is assessed academically and holistically within the first 4 weeks. A baseline record sheet is then produced and fed into the school assessment system.

This identifies the learning priorities for each pupil / young person and covers 3 main areas.

Core curriculum means learning the National Curriculum subjects following a linear model of assessment.

Alternative curriculum means learning through alternative provision, additional support and intervention within and out of the classroom setting.

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.



Curriculum Content:

At Abbey School we provide an immersive curriculum that is led by inquiry 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.

We jointly work with families and other professionals to increase the opportunities that our pupils/young people are given.

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.

In addition, pupils will require a range of opportunities to develop key learning skills. They will need to acquire, develop, practise, apply and extend these skills in a range of contexts across the curriculum. Without the opportunity to practise and apply such skills our pupils would be unable to access their curriculum and participate in meaningful learning experiences.

These skills include:

- Communication skills (developing signing skills, developing verbal skills and the ability to reason).
- Physical development



- 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.

Specialist resources

- Staff with a range of relevant experience and training.
- Personalised timetables.
- Alternative curriculum and assessment pathways.
- A therapy room.
- 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 2 School Minibus.
- 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.

Staff Training and development

All staff have access to a programme of Continuing Professional Development which includes mandatory training in Makaton, Team Teach positive behaviour management.

In addition, all staff have annual Professional Development Reviews which identifies 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.

Examples of Specialist knowledge and training include:



Autism

Multi-sensory

Intensive interaction

Key worker training

Sleep training

Augmentative and alternative communication

Applied Behavioural Analysis

Picture Exchange Communication (PECS)

Sex and Relationships Education (SRE)

Child Protection

Medication administration

Behaviour Management

NVQ in supporting teaching and learning

Foundation degree

National Professional Qualification in (Middle / Senior / Headteacher) Leadership

Meeting individual need.

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.

Partnerships with other schools.

As a member of a Multi Academy Trust the school has positive partnerships with the other two schools within the Trust which enables sharing of practice, knowledge and resources.

Some pupils have benefited from inclusion opportunities in Mainstream Secondary schools, this is offered in consultation with parents and carers and monitored carefully.

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 the LA work through ROSIS.

Partnerships with parents.

We believe that parents and carers are key partners in the education of their child. The views of parents are actively sought and respected in order that a trusting partnership can be developed in the best interest of the child. Parents/carers, with their child, make a significant contribution to the Individual flight path. The Deputy Head supports and facilitates this through the Person Centred Review held annually but reviewed each term at the parent/carer meetings. The school believes that these meetings form the foundation of the personalised programme for each child and therefore parent / carer meetings are arranged to suit the parent and may take place during a home visit if this is requested.

In addition, contact is maintained with families through the home/school diary (daily) and telephone calls (as often as the parent requests).

Wider school information is sent to parents each week through the Headteacher newsletter. The school website and class twitter pages also contains parent friendly information.

It is the policy of this school to actively engage with parents/carers and involve them as much as is practical in the life and work of the school and the teaching and learning of their child.

Assessment, recording and reporting

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.

Transport Arrangements

Every pupil has offered free transport to and from school. The 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.

Complaints

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

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 feels that it should be with the Head teacher or Senior Leadership Team.

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 Headteacher.

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 to then parents are urged to contact the Chair of Governors or the Chief Executive Officer.

Monitoring and evaluation.

The senior leadership team, Governing Body and Directors will measure the success or otherwise of Abbey School by consideration of, for example:

Achievement and outcomes for pupils and students

Happy, contented children in which incidents of disruptive behaviour are minimal.

Inspection reports or external reviews

Review of Curriculum development.

Quality and regularity of Home-School liaison

Quality of assessment, planning, record keeping and records of achievement

The school's financial management

Reviewing Action Plans as part of the School Improvement Planning process.

Transition

As the majority of our pupils are grouped by age this does mean that the encounter transition into a new class each 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 can meet the new teacher and share any information before the Summer Break.

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.

Further information

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/

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>

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/public/rotherham336.html.nc>

Description of Provision

Curriculum

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.

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.

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

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>Staffing Ratio 1 teacher 2 TAs per 10/12 pupils</p> <p>Teaching Arrangements</p> <p>Whole class, small group or individual teaching.</p> <p>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>

