

Draft Sept 2019

Alexandra Primary School

Specialised Support

Our Local offer



Alexandra

Primary School

Aspire, Perform, Succeed

Legislation and Guidance

In March 2014, The Children and Families Act received Royal Assent. Part 3 of the Act covers SEN legislation. Further information can be found at <http://www.legislation.gov.uk>, search for “Children and Families Act 2014”

In September 2014 there will be a new SEN Code of Practice which will offer guidance on how the Act should be implemented across all services, especially education. This local offer states how Alexandra Primary School endeavours to provide specialised support for those children who require it, in order to reach their full educational potential.

The definitive draft Code of Practice has been published (16 April 2014) and consultation on this has ended (6 May 2014). The final Code of Practice is likely to be similar to this. For more information, see [SEN Draft Code of Practice 10 June 2014](#).

All Hounslow schools have a similar approach to meeting the needs of pupils with additional needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with specific needs being met in a mainstream setting wherever possible, where families concur that this should happen.

Before any child receives Specialised Support, Alexandra Primary School endeavours to always provide Quality First Teaching for all children.

Quality First Teaching at Alexandra Primary School – **What is Quality First Teaching (QFT)?**

QFT demands 100% participation from children and sets high and realistic challenges.

According to the archived Department for Children and Schools guidance on personalised learning, quality first teaching (QFT) aims to engage and support the learning of all children and young people in an inclusive and cohesive way, and places a strong focus in pupil participation in learning.

“QFT demands 100% participation from the pupils and sets high and realistic challenges. It does not ‘spoon feed’, it is challenging and demanding; it expects pupils to be able to articulate their ideas, understanding and thinking by actively promoting pupil talk”.

Highly focused lesson design with sharp objectives:

- High demands for children involvement and engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of questioning, modelling and explaining on the part of the teacher;
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- Use of praise and encouragement to engage and motivate children;
- Encourage children to take responsibility for their own learning.

Alexandra Primary School

Question

How does the school know if children need extra help at Alexandra Primary School?

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

How will the school support a child?

School Local Offer

- When any member of staff has concerns about a child, they raise it with the class teacher and the SENDCo in the first instance.
 - Class teachers regularly discuss the progress of individual pupils with Senior Leaders.
 - The progress of every child is closely tracked so that we can quickly identify children who are not making progress and may need additional support.
 - Information from previous schools is gathered so that, if needed – subject to budgetary requirements, support can continue. School will carry out our own assessments and observations of the child to support next steps accordingly.
 - The schools' SENDCo will observe the child in class and in discussion with the class teacher and support staff, identify the child's next steps.
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- Parents can raise concerns about their child's progress with the class teacher.
 - Parents can also contact the SENDCo via the school office.
 - If the child has medical needs please contact the welfare officer via the school office.
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- Support, which is additional to and different from the usual classroom experience, is planned by the SENDCo and the class teacher.
 - Additional support may be provided by a Teaching Assistant or a teacher. This may be in class, in a small group or occasionally one to one.
 - Additional support is allocated on a needs and availability basis determined by a range of assessments and criteria.
 - Within school the majority of support would be given by a Teaching Assistant assigned to a year group.
 - More individualised programmes may be offered by a member of staff trained to support reading or by outside agencies such as speech therapists.

Who should parents / carers contact if they have concerns regarding their child's education or progress?

- The London Borough of Hounslow has a group of advisory teachers who work for the [Early Intervention Service](#) which includes Educational Psychologists and those working with children with physical disabilities and the visual/hearing impairment team. School also has access to a range of health professional advice which includes Occupational Therapy, Speech and Language, Physiotherapy. These services can be called upon when needed with parental agreement. The school also has access to Behavioural Support Advisory Teachers and Learning Support Advisory Teachers.

Who will explain to me what is happening for my child?

- In the first instance, parents should discuss concerns with the class teacher, contact can be made via an informal discussion at a mutually convenient time for both or discussed at a parent consultation evening.
- The next step would be to organise a meeting with the SENDCo.
- All additional special needs support is overseen by the SENDCo; appointments can be made to discuss your child's needs through the school office.
- Parents will be informed that their child is receiving additional support via consultation with either the class teacher or the SENDCo.

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

- At Alexandra Primary School we aim to give all children access to a broad, balanced and creative curriculum which is differentiated to meet individual needs.
- Learning opportunities are designed so that all children can take part. Additional adult support may be used in the classroom in a variety of ways including group work and one to one support for children with special educational needs.

At Alexandra Primary School we ensure effective inclusion of all pupils in high quality, everyday personalised learning including:

- Effective planning based on prior learning.
- Clear learning objectives which are verbally and visually shared with the children.
- High levels of pupil involvement and engagement with their learning.

- Effective questioning, modelling and explanation from the teacher.
- Talk for learning.
- Assessment for learning.
- Encouragement and praise.
- Reviewing learning and sharing next steps with children.

Regular and relevant information is shared with class teachers regarding children in their class to ensure that planning meets the needs of all the children in the class.

How does school support you to support your child's learning?

- Parents consultation meetings are held once a term in order for us to share children's progress and discuss how you can support your child further at home.
- An annual report is sent to parents in the summer term.
- Appointments can be made to meet with the class teacher and /or the SENDCo should you have any questions or concerns regarding your child'
- Annual review meetings are held for children with EHCPs (Education, Health and Care Plan).
- Outside advisors/professionals may want to hold consultation meetings with parents, they will also provide a written report with advice to be followed at school and at home.

How will I know how my child is doing?

- Parents will receive information via the class teacher about the curriculum in each year group.
- Advice can be sought from the SENDCo and the class teacher about how to help at home.
- Homework will reflect current learning in class and is differentiated to meet the child's needs.

What pastoral support will there be for my child's overall well-being?

Health needs:

- All staff are trained to deal with basic first aid emergencies. There are also a number of staff who have received more extensive First Aid training and are able to support and advise in more serious circumstances.

- All prescription medicines are kept in the welfare office and parents / carers must sign the appropriate administration form before their child will be given prescription medicines within school hours.
- Those children who have more long term health needs, such as Asthma, Allergies or Diabetes are known to all members of teaching and support staff and visit the welfare office for treatment. Their Class Teachers will be aware of their needs and trained accordingly to deal with their medication.
- Welfare staff have First Aid training and are able to support children with a variety of medical and emotional needs. Care plans are discussed with parents if needed and all staff are made aware.
- Class teachers are aware of children's medical needs within the class via the class information document.
- Every child has access to the PSHE curriculum (Personal, Social, Health and Emotional). These are weekly lessons designed to promote and discuss wellbeing and emotional literacy.
- Safeguarding and child protection procedures are in place.

Pastoral Care and Mentoring

- Alexandra Primary School is a caring and inclusive environment for all children. Our Senior Leadership and Welfare teams are readily available for mentoring in specific cases. School has a number of ELSA trained TAs who support children across the school. The school has access to CAMHS (Child Adolescent Mental Health Services), through the West London Mental Health Trust or the EIS, should the need arise for more intense emotional support. We also have the services of Flourishing Minds who can provide art/play therapy counselling on site.

Behaviour

- Behaviour is managed in accordance with the school's behaviour policy. Alexandra Primary School celebrates positive behaviour and supports those children who may have

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

a pattern of negative behaviour. Every effort is made through mentoring and positive reinforcement in order to develop children's independence when managing their own behaviour and making positive choices.

Specialised support

- The school has access to a variety of external services throughout the Borough which enable us to not only support children in school but also their families if needed. These consultant providers can provide specialised behaviour support advisors and Educational Psychologists and we also can access family support workers and Social Care. We have access to the following outside agencies for specialist advice:
 - The advisory teachers for learning and behaviour.
 - The Educational Psychology Service.
 - The Special Educational Needs Sensory Service (SENSS) – advisors for visual, hearing and physical impairment.
 - Speech and Language Service.
 - Child and Adolescent Mental Health Service (CAMHS).
 - Social Care.
 - Heart of Hounslow Health Centre (School Nurse, Occupational Therapy).
 - SALT – West London Speech and Language
 - Counselling through Flourishing Minds

We will obtain parental permission before referring a child or family to an outside agency for support. The school's decision to make a referral will be taken after discussions between class teachers, SENDCo and parents.

What types of training will the staff supporting children with SEND have access to?

- All staff have been trained to provide quality first teaching.
- All staff have training in teaching children with a range of special educational needs through whole staff training.
- Individual staff members have received training for specific interventions such as nurture and speech and language development.
- We request training from outside agencies as and when there is a need.

How will my child be included in activities outside the classroom, including school trips?

- Support staff at Alexandra Primary School are updated on SEND issues through regular meetings and INSET sessions. These sessions can be provided by members of our own teaching staff, support staff themselves who have expertise in a particular area or outside training providers such as the SALT team.
- Trips, Visits and Events - Alexandra Primary School will endeavour to make every trip or visit off site accessible and available to all children.
- Children's needs are carefully thought through when planning an off-site activity and considerations are made for children who may require specific support.
- Extra adults may be asked to join a trip, medications can be transported and locations are advised prior to arrival of our needs.
- We also carry out a risk assessment of the location and means of transport in order to manage risks and assess the needs of our children.
- Events such as Sports Day are fully accessible to all children and every child would be encouraged to participate in a way that is safe and appropriate for them on an individual basis.

How accessible is the school environment?

- In line with the Equality Act 2010 all efforts have been made to make Alexandra Primary School as accessible as possible.
- For those children and families who may have sight or hearing impairment, we will endeavour to offer alternative arrangements for written information and ensure that we take advice from the Hounslow Hearing Impairment team if necessary in regards to the use of radio microphones in classrooms, and offering signing support to parents.
- We would invite you to visit the school to discuss your child's needs and how we can best meet them.
- The majority of school building is on one level however years 3 and 4 are upstairs. There is a lift available where 1 child and an adult can travel between the floors safely.
- There is one disabled parking space near to the main reception.
- We have an accessibility plan in place and as such endeavour to meet the needs of all pupils.

How will the school prepare and support my child when they join the school or they transfer to a new school?

Transfer from another educational setting

- If your child is transferring to Alexandra Primary School will endeavour to gather as much information as possible in order to support transfer. This could include the transfer of former records and assessments, if available, from their previous setting, or possibly an observation if needed. Once here they will be carefully monitored through our induction process.
- Class Teachers and the SENDCo will continue to monitor their attainment and relationships with their peers. If your child received specialised support in their previous setting, school will endeavour to maintain a level of support appropriate to your child's needs.
- We would discuss their needs with their previous setting and plan together how to best support them at Alexandra Primary School.
- You will be invited to discuss this during the induction process.
- All current reports, assessments and data will be shared confidentially and we welcome observations in order for schools to plan their transfer process and support.

Transfer to a different Key Stage

- There are transition programmes in place for pupils transferring into Key Stage 1, Key Stage 2 and moving on to secondary in Year 6. These include visits to new classes, meetings between staff and information sharing between schools.
- For children in Yr6 with EHCPs, secondary staff are invited to the annual review and individual transition arrangements are planned.
- Parent information meetings are held for parents in the summer term. Further welcome meetings for every year group occur in the autumn term.

Transfer to another educational setting

If your child transfers to another setting from Alexandra Primary School, we will discuss your child's needs prior to transfer with their new school. All current reports,

assessments and data will be shared confidentially.

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

- Alexandra Primary School has a range of resources which can be allocated to children in order to support their learning, these will be allocated based on need.
- We use observation and assessment to identify those children who may require an additional resource, such as, a writing slope, adapted equipment (e.g. chairs, writing equipment, reading overlays etc...) or access to adapted facilities (disabled toilets or playground access)
- Each Year there is a specific budget allocated for the purchase of extra specialised support resources.
- Initial prioritisation of this budget is directed by the SENDCo and monitored by the Head Teacher and Governors.
- Resources are monitored for effectiveness and changed, improved or reallocated as required.
- Where a child needs substantial support and an EHCP is in place, additional funding can be applied for through the local authority, which is reviewed annually.

How is the decision made about what type and how much support my child will receive?

- Each child's needs are assessed on an individual basis and support is allocated where necessary.
- Intervention groups are planned through discussion between the SENDCo, class teachers and outside agencies if they are involved.
- Intervention groups are reviewed each term and progress is assessed to determine whether the child needs continued support.
- Class provision maps are written for children requiring extra support, longer term targets are set and reviewed each year. Progress of each child is reviewed by the class teacher, TA, and SENDCo each term. This is discussed with parents at parent's evenings. This information is used to inform future support.
- School encourages and welcomes parents and carers to be involved at every stage of their child's education. We hold regular termly parent consultations, where parents are invited to discuss their child's progress with the Class Teacher.

If my child requires specialised support, how will parents / carers be involved in this process?

- If more intensive support is required you will be invited to meet termly with the SENDCo, the Class Teacher and any advisors. At these meetings targets will be devised with your involvement and a copy of these will be sent to you via your child's Class Teacher.
- Should your child receive specialised support from an external source, – you will be informed of this and asked to sign a consent form.
- Children with EHCPs (Education Health and Care Plan) will have targets and support planned through the annual review meeting with parents and professionals.
- The school's decision to make a referral to outside agencies is actioned through pupil progress meetings, discussions with teachers and parents.

What is an EHCP ?

- An EHCP looks at all the needs a child has in education, health and care. Professionals from each area, along with you the parent/carer and your child, will consider what outcomes you would like to see for your child in the short and long term and the EHCP will identify what is needed to achieve them. It is reviewed annually with the parents and professionals and the child through a child centred review.

How are parents involved in this process?

- At Alexandra Primary School we encourage all parents to take an active interest in their child's learning.
- Parents are encouraged to attend parent's evenings to discuss your child's progress and targets, this will include strategies that have been implemented to support them in school and at home.
- As assessments and information is gathered, you will be asked to give background information and discuss with us the short term and long term goals you have for your child.
- Targets will be devised with the involvement of you the parent / carer and also if at all possible the child. If further assessment needs to take place within school hours, you will be informed of this.

How else can parents / carers be involved in the life of the school?

- We welcome parents to attend special events throughout the year.
- Parents can contribute to the life of the school through helping in the classroom or on

trips and visits. To volunteer, make an appointment with Mrs. Pennington, the SENDCO.

- Parent Governors are vitally important to the running of the school and are supportive of the school's inclusive policy.

How does the school listen to children's views?

Children are encouraged to share their views at Alexandra Primary School.

- Circle time is used across the school to discuss issues that arise within the class and celebrate achievements.
- We have a School Council who meets regularly to discuss whole school issues and initiatives – please see Mrs Buchanan (Deputy Head Teacher) for further information.
- If your child receives specialised support, they will be encouraged to share their opinions of the support programme with the SENDCO within their termly monitoring of support.
- If further assessment of support needs to take place, children will be involved in the process of devising targets and reviewing their progress.

How do governors ensure that the needs of children with SEND are met?

- Alexandra Primary School has a designated governor for Special Educational Needs.
- Progress and updates in Special Educational Needs are reported to Governors regularly.
- Governors review their professional skills and knowledge related to specialist support and are regularly informed of progress and support initiatives.
- The Governing Body are very supportive of the schools' inclusive policy and welcome feedback from parents.

Who can I contact for further information?

In the first instance please contact your child's class teacher.

Further information can be obtained from Mrs Beth McLaughlin- SENDCO- on bmclaughlin1.313@lgflmail.org or through the school office on 020 8570 6826.

The SENDIASS in Hounslow is a free confidential service offering information and support for parents of children with special needs/disability.

Further information can be found on the London Borough of Hounslow's [Local Offer](#)