



SEN Information Report

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Reviewed by: Lucy Brazier (SENDSCO)

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Overview

This SEN Information Report explains how Abbey View implements its SEND policy in practice. It is published in accordance with the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0 to 25 years. The report is reviewed annually and updated during the year when significant changes are made to our provision.

At Abbey View School, we are committed to providing a welcoming, inclusive, and supportive learning environment for all children, including those with special educational needs and disabilities (SEND). We recognise that every child is unique, and we strive to ensure that all students can reach their full potential academically, socially and emotionally. Our commitment is to foster a safe, nurturing and stimulating environment, where every child is valued.

We believe that with the right support, children with SEND can thrive academically, develop confidence and achieve their personal goals.

In this report, we hope to have answered any questions you may have about Abbey View's approach to SEND. If you would like any further information, or have any queries, please do contact the school.

Key Contacts:

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What does SEN mean?

SEND stands for Special Educational Needs and Disabilities. This can sometimes be referred to as additional needs. Where a student is believed to have SEN, there may be additional things that the school needs to do to ensure they are able to access their education in the same way as their peers.

What types of SEN are there?

SEN is usually broken down into four different categories. These are:

- *Communication and Interaction (C&I)*
- *Cognition and Learning (C&L)*
- *Social, Emotional and Mental Health Difficulties (SEMH)*
- *Physical and/or Sensory Needs (P&SN)*

How do we identify and assess students with SEND?

In the first instance, the student's mainstream school will notify us of whether or not the student has any additional needs; this may be by sharing an EHCP, My Plan, My Plan + or any specialist reports.

However, whilst behaviour difficulties are not usually considered a type of SEND, we recognise that many students who join us may have underlying SEND needs that haven't been identified. In this case, staff who have any concerns can communicate this with the school SENCO, who will investigate further. The small groups at Abbey View mean that underlying SEN needs can be identified more easily.

Parents/carers are encouraged to share any of their own concerns with the school, and, often, the students themselves may report their own concerns around their learning. All these things will be picked up and communicated to the school SENCO or SLT who will further investigate.

How do we consult parents/carers of students with SEND and ensure their involvement in their child's education?

All students attend with their parent or carer for an induction meeting before they start attending. This is a good opportunity for the parents to raise any concerns they have with the school SENCO.

All parents/carers, including those of students with SEND, are contacted weekly with a break-down of the students' week at school.

In addition, termly progress review meetings are held, to which parents/carers and representatives from the student's host school are invited. These meetings provide an opportunity to celebrate the student's successes, review progress towards agreed outcomes, discuss any emerging needs or concerns, and agree appropriate next steps together.

How do we consult with students with SEN and ensure their involvement in their education?

Students with SEND are consulted about any intervention programmes considered appropriate for them. The SENCO shares the results of educational assessments with students in an accessible way, and students are given opportunities to express their views about the intervention and its impact during six-weekly reviews.

All students, including those with SEND, are part of a conversation surrounding their behaviour and attainment in every lesson. Teachers will share with them what RAG rating they are giving them at the end of the lesson, explaining why they have been given that judgment. This allows students with SEND to reflect on the lesson, and any emerging issues, as soon as the lesson has ended.

How do we assess and review students' progress towards their outcomes?

We record and review assessment information through our management information system, Arbor. We also use the Doyle Reintegration Scale to assess readiness to learn. Before starting at Abbey View in the initial induction meeting, every student is given a personalised My Plan that records their strengths, needs, aspirations, agreed outcomes and planned provision.

To support ongoing progress, all students take part in Target Thursdays. During these sessions, students meet with their keyworker to reflect on their progress and agree a meaningful, achievable short-term outcome linked to their identified needs. These outcomes are then recorded within their My Plan, allowing it to become a live, dynamic, and student-led document that evolves throughout their placement.

The My Plan process places the student at the centre of assessment and review, encouraging them to take an active role in setting goals, celebrating successes, and identifying next steps. Progress towards outcomes is monitored regularly through discussions with the student, observations, academic progress, attendance, behaviour, and feedback from staff and external professionals where appropriate.

For KS3 students, the My Plan is formally reviewed on two occasions before reintegration into their host school. For KS4 students, the same process is followed, with formal reviews taking place three times across the academic year. These reviews evaluate progress towards outcomes, identify any changes in need, and ensure that support remains appropriate and effective.

To maintain a collaborative approach, My Plans and review outcomes are shared with parents/carers, host schools, and relevant external professionals. This ensures that all stakeholders have a clear understanding of the student's progress and can work together to support positive outcomes and successful reintegration

We use the Doyle Reintegration Scale to measure a student's readiness for learning and, where appropriate, their transition or reintegration into mainstream education. The scale provides a structured assessment of a young person's social, emotional and learning-related skills and helps us identify both strengths and areas for development.

The assessment considers five key areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning

How do we support students moving between phases of education?

We work closely with our schools in order to support any student who returns to mainstream. We are transparent with students and parents/carers about what information will be shared as part of this.

All our year 11 students are offered support in preparation for moving into post-16 settings. This includes careers advice, outreach programmes, college visits, career fairs, experts coming into school, and transition panel meetings.

How do we support students with SEND prepare for adulthood?

We offer all of our students the opportunity to access PSHE lessons and embed personal development across our entire curriculum offer; both of these are designed to help equip students, including those with SEND, with some of the skills, abilities, and knowledge that they need for becoming independent and successful adults.

What is our approach to teaching students with SEND?

All teachers are responsible and accountable for the progress, achievement and wellbeing of every student in their class, including those with Special Educational Needs and Disabilities (SEND).

High-quality teaching is the foundation of our approach to supporting students with SEND. We believe that effective classroom practice, adapted to meet individual needs, is the first step in ensuring all students can access learning and make progress.

Our small class sizes enable teachers to develop a detailed understanding of each student's strengths, needs and learning preferences. This allows staff to deliver a personalised approach, adapting teaching strategies, resources and support to help every student achieve their potential. Where additional support is required, targeted interventions and specialist provision are implemented alongside high-quality classroom teaching to ensure students receive the support they need to succeed.

How do we adapt our school to meet the needs of students with SEND?

We are committed to ensuring that all students can access and engage with the curriculum, regardless of their individual needs.

We adapt and differentiate our curriculum, teaching approaches and learning resources to remove barriers to learning and enable every student to achieve success. Teachers carefully consider each student's strengths, needs and preferred learning styles when planning and delivering lessons.

Adaptations may include:

- Differentiated learning activities and outcomes.
- Modified resources to improve accessibility and understanding.

- The use of recommended assistive aids such as laptops, coloured overlays, writing grips, adapted worksheets, larger font sizes and visual glossaries.
- Additional processing time to support understanding and responses.
- Pre-teaching of key vocabulary and concepts.
- Clear, structured instructions supported by visual prompts.
- Reading instructions, questions and learning materials aloud where appropriate.

These reasonable adjustments help ensure that students with SEND are able to participate fully in learning, develop confidence and make good progress alongside their peers.

What expertise and training do our staff have to support students with SEND?

Staff at Abbey View are committed to developing their knowledge and understanding of SEND to ensure that all students receive effective, appropriate and consistent support.

Staff regularly participate in professional development opportunities, training and student-focused briefings to enhance their understanding of individual needs and effective strategies for supporting learners with SEND.

SEND is a standing agenda item at our weekly staff meetings, ensuring that staff are kept informed of students' needs, progress and any changes to provision. This enables a collaborative approach to support, promotes the sharing of good practice and ensures that strategies are consistently implemented across the school.

Through ongoing training and regular communication, we strive to create an inclusive environment where all students feel understood, supported and able to achieve their full potential.

How do we evaluate the effectiveness of our SEND provision?

At Abbey View, we carefully monitor and evaluate the impact of our SEND provision to ensure that all students receive the support they need to make progress and achieve positive outcomes.

The effectiveness of interventions is reviewed regularly through a cycle of assess, plan, do and review. Intervention programmes are evaluated using appropriate assessment measures, with reviews taking place in line with the recommended timescales for each intervention. This enables us to measure progress accurately and make informed decisions about future support.

The progress of all students, including those with SEND, is monitored termly against their academic, social and emotional targets. This allows us to identify strengths, address any emerging concerns and ensure that support remains effective and responsive to individual needs.

Education, Health and Care Plans (EHCPs) are formally reviewed on an annual basis. As many of our students are dual registered, we work closely with their mainstream schools, families and other professionals to contribute to review meetings, monitor progress towards outcomes and help plan future provision.

We also use a range of assessment tools, observations, student voice, parent feedback and professional discussions to evaluate the impact of support and ensure that our SEND provision continues to meet the needs of our learners effectively.

How do we enable students with SEND to engage in activities with students who do not have SEND?

At Abbey View, we are committed to creating an inclusive environment where all students feel valued, respected and able to participate fully in school life. Many of our students have additional needs or have experienced barriers to accessing education. While a significant number of students have identified SEND, others may require support for social, emotional or mental health needs. We believe that every student benefits from learning, socialising and participating alongside a diverse range of peers.

Classes are organised primarily by age and key stage rather than by SEND status, enabling students with and without SEND to learn together daily. Teachers use adaptive teaching strategies and reasonable adjustments to ensure that all students can access learning and contribute successfully within the classroom.

In addition to lessons, students regularly engage together in a range of whole-school activities, including tutor time, break and lunchtime sessions, enrichment opportunities, educational visits and school trips. These experiences promote positive relationships, social development, teamwork and a strong sense of belonging within the school community.

Through our inclusive approach, we aim to ensure that all students have equal opportunities to participate, achieve and develop the skills and confidence needed for future success.

How do we support students with SEND to improve their emotional and social development?

At Abbey View, we recognise that emotional wellbeing and positive social development are fundamental to a student's success in education and beyond. We provide a nurturing and supportive environment where students are encouraged to develop confidence, resilience, communication skills and positive relationships.

Our dedicated Pastoral Leads are available throughout the school day to provide guidance, emotional support and help students manage any challenges they may face. Students with SEND, alongside all other students, can access this support whenever it is needed.

All students take part in our Personal, Social, Health and Economic (PSHE) education curriculum, which promotes emotional wellbeing, healthy relationships, self-awareness, personal safety and social development. The curriculum is designed to equip students with the knowledge, skills and confidence needed to thrive both in school and in the wider community.

We actively promote the development of social skills through everyday school experiences. Our 'Kitchen Table' approach at breakfast and lunchtime encourages students and staff to eat together, engage in conversation and develop positive social interactions in a relaxed and supportive environment. Students also have opportunities to build teamwork, communication and cooperation skills through games, quizzes, enrichment activities and PE lessons.

How do we involve other organisations in meeting the needs of students with SEND and in supporting families?

At Abbey View, we recognise the importance of working collaboratively with families and external professionals to ensure that students with SEND receive the most effective support possible. Multi-agency working is a key part of our approach and helps us to develop a comprehensive understanding of each student's needs.

Where a student is already receiving support from external services before joining Abbey View, we will work closely with those professionals to ensure that support can continue wherever appropriate. This helps to provide consistency for students and families and ensures that important information is shared to support positive outcomes.

We regularly liaise with a range of external agencies and specialists, including educational psychologists, speech and language therapists, occupational therapists, CAMHS, social care professionals, SEND caseworkers and other relevant services. The involvement of these professionals helps us to identify barriers to learning, plan effective support and review progress over time.

Where appropriate, external agencies may work directly with students in school. Parents, carers and students will be kept fully informed and involved in any planned support or assessment. We are committed to facilitating access to services and interventions that will benefit the young person and support their educational, social and emotional development.

By working in partnership with families, schools and external professionals, we aim to provide a coordinated and holistic approach that enables students with SEND to achieve their full potential.

How do we include arrangements for young people who are looked after by the local authority and have SEND?

At Abbey View, we recognise that children who are looked after by the local authority and have SEND may require additional support and careful coordination between education, care and other professionals.

Our Deputy Principal and SENCO, Lucy Brazier, is the school's Designated Teacher for Looked After Children. She works closely with teaching staff, social workers, carers, Virtual School colleagues and other professionals to ensure that the needs of looked after students are fully understood and appropriately supported.

Where a student is both looked after and has SEND, a joined-up approach is taken to ensure that their educational, social, emotional and wellbeing needs are considered holistically. We work collaboratively with all professionals involved to monitor progress, review support and ensure that provision is tailored to the individual needs of the young person.

We are committed to promoting stability, inclusion and positive outcomes for looked after students, ensuring they receive the support, encouragement and opportunities they need to achieve their full potential.

Where can I find the Local Authority Local Offer?

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

What can I do if I am unhappy with the school's SEND provision, or do not feel that the school is meeting my child's SEND needs?

In the first instance, any complaints can be made to Victoria Jones, our school Principal. Please see our separate complaints policy with further information (there is a link at the bottom of this document to take you there.)

How is SEND information shared between Abbey View and a student's mainstream school?

As part of the referral process, a student's mainstream setting should share any relevant information about SEND with Abbey View.

The school principal contacts each mainstream setting, weekly, to give an update on students, including those with SEND.

If a student is returning to their mainstream setting, Abbey View will share any relevant information with regards to SEND with the school before they return, so that any needs can be supported on return.

How do you support students with SEND in their exams?

Where a student with SEND qualifies for access arrangements in their exam, and it is reflective of their usual way of working in the classroom, then these arrangements will be applied for via the form 8 process.

These arrangements may include extra time, a reader, use of a scribe, use of a laptop, a coloured overlay, rest breaks, working in a room alone.

Where access arrangements have been applied for and put in place at the student's mainstream school, we will replicate those at Abbey View.

What other policies are relevant to this document?

- Accessibility policy

- SEND policy
- Admissions policy
- Supporting Students with Medical Conditions policy
- Behaviour policy
- Curriculum statement
- Child Protection and Safeguarding policy
- Complaints policy