



## **SEND Information Report Autumn 2022**

**Who are the best people to talk to in this school about my child's difficulties with learning or Special Educational Needs (SEN)?**

**Our Special Educational Needs and / or Disabilities Co-ordinator is:  
Mrs Beth McLaughlin**

Our SENDCo is responsible for:

- Leading the staff team in meeting children's special educational needs and disabilities
- Managing the short-, medium- and long-term implementation of the SEND Code of Practice and school SEND policy
- Co-ordinating the administration associated with SEND
- Coordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Contributing to the in-service training of staff
- Liaising with previous schools and subsequent schools of children with SEND
- Liaising with local secondary schools as Year 6 pupils with SEND prepare to transfer
- Liaising with external agencies including Educational Psychology services, behaviour consultant, learning consultant, Speech and Language therapy, Occupational therapy, Child and Adolescent Mental Health Service (CAMHS), health and social services and voluntary bodies
- Coordinating and developing school-based strategies for the identification of and provision for children with SEND
- Monitoring the progress of all children in receipt of SEN support
- Reporting to the governing body on all aspects of SEND in the school.

Contact via the school office, or at [sendco@alexandra.hounslow.sch.uk](mailto:sendco@alexandra.hounslow.sch.uk)

## **Welfare Assistant: Ms Carla Da Cruz**

Responsible for:

- Preparing Health Care Plans for children with diagnosed medical conditions and working with parents to make sure that these are kept current
- Administering some medication prescribed by doctors. Please see the school's policy on the administration of medicines
- Providing medical assistance to children when required

## **All class teachers**

Responsible for:

- Checking on the progress of all children and identifying, planning and delivering any additional help children may need (for example, targeted work, additional support) and making the SENDCo aware of any concerns
- Ensuring that all staff working with children in their class are supported to deliver the planned work for that child, and are aware of the expected outcomes so that they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help, and specially planned work and resources.
- Alongside the SENDCo, regularly reviewing the progress towards their expected outcomes of children with SEND in their class
- Updating parents on the additional support their child is receiving
- Ensuring that the school's SEND Policy is followed for all children that they teach.

## **Support staff**

Responsible for:

- Delivering programmes or providing support as planned by the class teacher, SENDCo, or external specialists
- Reporting children's progress towards targets to the class teacher, SENDCo, or external specialists.

## **The Head Teacher: Mr Norton**

Responsible for:

- The day to day management of all aspects of the school, which includes the support for children with special needs
- Overseeing the work of the SENDCos and class teachers ensuring that the needs of all children are being met
- Ensuring that the Governing Body is kept informed about any issues in the school relating to SEND.

## **SEN Governor: Mrs Natasha Woolman**

Responsible for:

- Ensuring that the necessary support is available for any child who attends the school who has SEND.

## **How does the school know if children need extra help?**

- All children in our school have their needs assessed by class teachers as part of the quality teaching which happens everyday. Most children will have their needs met by teachers and staff having the highest possible expectations of all pupils in their class, and ensuring that all children's learning is building on what they already know, can do and can understand.
- Where teachers have concerns about a pupil's needs, these are raised in termly meetings with the SENDCo, or at any other

appropriate time.

- We track the progress of all children closely so that we can quickly identify pupils who may benefit from extra support.
- Pupils can also ask for extra support and help from any staff member.

### **What should I do if I think my child may have special needs?**

- Parents / carers should bring concerns or information about their child's needs to the class teacher initially
- Parents / carers can also contact the SENDCo.

### **How will school staff support a child?**

- Senior staff regularly monitor the quality of all teaching throughout the school, including the support given to pupils with special educational needs
- The class teacher with the SENDCo plans extra support, which is additional to or different from usual classroom provision. This additional support can be provided by a teacher, teaching assistant (TA) or external specialist 1:1 or in a small group. This is monitored by the SENDCo.

### **Who will explain to parents / carers what is happening for the child?**

- Support is planned and reviewed termly. A record is kept of the planning and this will be shared with parents/carers, either in person or sent home with the child. Parents / carers are encouraged to respond to the support plan and make any contributions they wish.
- Class teachers and the SENDCo are available to discuss the support plan at parents' evenings, or appointments can be made at any point in the year.
- Where an external specialist is involved in supporting a child, they may meet with parents / carers as well.

## **How will the curriculum be matched to a child's needs?**

- High quality classroom teaching is the key to learning at school. We aim for a broad, balanced and creative curriculum which engages children and offers learning which is matched to pupils' abilities.
- Learning opportunities are planned so that all pupils in the class can take part.
- Lessons are structured in different ways, and in some lessons children may be grouped with others who are working towards similar targets.
- Additional adult support may be used in a variety of ways to support children's learning: small groups, one-to-one support in or out of class, or to support the class teacher to work with specific groups of children.
- The support given to all children is assessed regularly by the class teacher. The level and type of support given to children may therefore change depending on their current needs.
- Where appropriate children may work outside of their classroom in group rooms or therapy spaces.

## **How will parents/carers know how their child is doing?**

## **How will the school support parents/carers to help their child's learning?**

## **When will parents / carers be able to discuss their child's progress?**

- Parents' evenings take place during the autumn and spring terms and a written report is sent to all parents in the summer term, with the option of attending a further parents' evening to discuss the report. A termly 'snapshot' report is also sent in the autumn and spring term.
- Children with Education and Health Care Plans (EHCPs) have additional annual review meetings (or every six months in the case of children under the age of five). These can also be held at any time in the year, regardless of whether 12 months has passed since the previous review, in response to the child's circumstances.

- Homework is set by class teachers and is appropriate for the age of the children in the class. This may be differentiated for children with a SEND need.
- Where children receive SEND support, the class teacher and SENDCo plan and review this, and records of the planning are shared with parents / carers. We welcome the contributions of parents/carers to these.
- When agencies from outside the school have been involved, they usually provide suggestions and advice that can be followed up at home, and often meet with parents in school.
- Parents / carers are welcome to make an appointment to see the class teacher or other relevant members of staff at other times.

### **What support will there be for children's overall well-being?**

- At Alexandra Primary School, all staff have a responsibility for the welfare of all the pupils. Relevant staff are trained to support the medical needs of pupils including those with allergies. Health Care Plans are drawn up, in consultation with parents and healthcare professionals, if a child has a diagnosed medical condition, or when medication needs to be given in school.
- Safeguarding and child protection procedures are in place. We have five designated safeguarding leaders: Mr Norton, Mrs Buchanan, Mrs Mansfield, Mrs Griffiths and Mrs Bird.
- Our behaviour policy is followed by all staff and a copy can be found on the APS website.
- We have several trained Emotional Literacy Support Assistants (ELSAs) who work with groups and individuals, as well as a commissioned play therapist and counsellor to support children's mental health.
- Attendance is monitored regularly to ensure that all children have good attendance and arrive punctually. Please see the school's Attendance Policy for more details.

## **What specialist services and expertise are available or accessed by the school?**

- Sometimes the school will consult an outside agency for more specialist expertise. The agencies consulted by the school include:
  - Learning and behaviour consultants
  - The SEN Specialist Support Team (advisors for visual and hearing impairment and physical needs)
  - The Educational Psychology Service
  - Speech and Language Therapy
  - Occupational Therapy
  - CAMHS (Child and Adolescent Mental Health Service)
  - Social Care
  - Traveller support

We obtain parental permission before referring pupils to outside agencies, unless doing so would put children at risk.

## **What training will the staff supporting children with Special Educational Needs and Disabilities have?**

- The SENDCo advises and support teachers and other staff on meeting the needs of children with SEND. We also offer training opportunities through the EY SEN Team, Hounslow SEND and additional providers. If a child has, a need identified that staff are not familiar with, the SENDCo organises for an external specialist to advise and train the staff around that child. Staff may also attend training run by external providers.

Examples of training from the last three years include:

- Speech and language needs
- Autism and social communication difficulties
- Sensory regulation and OT needs
- Positive behaviour management for children with SEND
- Early Years Interventions

Ms McLaughlin is studying for a Postgraduate Certificate in Special Educational Needs Co-ordination (the 'national SENDCo qualification').

### **How will children be included in activities outside the classroom, including school trips?**

- We ensure our outside learning activities and trips are accessible for all our pupils. If necessary, additional adults are deployed to support a pupil with special needs or a disability. This information is recorded on the risk assessments which are prepared for all trips. Where appropriate, parents/carers of children with SEND may be invited to accompany their child on a trip. We aim to include all children in extra-curricular clubs where they have applied, although for safety reasons this may not always be possible with certain types of need.

### **How accessible is the school environment?**

- The main gate is accessible with a security code or via an intercom entry system.
- The school has a lift to its upper floor and can be utilised where necessary.
- The school has accessible toilets in all year groups.
- A disabled parking bay is available in the Car Park.
- Where appropriate, we can borrow equipment from Hounslow SENSS Team.

### **How does the school prepare and support children when:**

**they join the school?**

**they transfer to a new school?**

- When a child with SEND is admitted to Alexandra Primary School the class teacher and SENDCo work closely with parents and carer and any setting the child has attended to ensure we fully understand their needs.
- All parents / carers are encouraged to bring their children to visit



the school prior to joining, and in the case of certain special needs, extra visits may be arranged as well.

- When a child leaves the school before Year 6, the SENDCo will pass on all relevant information about how the child's needs have been supported at Alexandra Primary School.
- Staff from most Secondary Schools meet with Alexandra Primary Year 6 teachers to discuss the needs of all the Year 6 children. Year 6 pupil also have the opportunity to visit their new secondary school during the last part of the summer term, and additional visits are often facilitated for children with SEND who may benefit from them.
- The SENDCo meets with all Hounslow secondary school SENDCos in the summer term to discuss the needs of children in Year 6 who have been identified as having SEND.

### **How is the decision made about the type and how much support a child will receive?**

- Each pupil's need is assessed on an individual basis.
- Initially, support for children's learning needs is through specific strategies carried out by the class teacher.

Where a child needs further support, this is planned by the class teacher and SENDCo together and reviewed termly. For pupils with Education, Health and Care Plans (EHCPs), the type of support needed will be detailed on their plan. This is discussed at an annual review meeting with parents and professionals, or every six months for children under the age of five.

- For a very few pupils, we may request that an assessment for an EHCP be made by the local authority. Please speak to the SENDCo if you would like more information about this process, or view the school's SEND policy, or search online for 'Hounslow Local Offer'.

### **How are the school's resources allocated and matched to children's needs?**

- The Senior Leadership Team and Governors monitor all finances carefully to ensure value for money.

- We use our resources to support the aims of our school as well as individual learners' needs.
- Where a pupil needs substantial support, we apply to the local authority for additional funding to meet their needs. This funding is reviewed annually or every six months while children are under the age of five, or at the end of the funding period for short-term needs.
- SEN funding, whether from our school SEN budget or from an individual pupil's additional budget, may be spent in a variety of ways as appropriate. These may include:
  - In-class support from a teaching assistant
  - Speech and language therapy
  - Occupational therapy
  - Lunchtime/playtime support
- Where pupils receive substantial in-class support from a teaching assistant, we generally allocate a different TA each year, unless there are compelling reasons to keep a particular member of staff with a child.

### **How are parents / carers involved in the school and how can they become involved?**

- Parents and carers who wish to volunteer at fund raising events can contact the school
- Parents and carers can apply to join the school's team of parent volunteers. A background check will be carried out.

### **How does the school listen to pupils' views?**

- We have an active School Council where all pupils can share their views and ideas.
- Pupils take part in regular surveys about their learning and other aspects of school life.
- Children with EHCPs contribute their own report to annual reviews.

## How do Governors make sure SEN pupils' needs are met?

- A member of the Governing body is appointed to have an oversight of SEND in the school. Currently this is Mrs Natasha Woolman. Mrs Woolman is a member of the Governors' Curriculum Committee, which meets each term. The SENDCo and Governors have the opportunity to discuss matters relevant to SEND at these meetings.
- Senior school staff present information about pupil progress to the Governors on a regular basis, including that of pupils with SEND.

## Who can parents contact for further information, or to raise concerns?

In the first instance, always contact the class teacher if you have any concerns. You can also contact **Mrs Beth McLaughlin** [sendco@alexandra.hounslow.sch.uk](mailto:sendco@alexandra.hounslow.sch.uk)

**Telephone: 0208 570 6826**

The Deputy Head Teachers Mrs Mansfield or Mrs Buchanan can also be contacted along with the Head Teacher Mr Norton via the school office.

Information about Hounslow's Local Offer can be found here:

[https://fsd.hounslow.gov.uk/synergyweb/local\\_offer/](https://fsd.hounslow.gov.uk/synergyweb/local_offer/)

This document is written with regard to Schedule 1 of The Special Educational Needs and Disability Regulations 2014. Please see:

<http://www.legislation.gov.uk/uksi/2014/1530/contents/made>

This document will be reviewed in September 2023