

ABBHEY HILL PRIMARY AND NURSERY SCHOOL

SEND INFORMATION REPORT

September 2026

“THERE IS NO CEILING TO WHAT OUR ABBEYHILLIANS CAN
ACHIEVE AS THEY GROW AND GET BETTER FROM WHERE THEIR
LEARNING JOURNEY BEGINS.”

Achieving our dreams together





Abbey Hill is an inclusive mainstream school where every child is valued, belongs and is supported to thrive. Inclusion is the shared responsibility of every adult and is embedded throughout leadership, teaching, provision and the wider life of the school.

Achieving our dreams together



Question	Response
Who is the Special Educational Needs Coordinator (SENCO) at Abbey Hill?	<ul style="list-style-type: none"> • Mrs Vicki Hardy is our school SENCO. • You can contact her by calling the school office on: 01623 484512 • Or you can email her directly at: vhardy@abbeyhill.notts.sch.uk
What kinds of Special Educational Needs do Abbey Hill Primary and Nursery School support?	<p>At Abbey Hill, we recognise that children learn, develop and participate in different ways. Some children may require support that is additional to or different from that ordinarily available within the classroom in order to access learning, participate fully in school life or achieve positive outcomes.</p> <p>A child or young person is identified as having Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>The SEND Code of Practice identifies four broad areas of need:</p> <p>Communication and Interaction Children may experience difficulties with speech, language and communication, understanding and expressing language, social communication or interaction. Some children may have communication needs associated with Autism or other developmental differences.</p> <p>Cognition and Learning Children may learn at a different pace from their peers or require additional support to develop literacy, numeracy, memory, processing or learning skills. Support is carefully tailored to individual strengths and barriers.</p> <p>Social, Emotional and Mental Health Children may require support to develop emotional regulation, resilience, relationships, engagement, wellbeing or attendance. We recognise the importance of understanding the underlying causes of behaviour and removing barriers to participation.</p> <p>Sensory and/or Physical Needs Some children may require specialist equipment, environmental adaptations or additional support in order to access learning and participate fully in school life.</p>



<p>How does Abbey Hill identify children with Special Educational Needs and Disabilities (SEND) and how do we assess their needs?</p>	<p>At Abbey Hill, we believe that the earlier barriers to learning, participation, communication, attendance or wellbeing are identified, the greater the opportunity to provide effective support and improve outcomes.</p> <p>We use Routes 2 Inclusion as our graduated framework for identifying barriers, planning support, reviewing impact and adapting provision. Routes 2 Inclusion helps staff to develop a shared understanding of a child's strengths and needs and enables support to be provided at the earliest opportunity.</p> <p>Early identification is a key priority at Abbey Hill and is strengthened through our Routes 2 Inclusion Lead, who is based within the Early Years Foundation Stage. This enables barriers to learning and development to be identified and addressed as early as possible.</p> <p>We also recognise the importance of working closely with families. Through The Heart of The Hill, families can access advice, support and services through a coordinated and collaborative approach. This helps to strengthen early intervention and ensures that children and families receive the right support at the right time.</p> <p>Where additional support is required, provision is planned and reviewed through the graduated approach of: Assess → Plan → Do → Review</p>
<p>How do we communicate with parents and carers of children with SEND and involve them in their child's education?</p>	<p>We value open communication and seek to ensure that parents and carers feel informed, listened to and involved in decision-making about their child's education. If you have concerns about your child's learning, development, wellbeing or participation in school life, the first person to speak to is your child's class teacher. Class teachers work closely with families, the SENCO and wider staff to understand barriers and plan appropriate support.</p> <p>At Abbey Hill we use Routes 2 Inclusion to help identify barriers to learning and participation and to ensure support is responsive to individual needs. Parents and carers are involved throughout this process and their views form an important part of understanding each child. In addition to regular communication with class teachers, support may include:</p> <ul style="list-style-type: none"> • parent consultation meetings • Learning Plan reviews • meetings with the SENCO • involvement in Assess, Plan, Do, Review cycles • meetings with external professionals where appropriate • annual reviews for pupils with an Education, Health and Care Plan (EHCP) • informal conversations, phone calls and email communication.

<p>How do we listen and respond to children with SEND and how do we involve them in their education?</p>	<p>We recognise that every child communicates differently. Staff use a range of approaches to ensure that pupils can share their thoughts, experiences and opinions in ways that are meaningful and accessible to them.</p> <p>Children are encouraged and supported to:</p> <ul style="list-style-type: none"> • talk about what helps them learn successfully; • share their interests, strengths and aspirations; • express any worries, challenges or barriers they may be experiencing; • contribute to decisions about support and provision; • review their progress and celebrate their achievements; • participate in planning their next steps and future goals. <p>Pupil voice forms an important part of our Routes 2 Inclusion processes, Learning Plan reviews, assessment activities and wider provision planning. Children and young people are encouraged to contribute to decisions about their learning, support, provision and wider school experience wherever appropriate.</p>								
<p>How do we assess and review children's progress towards their outcomes and how do we evaluate how effective their provision has been?</p>	<p>We aim to identify children with SEND as early as possible following a graduated response using the four-part cycle of:</p> <table border="1" data-bbox="405 727 1854 1307"> <tr> <td data-bbox="405 727 573 839">Assess</td><td data-bbox="573 727 1854 839">We will assess the pupil's needs by taking into consideration information from the class teacher, support staff, schoolwork and assessments. We will also gather information through discussions with the child and their parents/carers (Routes to Inclusion)</td></tr> <tr> <td data-bbox="405 839 573 951">Plan</td><td data-bbox="573 839 1854 951">The team around the child will plan any interventions and support that need to be put in place to meet the child's needs and for them to make progress.</td></tr> <tr> <td data-bbox="405 951 573 1094">Do</td><td data-bbox="573 951 1854 1094">The team around the child will implement the support plan for an agreed amount of time. The support plan could include things such as: In class support, small group support, 1-1 support, specific interventions or outside agency support.</td></tr> <tr> <td data-bbox="405 1094 573 1307">Review</td><td data-bbox="573 1094 1854 1307">The team around the child, including parents and the child, will meet to discuss the effectiveness and impact the additional support and/or interventions have had. A review of the progress the child has made will also take place and then the cycle will begin again if necessary to continue to provide appropriate support for the child. After the first review it may be decided that the pupil should be placed on the Special Needs register and have a written learning plan.</td></tr> </table> <p>In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and, where appropriate, the SENCO to review the short-term targets and to discuss the progress your child has made.</p>	Assess	We will assess the pupil's needs by taking into consideration information from the class teacher, support staff, schoolwork and assessments. We will also gather information through discussions with the child and their parents/carers (Routes to Inclusion)	Plan	The team around the child will plan any interventions and support that need to be put in place to meet the child's needs and for them to make progress.	Do	The team around the child will implement the support plan for an agreed amount of time. The support plan could include things such as: In class support, small group support, 1-1 support, specific interventions or outside agency support.	Review	The team around the child, including parents and the child, will meet to discuss the effectiveness and impact the additional support and/or interventions have had. A review of the progress the child has made will also take place and then the cycle will begin again if necessary to continue to provide appropriate support for the child. After the first review it may be decided that the pupil should be placed on the Special Needs register and have a written learning plan.
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	<p>Where necessary, children will have a Learning Support Plan based on specific targets set to meet their individual needs with the intention of supporting and accelerating their learning and to close the gap. Progress against these targets will be reviewed regularly, and a future plan made.</p> <div data-bbox="421 284 613 480"> </div> <p>The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.</p> <p>Your child's progress will be continually monitored by his/her class teacher on a day-to-day basis. Their progress will also be reviewed more formally and tracked by the SENCOs every term in reading, writing and maths. Through parent consultations and end of year reports, teachers will share your child's attainment against age related expectations and the level of progress they have made.</p> <p>At the end of Year 6 all children are required to be formally assessed. This is something the government requires all schools to do, and the results are published nationally.</p> <p>Alongside class teachers and subject leaders, the SENCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place as part of the Assess Plan Do Review process.</p> <p>Regular book looks and lesson visits will be carried out by the SENCO, subject leaders and other members of the Senior Leadership Team to ensure that the quality of teaching and learning is such that the needs of all children are met, and progress is being made in all areas of the curriculum.</p>
<p>How will we support children with SEND who join our school?</p>	<p>We work closely with families, previous settings and professionals to develop a clear understanding of each child's strengths, interests, needs and successful support strategies before they join our school. This enables us to identify and remove potential barriers early and ensure appropriate support is in place from the outset.</p> <p>Transition arrangements may include:</p> <ul style="list-style-type: none"> • meetings with parents and carers • visits to the child's current setting • sharing information with previous schools, nurseries or professionals • additional visits to Abbey Hill • personalised transition plans where appropriate • visual supports, photographs or social stories • opportunities to meet key adults and become familiar with learning environments • collaboration with external agencies involved in supporting the child.

	Early identification is a key priority at Abbey Hill and, where appropriate, children may be supported through our Routes 2 Inclusion framework to ensure that strengths, needs and barriers are understood as early as possible. This helps staff provide the right support, in the right place and at the right time.
How will we support children with SEND as they move to a new year group?	<p>Transition arrangements are planned proportionately to need and reflect each child's strengths, barriers, aspirations and support arrangements. Information is shared between staff to ensure continuity of provision, successful strategies are maintained and support remains responsive from the beginning of the new academic year.</p> <p>Transition support may include:</p> <ul style="list-style-type: none"> planned meetings between current and future staff sharing of assessment information, Learning Plans and support strategies transition visits and opportunities to spend time in new learning environments visual supports, photographs or transition booklets where appropriate opportunities to meet new teachers, support staff and key adults additional transition activities for pupils who may benefit from further preparation.
How will we support children with SEND when they transfer to secondary school?	Transition planning begins early and involves close collaboration between pupils, families, Abbey Hill staff, receiving schools and, where appropriate, external professionals. Information is shared carefully to ensure that strengths, needs, successful strategies and support arrangements are understood before transition takes place.
How do we help to support and prepare children for adulthood?	<p>At Abbey Hill our school vision is: <i>Achieving our dreams together</i></p> <p>Through our curriculum, wider enrichment opportunities and inclusive approach, we help children develop the skills needed to become active, confident and successful members of their communities. This aligns with our commitment to promoting belonging, participation, independence and ambitious outcomes for all children.</p>
How do we teach children with SEND?	<p>At Abbey Hill, we believe that high-quality adaptive and responsive teaching is the foundation of inclusion and the first response to barriers to learning. We recognise that children learn in different ways, bring different experiences to school and may require different levels of support, challenge, scaffolding or adaptation in order to achieve success.</p> <p>Teachers are responsible for the progress, participation and achievement of every child in their class. Through ongoing assessment, strong relationships and professional knowledge, teachers adapt teaching, resources, environments and support so that all pupils can access learning, participate fully in school life and achieve ambitious outcomes.</p>



Our approach to teaching is guided by the **Seven Principles of Inclusion**, ensuring that children experience high expectations, early support, meaningful participation, strong relationships, enriching opportunities and accessible learning environments.

At Abbey Hill, adaptive teaching is supported through our Six Key Adaptations, which provide a shared whole-school approach to inclusive classroom practice. These are:

- **Responsive Relationships** – creating positive, trusting relationships which help children feel safe, understood and ready to learn.
- **Enabling Environments** – adapting physical, sensory and communication environments to support access, engagement and independence.
- **Chunking and Thinking Time** – breaking learning into manageable steps and providing additional processing time where needed.
- **Dual Coding and Visual Support** – using visuals, modelling, demonstrations and other supports to strengthen understanding and communication.
- **Pre-Teaching and Overlearning** – introducing and revisiting key vocabulary, concepts and knowledge to build confidence and readiness for learning.
- **Resources, Aids and Adaptations** – using practical resources, technology, communication tools and personalised supports to remove barriers to participation and achievement.

These adaptations help staff to anticipate and remove barriers to learning, promote independence and ensure that all pupils can access an ambitious curriculum alongside their peers. They are embedded through professional development, coaching, monitoring and quality assurance processes across the school.

For children accessing **Our Inclusion Base**, teaching remains ambitious, personalised and closely aligned to individual strengths, needs and intended outcomes. Through the **S.P.A.C.E. Curriculum** (Specific, Personalised, Additional, Creative and Exceptional), children access specialist support whilst remaining valued members of the wider Abbey Hill community

<p>How do we adapt the curriculum and learning environment for children with SEND?</p>	<p>The majority of adaptations take place within the classroom through high-quality adaptive and responsive teaching. Staff use our Six Key Adaptations to remove barriers, improve access to learning and promote participation, independence and belonging. These adaptations form part of our universal offer and are available to all pupils.</p> <p>Learning environments across the school are continually reviewed to ensure they are accessible, welcoming and responsive to need. Staff consider factors such as communication, sensory regulation, organisation, routines and accessibility of resources when designing learning spaces. Our environments are intended to promote participation, confidence, independence and success.</p> <p>For some pupils, additional support may be provided through Our Inclusion Base, known at Abbey Hill as The Hive. Our Inclusion Base provides specialist expertise, personalised pathways and bespoke learning environments whilst ensuring pupils remain active members of the wider school community. Provision is carefully tailored to individual strengths, needs and intended outcomes and is reviewed regularly to ensure it remains effective and ambitious.</p>
<p>What additional support for learning is available in school for children with SEND?</p>	<p>Whilst many pupils' needs are successfully met through high-quality adaptive teaching and our universal offer, some children may benefit from additional support, targeted interventions or personalised provision. Support is identified through our Routes 2 Inclusion framework and may include a combination of classroom adaptations, targeted interventions, specialist advice and personalised provision. The type and level of support provided will vary according to a child's individual needs and will be reviewed regularly to ensure it remains effective.</p> <p>Additional support available at Abbey Hill may include:</p> <ul style="list-style-type: none"> Makaton, visuals and communication supports Attention Autism approaches Attention and listening programmes Communication boards and visual timetables Additional phonics and reading support Pre-teaching and overlearning opportunities In-class targeted teaching Open Talk Time Drawing and Talking Emotional Literacy support Relational approaches and Emotion Coaching Support from our Child and Family Support Worker

	<p>Sensory circuits and sensory regulation programmes</p> <p>Movement and physical development activities</p> <p>Specialist equipment and resources where required</p> <p>Environmental adaptations to support access and participation</p> <p>Advice and support from relevant health and specialist services</p> <p>For some pupils, additional support may be provided through Our Inclusion Base (The Hive). Our Inclusion Base provides specialist expertise, personalised pathways and bespoke learning environments for pupils who require provision that is additional to and different from that ordinarily available through the school's universal offer. Provision within Our Inclusion Base is shaped by the S.P.A.C.E. Curriculum.</p>
How will staff across the school support my child?	<p>At Abbey Hill, we believe that inclusion is everyone's responsibility. All staff work together to ensure children feel safe, valued, included and successful.</p> <ul style="list-style-type: none"> • Class Teachers are responsible for the progress, participation and achievement of every child in their class through high-quality adaptive teaching and ongoing assessment. • Teaching Assistants and Support Staff work alongside teachers to provide support, promote independence and help children access learning and wider school opportunities. • The SENCO provides leadership and oversight of SEND and inclusion, supports staff, works with families and external professionals, and helps coordinate provision and support. • Our Inclusion Base Team provides specialist expertise and personalised support for pupils accessing Our Inclusion Base (The Hive), whilst also helping to strengthen inclusive practice across the wider school. • Our Child and Family Support Worker supports children's wellbeing, attendance and family engagement, including through The Heart of The Hill. • School Leaders and Governors ensure that inclusion remains central to school improvement and that provision is effective, ambitious and responsive to need.
How are the staff in school supported to work with children with SEND and what training do they have?	<p>All staff receive continuing professional development. The school's leadership team and SENCO work together to identify training priorities based on the needs of current pupils, school improvement priorities and developments in national guidance. Staff are supported through professional development, coaching, collaboration and partnership working with external specialists and services.</p> <p>Training may include:</p> <ul style="list-style-type: none"> • understanding different areas of SEND and barriers to learning • adaptive teaching and inclusive classroom practice • communication and interaction needs • emotional wellbeing, attachment and trauma-informed approaches • behaviour, belonging and participation



	<ul style="list-style-type: none"> • sensory and physical needs • safeguarding, medical needs and intimate care • personalised provision and curriculum adaptation <p>The expertise developed through Our Inclusion Base (The Hive) also contributes to strengthening inclusive practice across the wider school through collaboration, modelling, coaching and professional development.</p>
How will equipment and facilities to support children with SEN be secured?	<p>Resources are allocated according to the strengths, needs and intended outcomes of pupils. Decisions are informed by assessment, professional advice and regular review to ensure that support remains appropriate, effective and responsive.</p> <p>Where necessary, the school may secure:</p> <ul style="list-style-type: none"> • specialist equipment and resources • communication and sensory supports • environmental adaptations • specialist services and advice • targeted interventions and personalised provision • additional staffing and support arrangements <p>The school works closely with families, external professionals, the Local Authority and Transform Trust to identify and secure appropriate support for pupils. Where a child has an Education, Health and Care Plan (EHCP), resources and provision will be delivered in line with identified needs and agreed outcomes.</p>
How are children with SEND able to engage in activities available with children in school who do not have SEND?	<p>At Abbey Hill, we believe that every child should be able to participate in the full life of the school. Inclusion is considered when planning lessons, enrichment opportunities, clubs, visits, performances, leadership opportunities and wider school experiences to ensure that all pupils can take part and experience success.</p> <p>We make reasonable adjustments and provide additional support where required to remove barriers to participation. This may include adapting activities, providing additional adult support, modifying resources, planning personalised arrangements or seeking specialist advice.</p> <p>For pupils accessing Our Inclusion Base (The Hive), flexible pathways help ensure meaningful participation in mainstream learning, enrichment activities and the wider life of the school. Opportunities are planned according to individual strengths, needs and intended outcomes so that pupils remain active members of the Abbey Hill community.</p> <p>We are committed to ensuring that all children experience a strong sense of belonging and have access to the opportunities, experiences and relationships that help them thrive both in and beyond the classroom.</p>

<p>What support will there be for my child's social and emotional development and overall well-being?</p>	<p>The emotional health and well-being of every child at Abbey Hill is extremely important to us. We work closely with the whole team around a child to ensure we meet their individual needs. We recognise that some children have additional emotional and social needs that need to be developed and nurtured.</p> <p>All classes follow SCARF, a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.</p> <ul style="list-style-type: none"> • Open talk time sessions with our CFSW • ELSA sessions • Social awareness games and activities • Breakfast drop in sessions • Relational based individualised learning in the Hub • Family style lunch time support – eat and chat • Lunch time social skills sessions • emotion coaching • Drawing & talking sessions • Individualised programmes of work specific to the child • Access to external agencies and professionals to follow their advice • A staff team trained in Attachment and Trauma, including ACES and relational approaches to supporting children • Safeguarding team who work closely with the whole team around each child <p>The school has a Relational Behaviour Policy with clear and consistent systems for supporting children who make wrong choices with regard to their behaviour. Our use of emotion coaching and co-regulation support children in understanding the feelings and emotions behind their behaviours, how their behaviours affect others and what they can do to improve behavioural choices.</p> <p>We have an anti-bullying policy that has been written by staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to parents its core principles regarding inappropriate behaviours and bullying. Abbey Hill also has anti-bullying ambassadors who are available to support children during unstructured times of the school day.</p> <p>Our school parliament meet regularly and also play a pivotal role in ensuring all children feel safe at Abbey Hill.</p>
<p>How does school manage the administration of medicines?</p>	<p>The School's policy is available on the school website.</p>

What are the admission arrangements for children with a disability?	<p>Please refer to the Nottingham County Councils admissions policy https://www.nottinghamshire.gov.uk/education/school-admissions and our own school's admissions policy which can be found on the website.</p>
How accessible is the school for children with disabilities?	<p>Abbey Hill is committed to meeting its duties under the Equality Act 2010 and making reasonable adjustments to ensure that children with disabilities can access learning, participate fully in school life and achieve positive outcomes. We continually review and develop our environments, facilities and provision to improve accessibility, independence and inclusion for all pupils.</p> <p>The school is all on one level and fully accessible with disabled toilets and changing facilities. The outdoor area has a ramp to allow access to the lower playground and all steps have handrails. There is a disabled toilet in both the Foundation Stage building and main school building, both with changing facilities and showering facilities. The Inclusion Base has been redesigned to incorporate a changing space with its own access points.</p> <p>We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENCO works alongside the Head teacher to manage the SEND budget, ensuring that all pupils have access to the very best equipment. We are in the process of installing a sensory room in the main school building that will be accessible to all children.</p> <p>There is a disabled parking space available in the school car park.</p> <p>We have an up-to-date accessibility plan which is considered each year and whenever there is building work. Please refer to the school website for a copy of the accessibility plan.</p>
Which outside agencies provide support to meet the needs of children with SEND in school and to support their families?	<p>Through the Local Authority we can access:</p> <ul style="list-style-type: none"> The Family and District SENCOs The Schools and Family Specialist Service for children aged 2-7 The Communication and Interaction Team for children aged 7-11 The Cognition and Learning Team for children aged 7-11 Visual Impairment Team Hearing Impairment Team Educational Psychology Service Behaviour and Attendance Support (NAP) Physical Disability Support Service (PDSS) Inclusive Technology team



	<p>Nottinghamshire Health Provision available: School nurse Speech and Language Therapy Occupational Therapy Physiotherapy CAMHs (Child and adult mental health service) Paediatrician support</p> <p>Transform Trust Provision available: SENCO network meetings Professional development opportunities for all staff Enhanced Provision Panel Reduced Timetable Panel</p> <p>We work closely with families to help signpost them to additional services and support. If an outside agency is considered to provide support to a child, then we will always obtain written parental consent. Parents/carers will be kept informed of any feedback and we will share written reports where appropriate.</p> <p>Parents/Carers of children with SEND can also access the 'Ask Us Nottinghamshire' website www.askusnotts.org.uk and helpline 0800 121 7772 for specialist information and advice.</p>
How can I make a complaint about the SEND provision at school?	<p>We always try to do our very best to work in partnership with parents/carers and listen to any concerns you may have. We therefore ask that you contact your child's class teacher first and if you feel the matter is unresolved you can also speak to Mrs Hardy (SENCO) or Mr Jevons-Newman (Head Teacher). The school complaints procedure may also be followed.</p>
What support services can I contact if I need help, advice or support for my child with SEND?	<p>The following websites all have useful information and details of advice and support networks:</p> <ul style="list-style-type: none"> • Ask Us Nottinghamshire: www.askusnotts.org.uk or call them on 0800 121 7772. • The Nottinghamshire County Council Local offer: https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9 • The Government guide for Parents and Carers: https://www.gov.uk/government/publications/send-guide-for-parents-and-carers • The National Autistic Society: https://www.autism.org.uk/about/family-life/parents-carers.aspx
Who can I contact in school and talk to if I have concerns about my child?	<p>Your child's Class Teacher Mrs Hardy (SENCO) Mrs. Martin (Routes 2 Inclusion Lead) Mr Jevons-Newman (Head Teacher) Mrs Karlonas (Deputy Head Teacher)</p>

Sam Jeffs (Child and Family Support Worker)
This information report will be reviewed in September 2027



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