Special Educational Needs and Disability (SEND) Report

Date: April 2026

This report outlines the current provision, progress, and strategic development of Special Educational Needs and Disability (SEND) support at Abbotsholme School. It reflects our commitment to inclusive education, ensuring that all students, regardless of need, are supported to achieve their full academic, social, and emotional potential.

Overview of SEN Provision

Abbotsholme School adopts a whole-school approach to SEND, where high-quality teaching is the first step in responding to students needs. SEN provision is guided by the SEND Code of Practice (2015) and focuses on early identification, effective intervention, and ongoing monitoring.

The four areas of need supported are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Provision includes differentiated classroom teaching, targeted interventions, the oasis, a committed learning skills team, and where necessary, external specialist support.

Identification and Assessment

Students with SEND are identified through:

- Baseline assessments and screening tools
- Teacher observations and progress tracking
- Concerns raised by parents or carers
- Information from previous educational settings
- External professional assessments e.g., clinical/educational psychologists

Current SEND Profile

As of April 2026:

- 38.89**%** of students are identified as having SEND
- 18 students have Education, Health and Care Plans (EHCPs)
- The most common needs identified are:
  - Autistic Spectrum Disorder

- Attention Deficit Hyperactivity Disorder
- Dyslexia
- SEMH needs, including anxiety, EBSNA and emotional regulation difficulties

Interventions and Support

Provision includes:

- Small group literacy and numeracy interventions
- One-to-one targeted support where required
- The Oasis - which is a safe space supporting regulation

- Access arrangements for assessments (e.g., extra time, reader, scribe)
- Social skills and emotional regulation programmes
- Use of assistive technology

All interventions are monitored for impact and adjusted as needed.

Staffing and Training

The SENCO oversees SEND provision across the school, supported by a team of teaching staff and SEN Teaching Assistants

Recent staff training has included:

- Differentiation strategies
- Supporting students with dyslexia and specific learning difficulties
- PDA Training

Ongoing professional development remains a priority.

External Partnerships

The school works collaboratively with:

- Clinical Psychologist
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists

These partnerships (which are privately funded or resourced through the NHS) ensure specialist input where required and support effective provision planning.

Parental Engagement

Parents and carers are actively involved through:

- Annual Review Meetings
- An open door policy with the SENCO
- Communication via reports and consultations
- Collaborative target setting through the use of IEP's

The school values strong partnerships with families to support student progress.

Student Voice

Students are encouraged to contribute to their learning plans and reviews. Their views are considered in setting targets and evaluating support strategies. There is an open door policy for all students with the SENCO, and students are aware that they can speak to the SENCO and/or the learning skills team at any point.

Monitoring and Impact

Progress of SEN students is tracked through:

- Academic data analysis
- Intervention impact assessments
- EHCP annual reviews
- Pastoral monitoring

Overall, students with SEND at Abbotsholme School continue to make good progress relative to their starting points.

Priorities for Development (2026–2027)

Key priorities include:

- Further embedding inclusive teaching strategies across all departments
- Expanding SEMH provision and early intervention
- Strengthening transition support (into and out of the school)
- Continued staff training and development

Conclusion

Abbotsholme School remains committed to providing an inclusive, supportive, and high-quality educational environment for all students with SEND. Continued reflection and development will ensure provision evolves to meet the changing needs of our learners.