

Abbots Farm Infant School Offer for Pupils with Special Educational Needs (SEND)



Who will support my child in school?

Question	People	Summary of Responsibilities
Who are the best people to talk to at Abbots Farm Infant School about my child's difficulties with learning/ Special Educational Needs (SEND)?	SENCO Miss Jenna Hetherington 01788 543093 Email: senco2410@welearn365.com	She is responsible for: - Leading and coordinating SEND provision across the school - Monitoring the impact of support and interventions - Working in partnership with teachers, parents and external agencies - Supporting staff training and development - Keeping the SEND Governor informed
	Class teacher	S/he is responsible for: - Responsible for the progress and development of all pupils in their class - Delivers high-quality, inclusive teaching (Quality First Teaching) - Adapts teaching and resources to meet individual needs - Identifies and plans additional support using the graduated approach (Assess–Plan–Do–Review) - Works closely with the SENCO and parents
	Teaching Assistant (TA)	S/he is responsible for: - Support learning under the direction of the class teacher - Deliver interventions and targeted support - Contribute to feedback about progress
	Head teacher Mrs Jeanette Lovejoy	She is responsible for: - Overall responsibility for SEND provision - Ensures statutory duties are met and provision is effective

	SEND Governor Mrs Sharon Harris	She is responsible for: • Monitors the effectiveness of SEND provision • Ensures statutory duties are met
--	------------------------------------	---

How could my child get help in school?

Children receive support matched to their individual needs through a **graduated approach**:

- High-quality teaching in the classroom
- Additional targeted support where needed
- Specialist support for more complex needs

This may be only provided by the class teacher or may involve:

- Other staff in the school such as Teaching Assistants
- Staff who visit the school from the Local Authority services such as Integrated Disability Service (IDS) or Educational Psychology Service (EP)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service, SEND Supported and LMC Psychology (EP)

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input) children will be at when receiving this input.	What could this mean for your child?	Who can get this kind of support?
1. Quality First Teaching (Universal Provision)	• High-quality teaching for all pupils, with the highest expectations for every child • Teaching is carefully adapted to meet individual needs, building on what each child already knows, can do and understands • A range of approaches are used to fully involve pupils, including scaffolding, modelling, practical learning and varied resources (such as adapted materials and word banks)	All children in school
2. Targeted Support This may be individually or as a group • Run as part of provision, occasionally may be outside the classroom • Run by a teacher or Teaching Assistant These are sometimes called Intervention Groups	• Where a child needs additional support, the teacher will have carefully assessed their progress and identified gaps in their learning. • Targeted support is provided through small group or individual interventions, planned and delivered by the teacher or a trained Teaching Assistant. • These sessions are designed to close gaps, build confidence and support progress, and are reviewed regularly to ensure they are effective. • Wherever possible, support is delivered within the classroom and continuous provision, using planned programmes or tailored teaching approaches.	These interventions could be accessed by any child who is or is not on the SEN register who has specific gaps in their understanding of a subject.
3. Specialist Support Run by outside agencies e.g. self-esteem group AND/OR Individual support for your child from a Learning Support Teacher	• Where a child requires more specialised support, referrals may be made to external professionals to advise and work alongside the school. • Before any referral, we will meet with you to discuss your child's progress and agree next steps together. • Pupils receiving this level of support are placed on the SEND register (SEN Support), with clear plans developed in partnership with parents and specialists. • External professionals will assess your child's needs and provide recommendations, which may include: ○ Setting more specific targets ○ Adaptations to classroom teaching and support ○ Small group or individual interventions	Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention. These children will be placed on our SEN register at the SEN Support level.

	○ Programmes delivered by school staff under specialist guidance • All provision is carefully planned, implemented and reviewed to ensure it supports your child to make the best possible progress.	
4. Education, Health and Care Plan (EHCP) This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual need which cannot be provided from the budget available to the school. Usually, your child will also need specialist support in school from a variety of different professionals outside of the school. This may be from: • SEND Supported • IDS • EP • Outside agencies such as the Speech and Language therapy (SALT) • STS Inclusion Mentor • Primary Mental Health in Schools Team	• For children with significant and complex needs, the school (or parents) can request that the Local Authority carries out a statutory assessment. • The Local Authority will review information from school, parents and other professionals to decide whether a child's needs require this level of support. You can find more information about this process on the Warwickshire website: Warwickshire SEND information. • If agreed, an Education, Health and Care Plan (EHCP) is issued, setting out the child's needs, the support specified by the Local Authority, and the strategies required to help them make progress. • This may include additional funding, specialist provision and clearly defined long- and short-term outcomes. • EHCPs are reviewed annually with all professionals and parents, ensuring support remains appropriate and effective.	Children whose additional needs are severe, complex and lifelong. The range of needs may include cognition & learning, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language.

Frequently Asked Questions

How will we support your child with identified special needs starting at school?	We will first invite you to visit the school with your child to have a look around and speak to key staff. If other professionals are involved a multi-agency meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. Your child's teacher and/or SENCO may make a home visit and may visit your child if they are attending another provision. We may suggest adaptations to the settling in period to help your child settle more easily.
How can I let the school know I am concerned about my child's progress in school?	If you have concerns, please speak to your child's class teacher first. We value working in partnership with parents and will always listen and respond to concerns promptly. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head teacher. If you are still not happy you can speak to the school SEND Governor. Here is a link to the schools SEN policy: Special Educational Needs and Disabilities (SEND) Policy Abbots Farm Infant and Preschool and complaints policy: Complaints policy and Procedure 2026 Abbots Farm Infant and Preschool
How will the school let me know if they have any concerns about my child's learning in school?	We use ongoing assessment and monitoring to identify any concerns about a child's progress as early as possible. If concerns are raised by a teacher or parent, and targeted support has not fully met the child's needs, this is discussed with the SENCO. The school also holds termly pupil progress meetings between class teachers and senior leaders to review progress for all pupils. Where a child is identified as not making expected progress, we will arrange a meeting with parents to discuss this in more detail and agree next steps. Support is then planned and delivered using the graduated approach (Assess–Plan–Do–Review), ensuring early identification and appropriate targeted provision.
How is extra support allocated to children and how do they move between the different levels?	The school budget includes funding to support children with SEND, and decisions about support are based on individual need rather than diagnosis. The Headteacher and SENCO regularly review information about pupils' needs, including those already receiving support and those identified as requiring additional help, to ensure provision is appropriate and effective. Resources, training and interventions are reviewed regularly to monitor impact, and adjustments are made as needed. Where a child requires more specialist or higher-level support, the school may request an Education, Health and Care Plan (EHCP) needs assessment, which may result in additional funding to support the child.

Who are the other people providing services to children with SEND in this school?	• SEND Supported • Educational Psychology (EP) • Sensory and Physically Impaired (SPI) Team • Complex Needs Team • Integrated Disability Service (IDS) • Speech and Language Therapy (SALT) • Child and Adolescent Mental Health (CAMHS) • Occupational Therapy (OT) • CCASS- Autism Support Service
Which NHS services can the school refer my child to?	• Speech and Language Therapy • Occupational Therapy • Connect4Health (School Nursing Team) • Physiotherapy • Primary Mental Health in Schools Team
How are the teachers in school helped to work with children with SEND and what training do they have?	The SENCO's job is to support the class teachers in planning for children with SEND. The school intends for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on areas such as ASC, communicating through Makaton, Emotion Coaching etc. Whole staff training to disseminate knowledge, strategies, and experience, to ensure consistency of the school's approach for children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Speech and Language Therapy.
How are pupils with SEND involved in shaping their support?	All teachers and teaching assistants will work with pupils with SEND and they will listen to them carefully in conversation. If children have specialist interests or things that are particularly important to them, these are often built into the provision that is put in place as a way to support, motivate and engage them in their learning. Children will also often be part of discussions around their targets and how well they are doing with them, enhancing emotional well-being and raising self-esteem.
How will the teaching be adapted for my child with learning needs (SEND)?	Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Specific resources and strategies will be used to support your child; this could be individually and in small groups. Planning and teaching will be adapted daily if needed to meet your child's learning needs.
How will we measure the progress of your child in school?	Your child's progress is continually monitored by the class teacher and reviewed formally each term. At the end of each key stage, all children are assessed in line with national expectations, with more detailed assessment approaches used where appropriate to capture smaller steps of progress. Provision for pupils with SEND is reviewed at least termly to ensure it is effective and supporting progress. Children may have an Individual Education Plan (IEP), which is reviewed regularly with parents, who are invited to contribute and share their views. For children with an Education, Health and Care Plan (EHCP), progress and provision are formally reviewed annually with all professionals involved. The SENCO also monitors the impact of interventions, and a range of communication methods, including meetings, reports and shared work, are used to keep parents informed.

What support do we have for you as a parent of child with SEND?	We encourage you to speak regularly with your child's class teacher so we can share information about what is working both at home and in school, helping us to provide consistent support. We will share strategies and updates regularly, invite you to review meetings, and value your views and contributions. The SENCO is also available to meet with you to discuss your child's progress or any concerns, including advice from external professionals. Provision maps are reviewed each half term, and we will continue to work in partnership with you to support your child's progress.
How have we made this school accessible to children with SEN?	We ensure all pupils have equal access to the curriculum through inclusive learning environments and high-quality provision tailored to individual needs. Resources and equipment are accessible to all children, regardless of their needs, and reasonable adjustments are made where necessary. We also ensure that all pupils can take part in enrichment opportunities and after-school activities, so that every child is fully included and able to participate in all aspects of school life.
How do we support disabled pupils?	We have written an Accessibility Plan for the current academic year (please see our school website) this outlines how we enable access to the curriculum, how we raise awareness of disability and how we make our environment safe and accessible to all pupils.
How will we support your child when they are leaving this school? OR moving on to another class?	We recognise that 'moving on' can be a challenging time for children with SEND, so we take steps to ensure transitions are as smooth and supportive as possible. We plan transitions carefully and share detailed information with receiving settings, including close communication between SENCOs to ensure continuity of support. Where needed, additional visits are arranged to help children become familiar with new environments, and new school staff may visit to support this process. When moving classes within school, pupil passports are updated and shared, and information is passed on in advance through meetings between staff. We also provide tailored support, such as transition resources or photo books, to support pupils emotionally through change and help them feel confident about the next stage.

This Local Offer is reviewed annually by the SENCO to ensure it reflects current guidance and best practice

Useful Websites to visit:

To see the Local Authorities Local offer please visit: <https://www.warwickshire.gov.uk/send>

For information and support for parents and families please visit: <https://www.warwickshiresendiass.co.uk/>