



SEND Information Report

Alexandra Primary School

INTRODUCTION

At Alexandra Primary School we are proud to be an inclusive school, offering places to children with a variety of needs. We endeavour to accommodate all children in our school, including children with medical, behavioural, educational and social needs. However in more complex, challenging or severe cases we ask that you meet with the Head Teacher, Deputy Head Teachers and/or SENCO to discuss whether we can meet the needs of your child and therefore if we can offer your child a place at Alexandra Primary School.

As a very diverse school we welcome children from all cultures, backgrounds and religions. We have specialist staff who support our new arrival children to the UK with learning English. We also liaise closely with Hounslow Language Service and Hounslow Travellers Support (see attached EAL policy).

Every year we have a number of children who receive free school meals. Therefore the school has pupil premium funding allocated which enables it to provide extra support, experiences and opportunities for these children (see attached Pupil Premium Allocation Proposal).

We work with many agencies to ensure any Looked After Children receive pastoral support to enable them to achieve to the best of their ability. At Alexandra Primary School we want to ensure that the 'whole child' is making progress; academically, socially and emotionally.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS OR DISABILITIES?

At Alexandra Primary School children are identified as having SEND through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by parent/carer

- Concerns raised by teacher, for example, behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical disabilities team, behaviour support service, learning support, Educational Psychology, CAMHS (Children and Adolescent Mental Health Service) and Social Care
- Health diagnosis through paediatrician

HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us – firstly contact your child’s class teacher followed by the SENCO or a member of the Senior Leadership Team
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

HOW WILL SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- Our SENCO and Head of Inclusion oversee all support and progress of any child requiring additional support across the school.
- The class teacher oversees, plans and works with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. This may be support within the class, to help the child access the whole class work. Support may also be provided in an intervention group, where an individual or small group of children are withdrawn from the mainstream learning to a group room to focus on Learning Intentions more specific to their needs. Interventions may also take place at lunchtime.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parent’s Consultation Evening) to discuss your child’s needs, support and progress.
- For further information the SENCO is available to discuss support in more detail. The SENCO also offers formal consultation appointments each term.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENCO and Head of Inclusion reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with the SENCO. They also report to the Governors to keep everyone/all parties informed.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson, learn at their level and make progress.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- For some children we may operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.

- If your child has complex SEND they may have a Statement of SEN, which means that a formal meeting will take place to discuss your child's progress and a report will be written.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we measure children's progress in learning against National expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year 6, using a variety of different methods including National Curriculum levels and reading and spelling ages, as well as phonic checks.
- Children who are not making expected progress are picked up through Pupil Progress meetings with the Class teacher, SENCO, Deputy Head Teachers and/or Head Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school; we welcome and celebrate diversity. All staff know that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the Senior Leadership Team or SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- The SENCO also monitors the progress of vulnerable children and offers appropriate Social and Emotional programmes to support their development.
- In some instances a Care Plan may need to be written to support a child's needs.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Admin Staff generally oversee the administration of any medicines.

- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.
 - Parents are invited to come and administer medication where a 'short course' is needed, eg. antibiotics

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- After any behaviour incident we record the incident in a behaviour log. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. We also discuss any incidents directly with parents. (Please see attached behaviour policy)
- Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported to the Head teacher. Support is given through an incentive scheme where good attendance and punctuality is actively encouraged throughout the school.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- If your child has a Statement of SEN their views will be sought before any review meetings.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENCO is fully qualified and accredited.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention, Play Therapist, Specific Learning support; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, Social Workers and Educational Psychologists.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- All staff have received training on barriers to learning, differentiation and assessment of SEND children.
- Specific training is given to any staff member delivering an intervention before it begins.
- Future training will continue to focus on continuing to provide a fully inclusive school.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we therefore aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is on two levels with a lift enabling access to the first floor and with ramps at specified fire exits.
- We liaise with HLS (Hounslow Language Service) who assist us in supporting our families with English as an additional language.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting when they will meet their buddy and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We invite parents for an informal discussion to ascertain child's needs and parent's aspirations.
- We use social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then a Statement review will be used as a transition meeting during which we will invite staff from both schools to attend.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

- We ensure that all children who have Special Educational Needs and/or Disabilities are met to the best of the school's ability with the funds available.
- We have a team of Teaching Assistants who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a Teaching Assistant.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with parents

If a child has been allocated funding, school ensures it is spent to meet the needs of the pupil by providing 1:1 Support, training, resources etc.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets and ensuring they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEND register when they have 'caught up' or made sufficient progress.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet the SENCO, Deputy Head Teachers or Head Teacher.
- Look at the SEND policy on our website
- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school Admin office to arrange to meet the Head teacher, Deputy Head Teachers and/or the SENCO, who would willingly discuss how the school could meet your child's needs.

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