



SEN INFORMATION REPORT

All schools are obliged to provide a wealth of information on their school website and from the 1st September 2014, under Section 65 (3) (a) of the Special Educational Needs and Disabilities regulations, it is a statutory requirement for schools to publish a SEN Information Report on their website also.

A SEN Information Report must contain all the information on how the school identifies, assesses, makes provision for and supports pupils with special education needs (SEN) as well giving details regarding the admission process for children with SEN. It must also include details and links to the Local Authority's (LA) Local Offer.

This SEN Information Report has been co-produced by a number of stakeholders including the teachers, parents & carers, pupils and the Governing Body of Alexandra School. It is separate to, but is written in conjunction with, the school's SEND Policy for pupils who have special education needs and disabilities.

The information published here is updated annually and any changes to the information occurring during the year will be updated as soon as possible.

This report is approved by the Alexandra School Governing Body and published October 2017. To be reviewed September 2018.

What is SEND ?

The Special Educational Needs and Disabilities Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty if (s)he:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) has a disability which prevents or hinders them from making use of educational facilities of the kind generally provided for others of the same age in mainstream schools.

Special educational provision, noted under Section 21 of the Children and Families Act 2014, is where some children require additional or adjusted forms of high quality teaching that would otherwise meet the individual educational needs of the majority of children and young people.

The SEND Code of Practice September 2014 considers SEN provision as falling under four broad/primary areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health (SEMH) – this replaces 'BESD'
4. Sensory and/or Physical

Alexandra School uses its best endeavours to ensure that SEN provision is made for all its pupils who need it, including making reasonable adjustments for children with disabilities.

Our SEND Policy can be found on our website in the 'Policies' section under the 'About Us' tab: <http://www.alexandra.kingston.sch.uk>

A. What is the Local Offer and what is Alexandra School's contribution to the Local Offer?

The local authority's (LA) Local Offer is published on www.afcinfo.org.uk/local_offer. Parents/carers without internet access should make an appointment with our school's SEN Coordinator (SENCO) for support to gain the information they require. Our SENCO details can be found in section C.

"Local Offer" is the term that the Department of Education (DfE) use to describe the collection of information about the support that local authorities must make available to help children and young people with special educational needs and disabilities and their families. The purpose of the local offer is to enable parents/carers, children and young people with SEND to see clearly, from a single and regularly updated source, the services available to local families and how to access them. The offer covers services from birth to the age of 25, across education, health and social care. It describes state-funded, charitable and private sectors services, and also includes services outside the local area (e.g. schools), which can be used by local families in certain circumstances.

Included in the Local Offer is information about how **Alexandra School** can support your child:

- Alexandra School is a multicultural mainstream primary school for children between the ages of 3 – 10 years old, rising to 11 years old by 2020. It is proud to offer a wholly inclusive education to pupils with a wide range of special educational needs and disabilities.
- Our school has a strong principle of early identification and intervention of pupils who need extra help. This is put in place if a child is not meeting targets, even if a special educational need has not yet been fully identified for that child. This extra support will more often than not enable the pupil to catch up. Examples of our extra support services are specific intervention groups, focusing on an area of need, which work with small groups of children inside or outside the classroom.
- We can make provision for all frequently occurring special educational need where a child is with or without a statement of special educational needs (SEN) or Education, Health and Care (EHC) Plan, for instance; dyslexia, dyspraxia, speech and language needs, Asperger's Syndrome, development delays and learning difficulties. There are other kinds of special educational need that the school is possibly less familiar with, but where possible we can access training and advice to meet these kinds of needs*.
- Our admission arrangements of pupils with SEND are considered on the very same basis as those without SEND. The School Admission Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:
 - Must consider applications of children who have SEN but do not have an EHCP/Statement on the basis of the school's published admissions criteria as part of normal admissions procedures
 - Must not refuse to admit a child on the grounds that they do not have an EHCP/Statement because they do not feel able to cater for those needs
 - Must not refuse to admit a child on the grounds they do have an EHCP
- Under the Local Offer, Alexandra School also has a more formal SEN provision known as the **Enhanced Specialist Teaching Arrangement (ESTA)** which supports a number of pupils with moderate and/or complex learning needs and is available to children

with/out physical disabilities, enabling such pupils to be fully included in our school. We have an ESTA Manager who works with our SENCO to help to deliver this provision.

- Children suitable for the ESTA may have cognition and learning difficulties, and/or physical impairments. They may have significant developmental delay, delayed motor skills, speech and language difficulties (but be able to use gesture to get their message across). They will be capable of progressing from pre-intentional communication to intentional communication.
- There is capacity for up to 16 pupils in our ESTA, two of which are “assessment” places in our nursery setting. Nursery assessment placements are agreed at the TAP (Tolworth and Alexandra Placements) Panel, held annually in the Spring Term. Decisions on the admission of other pupils into the ESTA are made by the Local Authority.
- Our ESTA alumni include: Children with Down Syndrome, Cerebral Palsy, Global Developmental Delay, Duchenne Muscular Dystrophy (DND), Spina Bifida, Hydrocephalus, Spinal Muscular Atrophy, visual impairments, genetic disorders, and various other conditions with undiagnosed etiology*

***The ESTA is not resourced to make provision for pupils whose level of communication is pre-intentional, or if their primary need is social communication or Autistic Spectrum Condition.*

B. What is the school’s ethos/approach to SEN and Disability

We are proud to be a fully inclusive school, and believe all involved in the life of a school should be valued and treated equally and fairly, irrespective of their background, gender, sexual orientation, dis/ability, religion or belief. All our staff and pupils are inspired to support a positive approach to diversity and to accept and celebrate difference, with a vision of promoting equality and opportunity for all, and respect of others.

All children are encouraged and supported where necessary, to interact and engage with their peers, whether that's in the classroom, in small intervention groups or at playtime. This helps children to develop necessary communication & social skills, gives them the confidence to achieve and enables them to succeed.

Alexandra School works in close partnership with parents/carers as we appreciate that they have a unique view of their child's needs and that gives them a key role in working towards achieving good outcomes for their child.

Together we nurture the genius in everyone

Alexandra School use a graduated approach to put an effective SEN support system in place for its pupils. This approach replaces School Action and School Action Plus, and relies on the following four actions:

Assess ~ Plan ~ Do ~ Review

Assess - clear analysis is made of needs

Plan - following assessment, the teacher, SENCO, ESTA Manager, parent / carers and pupil, agree on a plan of action

Do - all the pupil's teachers & support staff are made aware of the plan and implement the adjustments, support and interventions.

Review - the quality, effectiveness and impact of provision is evaluated by the review date

This graduated approach is broken down into further details as follows:



*Early Learning Goals at the end of the Foundation stage, the Y1 Phonic Screening check and the Standard Assessment Tests at the end of Year 2.

**Strategies such as Colourful Semantics and Now & Next are deeply rooted into whole class teaching

C. Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs or Disability (SEND)?

SENCO (& Deputy Headteacher): Pauline Sharratt

Trainee SENCO; Melanie Meek

Contact: *Email:* Alexoffice@axi.rbksch.org *Tel:* 0208 546 7176

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing & maintaining the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how your child is doing
- Liaising with all the professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy (SALT), Educational Psychology (EP), Occupational Therapy (OT), Physiotherapy etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible progress.

ESTA Manager: Sarah Kelemen

Contact: *Email:* Alexoffice@axi.rbksch.org *Tel:* 0208 546 7176

Responsible for:

- Working together with the SENCO to coordinate the support for all children who are part of the ESTA - Enhanced Specialist Teaching Arrangement for children with moderate to severe learning difficulties.
- Developing & maintaining the ESTA provision to ensure that all those children who are a part of it get a consistent, high quality response to meeting their needs in school.
- Ensuring that parent/carers are:
 - involved in supporting your child's learning in the ESTA provision
 - kept informed about the support your child is getting as part of ESTA
- involved in EHCP reviews & all reviews regarding the progress of your child
- Liaising with all the professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy, Physiotherapy etc.
- Ensuring that there are excellent records of your child's progress and needs and that appropriate targets are set and updated regularly, as agreed under the ESTA.

Class teacher: (as per your child's current class)

Contact: (your child's class teacher contact information is available in weekly class letter, contact via Alexandrasch@axi.rbksch.org)

Responsible for (in regards to SEND):

- Checking the progress of your child and identifying, planning & delivering any additional help your child may need - this could be things like targeted work, additional support - and informing the SENCO as appropriate.
- Setting relevant targets for your child, sharing and reviewing these with parents/carers at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher: Mrs Rachel Carr

Contact: *Email:* Alexoffice@axi.rbksch.org *Tel:* 0208 546 7176

Responsible for (in regards to SEND):

- The day to day management of all aspects of the school, including the support for children with SEND.
- Give responsibility of meeting your child's needs to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about any issues and progress in the school relating to SEND

Chair of Governors: Louise Groves

SEN Governor: Niamh McMahon

Contact: Leave a letter addressed to the Governing Body Clerk at the school office

Responsible for (both Governors):

- Making sure that the necessary support is made for all our pupils with SEND
- Ensuring that the SEND Policy and this SEN Information Report is up-to-date and that the school are adhering to them

If a parent of any child with special educational needs has concerns that they feel are not being addressed by school, they can contact the SEN Governor or Chair of Governors.

The Complaints Policy, which can be found in the 'Policies' section of the school website, covers the arrangements for the treatment of complaints about the provision made for children with special educational needs and disabilities. Parents/carers are encouraged to discuss their concerns with the class Teacher, SENCO or Headteacher to try to resolve the issue before making a formal complaint to the Governing Body.

D. What are the different types of support available for children with SEND in Alexandra School?

The school SEN support team such as the ESTA Manager, the SENCO and the class teacher meet with parents/carers of children with SEND individually to exclusively discuss the progress, views and outcomes for their child. This is actioned at least termly and is in addition to the usual parent consultation meetings held each term.

To help meet the needs of children with SEN the following types of support are provided at Alexandra School:

Quality First Teaching (QFT) - Class teacher input via excellent targeted classroom teaching

For your child this means:

- the teacher has the highest possible expectations for your child and all pupils in their class.
- all teaching is based on building on what your child already knows, can do and can understand.
- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning and multi-sensory learning.
- specific strategies - which may be suggested by the SENCO or supporting professionals – are put in place to support your child to learn.
- teachers continuously check on your child's progress and where gaps are identified in your child's understanding/learning they will help them to fill those gaps to make the best possible progress.

This is a part of the overall excellent classroom practice we strive to deliver in every classroom every day.

Intervention Groups - specific group work with smaller groups of children.

For your child this means:

- smaller, more focused, group sessions that are ran in the classroom or in other less distracting rooms/spaces.
- groups ran by a teacher/Learning Support Assistant who has had specific training and experience to run that specific group. They will base the group on using the teacher's plan, professional's plan or specialist resources.
- specific targets are put in place to help your child to make more progress, sometimes this uses a smaller steps approach.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning, even if not formally identified to have any SEN.

SEN Support - stage within the SEN Code of Practice

Despite high quality targeted teaching some pupils may still struggle to make sufficient progress. Where we identify this situation we invite parents/carers to come to a meeting to discuss their child's progress and help plan possible ways forward.

For your child this means:

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Adjusting the way your child is supported in class e.g. setting up some individual support or changing some aspects of teaching to support them better such as personalised/differentiated curriculums. This could also include flexible timetabling to allow for any appropriate therapies e.g. Physiotherapy, Occupational Therapy, Speech and Language Therapy
 - Setting specific SMART (Specific, Measurable, Achievable, Realistic, Time-based) targets
 - Having your child attend a group run by school staff under the guidance of the outside professional e.g. a social skills group, a speech and language intervention group, a motor skills coordination group
 - Your child attending a group or doing individual work and being monitored by an external professional. This could be
 - Local Authority central services such as the Social Inclusion Service or Sensory Service (for students with a hearing or visual need)
 - Outside agencies such as the Speech and Language therapy (SALT) Service.
 - Specialist groups run in school by outside agencies e.g. Speech and Language therapy or Occupational Therapy groups.
- The school may suggest that your child would benefit by having some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

The purpose of this more detailed assessment and review is to understand what additional resources and potentially different approaches are required to enable the pupil to make better progress. A Teaching & Learning Plan is written and shared with parents/carers. This is reviewed at SEN support 3 times a year and refined / revised if and where necessary. At this point, because the pupil is now known to require additional and extra provision, we have identified that the pupil has a special educational need.

If the pupil makes good progress using the additional intervention, where they would not be able to maintain this good progress without it, we continue to identify the pupil as having a special educational need and continue with the interventions. If the pupil is able to maintain good progress without the additional and different resources then they are no longer identified to be with special educational needs.

We use the ASSESS~PLAN~DO~REVIEW approach, as detailed in Section B, to assist with this support type.

Specified individual support

Special educational needs and disabilities (SEND) can have a significant impact to a child's or young person's ability to learn. It can affect many areas such as their:

- behaviour or ability to socialise, i.e. they may have Asperger's and possibly struggle to make friends
- reading and writing i.e. they may have dyslexia
- ability to understand things i.e. they may have development delays
- concentration levels i.e. they may have ADHD
- physical ability

Support of this level is usually detailed & provided via an Education, Health and Care Plan (EHCP). EHCPs are known previously as SEN Statements. This means your child has been identified (by the class teacher, SENCO, parent, previous school/nursery) as needing a particularly high level of individual or small group teaching which cannot be provided from the SEN budget available to the school.

For your child this means:

- Usually your child needs specialist support in school to help them in accessing all the curriculum.
- In some cases additional adults known as Learning Support Assistants (LSA) may be teamed up with your child to support them with whole class learning. LSAs may also run individual programmes/small groups that centre around your child and that focus on developing your child's particular needs
- It would be very likely that external professional from outside the school would work with your child. This may be from:
 - Local Authority central services such as the Educational Psychology Service, Social Inclusion Service or Sensory Service (for students with a hearing or visual need)
 - Outside agencies such as the Speech and Language therapy (SALT) Service.
- If your child does not yet have an EHCP, the school (or you) can request that the Local Authority carry out an Education, Health and Care needs assessment of your child's needs. This is a legal document that sets out the amount of support that will be provided for your child. You can find in depth details of the ECHP process on the LA Local Offer website and links as detailed in Section A or on the Independent Parental Special Education Advice (**IPSEA**) website <https://www.ipsea.org.uk/>
 - Once the EHC needs assessment request is submitted to the Local Authority (containing a lot of information about your child, including some details from you), the LA decide if your child's needs - as described in the paperwork provided - seem complex enough to warrant an EHC Plan be put in place.
 - If the LA agree to an EHCP for your child, they will request parents/carers and all professionals involved with your child to participate in writing a report outlining your child's needs. If the LA do not think your child needs this, they will ask the school to continue assisting your child under the SEN Support provision.
 - The joint professional and parent/carer report is then submitted to the LA along with any other supporting documents/reports such as Neurology, Genetics, Paediatric reviews etc. The LA then write up an EHC Plan that will outline the amount of individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also detail and set long and short term outcomes for your child.
- When your child has an EHCP they can be reviewed by the LA to potentially become part of the ESTA alumni in Alexandra's, if ESTA capacity is available.

E. What support is available for improving the emotional & social development, including the overall well-being & behaviour, of children with special educational needs?

Our school takes a holistic approach to every child's experience. As well as academic progress we also strive to prepare pupils to meet the challenges of living. Wider development such as social, behavioral and emotional skills, independence, self-esteem levels & resilience are fundamental and of central importance, as each child grows.

- An important aspect of the school as a whole is to enable all pupils to develop emotional resilience and social skills, both through direct teaching; for instance in assemblies and intervention groups, and indirectly, with the everyday conversation that staff have with pupils throughout the day.
- Pupils with emotional and social needs are fully supported to enable them to develop and mature appropriately. In some cases pupils receive direct support from the school's Emotional Literacy Support Assistant (ELSA). For some pupils we also seek advice and support of the Individual Pupil Support Service (IPSS) or CAMHS Tier 2 is engaged
- All staff are aware of all pupils with SEND and the school works hard ensuring that children with SEND are included and are no more likely to be the victims of bullying. The school emphasises that all children report any behaviour that concerns them. The playground is well supervised during break times and more structured activities are available for those children who need them.
- Some pupils will be given additional access to breaks or we can implement lunch time supervised activities

Pupil voice is a major well-being aspect and we feel that it is important that children have a say about decisions in school that affect them. The publication of the SEND Code of Practice: 0-25 years (2014) provided an opportunity to further develop our good practice in involving children and their families in the decision making processes. Given the young age of the children at Alexandra School it is primarily the parents/carers that are consulted at this stage. However, teachers and/or support staff work with the pupil where possible to write up the pupils views as part of their SEND review.

- Staff work with pupils with SEND, of appropriate age/ability, to consult with them on areas of any concern for the pupil. For example, this could take the form of pupil questionnaires, perception interviews, self-assessment, setting own targets, school council, peer mentoring etc.

The school ethos is not to exclude any child and interventions are put in place to support this ethos. We have a strict Anti-Bullying Policy and Behaviour for Learning Policy that can both

be found on the school website and that cover our processes for dealing with exceptional circumstances.

F. How will the school let me know if they have any concerns about my child's learning in school?

The school tracks and regularly reviews your child's progress with observations and monitoring. We also use a range of assessments such as Early Learning Goals, Phonics screening, Standard Assessment Tests (SATs) etc.

If your child is identified as not making sufficient progress the school will start the following process to help your child:

- set up a meeting to discuss any identified concerns with you in more detail
- listen to any views or concerns you may have too
- plan and agree with you any additional support your child may need and receive
- discuss with you any potential referrals to professionals to support your child's learning
- Home learning can be adjusted as needed to the child's individual needs
- A home/school contact book may be used to support communication with the parent if this has been agreed to be useful

The school works in close partnership with parents/carers to ensure that they are always involved in discussions about their child's education. All information from external professionals is discussed with the parents/carers directly and reports are written up where appropriate.

G. How can I let the school know I am concerned about my child's progress in school?

Parents/carers are encouraged to be at the centre of discussions and decisions made about their child and their child's education. The school enables them to be involved in a number and variety of ways. Using the following partnership tools all parents/cares should be able to raise any concerns they have:

- The class teacher is regularly available to discuss the child's progress or any concerns a parent/carer may have. It is encouraged to share information about what is working well at home and school so similar strategies can be used in each setting.
- Children's progress is reviewed with the parents/carers' involvement each term at parent teacher meetings. These meetings can be used to discuss concerns as well as progress

- The SENCO and/or ESTA Manager are also available to meet with parents/carers to discuss their child's progress or any concerns/worries the parent may have.

Talk to your child's class teacher and/or SENCO if you think your child needs:

- a special learning programme
- extra help from a teacher or teaching assistant
- to work in a smaller group
- observation in class or at break
- help taking part in class activities
- extra encouragement in their learning, e.g. to ask questions or to try something they find difficult
- help communicating with other children
- support with physical or personal care difficulties, e.g. eating, getting around school safely or using the toilet

Raise the concerns with them first and try to work together to put an agreed support plan in place that will be monitored and reviewed using the graduated ASSESS~PLAN~DO~REVIEW process as detailed in section B.

If you are not happy that the concerns are being managed well and that your child is still not making progress you should speak to the SENCO and/or Head teacher

If you are still unhappy about SEN support you can speak to the school SEND Governor or Chair of Governors.

All contact points can be found in section C.

H. How are SEN funds proportioned to children with special educational needs?

Section 88 of the Schools Revenue and Funding Operational Guide (2015 to 2016) states that when considering their funding formula for mainstream schools, Local Authorities must make sure that the budget shares of schools have an appropriate amount that enables them to contribute to the costs of the whole school's additional SEN support arrangements, up to a mandatory cost threshold per pupil. The current pupil threshold is £6,000 for mainstream schools.

- This funding is used to support & enhance the high quality of teaching in the school.
- It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support provided is matched to the needs of individual pupils with SEND and is evidence based.
- The amount of support required for each pupil to make good progress will be different in each case. In cases where a very high level of resource is required for a particular pupil, the school will request a 'top up' from the Local Authority where the child lives. 'Top-up's are agreed on pupil by pupil basis'.
- Specialist equipment is considered on an individual pupil basis
- All resources/training & support are reviewed regularly and changes made as needed.

- The Headteacher and Governors have the final say in the use of the budget for SEND within the school.
- Children who have an ECHP that are not under the ESTA provision will have an agreed Personal Budget allocated to them from the LA. Their EHCP will detail where and how that budget is to be spent.
- Children with EHCPs agreed specifically under the ESTA provision do not currently receive a specific Personal Budget and their ESTA funds are agreed separately with the Local Authority.

I. How does the school assess & review the progress and effectiveness of its support for pupils with SEN?

The principle of early identification and intervention underpins our approach to identifying pupils who need extra help. This is put in place if a child is not meeting targets, even if a special educational need has not been fully identified for that child. This extra support will more often than not enable the pupil to catch up. Examples of our extra support are specific intervention groups, which work with small groups of children inside or outside the classroom.

Regular monitoring and review focuses on the extent to which planned outcomes have been achieved. The views of the pupil, parents/carers and class teacher will be taken into account. The assessment information from the class teacher will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- similar to that of children of the same age who had the same starting point;
- matches or improves on the pupil's previous rate of progress
- allows the attainment gap to close between the pupil and children of the same age

The school uses a graduated approach i.e. ASSESS~PLAN~DO~REVIEW to put an effective SEN support system in place for its pupils, see section B for further details on this approach.

Every pupil's progress is reviewed every term and next steps are planned in reading, writing, numeracy and science. Some formal assessment tools used are:

- At the end of the Foundation Stage the progress of each child is measured against the Early Learning Goals and parents/carers receive a report including this information. If your child has not reached the expected standard you will be offered a meeting with the class teacher to discuss and plan next steps.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, we use a more sensitive assessment tool which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels' and "B Squared" software is used to assess and to set next steps.
- At the end of Year 1 all children are assessed using the national Phonics Screening checks. If they do not meet the required threshold, this test is repeated in Year 2.

- At the end of Year 2 children are formally assessed using the Standard Assessment Tests (SATs). Again parents/carers will receive a report with this information included. This is something the government requires all schools to do.

Every child's progress is also continually monitored by their class teacher.

- Progress of children at SEN Support is reviewed every term with their parent/carers involvement, where the plan for the next term is also made.
- The progress of children with an EHC Plan are also reviewed termly with parents/carers and all relevant staff. It is also formally reviewed at an EHCP Annual Review with input from all adults involved with the child's education.
- For pupils with identified SEN under ESTA there is also a formal annual review of the provision made for them, which enables an evaluation of the effectiveness of the special provision that is made. This is usually recorded as their EHCP Annual Review

Pupil voice and parents/carers views and feedback are key to this process.

The SENCO regularly checks that children are making good progress within any individual work and in any group that they take part in. They work closely with the ESTA Manager to support and assess the provision.

As well as annual reviews, there are:

- Termly pupil progress meetings and analysis of this data
- Half termly learning walks conducted by the Senior Leadership Team (SLT)
- Numeracy and Literacy Audits
- Provision Management audit
- Half termly Lesson Observations by the SENCO and ESTA Manager
- Practice is rigorously evaluated, work is scrutinised for specific groups and cross school moderation takes place. Each term, there is a different focus (eg. maths challenge for all, guided group writing, reading). Half termly book scrutiny and pupil progress meetings contribute to the review of quality of teaching and learning, which is summarised each term for each teacher in a teaching profile.

Pre-teaching, consolidation and rehearsal is often key for children with SEND in order to maximise their performance in class and experience at school.

The Senior Leadership Team and Governors evaluate the effectiveness of our school's provision for all pupils, with particular details on SEND support and its effect on outcomes, through an on-going monitoring cycle.

J. How are teachers equipped at adapting their approach when working with children with a SEND?

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN Code of Practice, 2014)

The school follows the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. Class teachers plan lessons according to the specific needs of all groups of children in their class. In addition, specially trained support staff adapt the teachers' planning to support the needs of individual children where necessary.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

We incorporate into our teaching all the advice provided as a result of assessments, both internal and external, and the strategies described in statements of SEND / EHC Plans. Specialist programmes or specific resources and strategies are used to support children individually and/or in groups.

For pupils with EHC Plans there is specific teaching requirements already discussed and set out in detail as part of the child's plan. The school works closely with Occupational, Speech and Language and Physiotherapist teams, who are in our school on a regular basis and help to provide specialist therapy packages.

The role of the SENCO is to support the class teacher in their planning for children with SEND. All teachers and support staff who work with identified pupils who have SEND are made aware of the support to be provided and the teaching approaches to be used.

The SENCO ensures that specialist support and training for teachers and support staff is provided in order that they help children with SEND achieve the best progress possible. This includes **whole school training** on SEND issues such as Autistic Spectrum Condition, Down Syndrome, deafness awareness, sensory integration difficulties and speech and language difficulties.

- Individual teachers and support staff attend training courses run by external agencies that are relevant to the needs of specific children in their class e.g. from the Speech and Language Therapy service.
- Where a training need is identified beyond this the school will work to find a provider who is able to deliver it. Training providers we can currently and easily approach

include Educational Psychologists (EP), Speech and Language Therapists (SALT), Occupational Therapists (OT), Physiotherapists, Teaching and Learning Advisors etc.

- Class teachers are at the heart of the process of planning targeted support and personalised strategies for our pupils with SEND. The SENCO's job is to support the class teacher. Class teachers play an important role in establishing the fine balance of time spent in and out of the classroom, and have input in setting appropriate timetables.
- We endeavour to send one of our Learning Support Assistants on the 4 day portage workshop each year, of which several LSAs have now attended
- One of our Learning Support Assistants is a fully trained Emotional Literacy Support Assistant (ELSA) and is employed to support the emotional needs of all of our pupils at Alexandra School.

Recent whole school training for first term of 2017 included:

- Weekly sessions (Tuesdays after school) on SEN Interventions
- SEN systems in School and the Code of Practice ran in Sept 2017
- Attachment Disorder Awareness scheduled for Nov 2017 with follow up in Jan 2018

Our School's SENCO QUALIFICATIONS:

- Postgraduate Certificate in Education (PGCE) in Primary Education.
- 20+ years continuing professional development (CPD) as SENCO, enhanced training & skilled areas include:

Advanced skills and experience in Dyslexia support, Speech & language and Communication including Autistic Spectrum Condition, Emotional and Behavioural difficulties, Developmental Coordination Disorder, ADHD, Down's syndrome, Hydrocephalus, Muscular Dystrophy, Spinal Muscular Atrophy, Portage training to support children with Development Delays

K. What facilities and extra-curricular activities are available to support pupils with SEND?

Equipment

Our school building is mostly accessible to anyone with physical disabilities or who need mobility aids such as wheelchairs. In November 2017 the building will be entirely accessible to all abilities. We have a fully accessible lift to enable transfers to upper floor levels. The outside play spaces are levelled in most areas with graduated sloping to allow easy access up/down the sections that have any level differences. We have automatic opening doors into the Reception area. All classrooms and communal areas inside the school are fully step free accessible from November 2017.

Any specific specialist school equipment needed for a child is considered on an individual basis and in consultation with appropriate professionals.

EHCPs may have identified specific equipment/facilities listed for which the plan funding then needs to support. Where further needs/solutions are identified for a pupil with SEN, the school submits a specific request for additional funding of that solution to the LA SEN panel.

Health & Self Care

We have a Continence Guidance Policy to ensure children are treated with dignity and respect and give clear guidelines for all staff regarding appropriate procedures.

We have a fully equipped hygiene room that hosts a fully hydraulic changing table, a ceiling mounted hoist, shower with screening and a disabled toilet. In addition to this, the school has 4 other disabled toilets in different areas.

Where necessary, pupils with identified SEND have individual Health and Safety guidelines set for them, such as evacuation procedures for a fire alarm

Medical

The school has duty to make arrangements to support pupils with medical condition and the specific details of this are covered in our Medicine Policy on our website. Individual Healthcare Plans (IHPs) are put in place to specify the type and level of support required to meet the medical needs of such pupils.

Where pupils with medical conditions also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare section of the EHC Plan. We have full regard to the statutory guidance supporting pupils at school with medical conditions.

Extra-curricular

We have a group room that is also used as a therapy room. We have biweekly access to a sensory room in our nearby church for pupils with sensory needs.

For some children with special educational needs the school provides or participates in some extra-curricular activities during the school day. Examples are attending local SEND Sports Days and working with the Pedal Power team who have taught some of our children with additional needs to ride bicycles.

All clubs, trips and activities offered to pupils in accordance with the curriculum are fully available to pupils with SEND. For some pupils the schools makes 'reasonable adjustments' to enable every pupil to access the activity. This is done in partnership with parents/carers.

Before and after school provision and extra-curricular activities are available to all children including those with SEND, and where necessary, parents/carers can request specific funding for an additional member of staff or 1:1 support person to be appointed to support the pupil in those provisions.

We support and help parents/carers to apply for Aiming High funding. This funding is available to children with disabilities who need financial support to ensure their children can access holiday clubs.

Our School Council is inclusive of pupils with SEN & Disabilities.

L. What are the school's arrangements for supporting pupils with special educational needs in transferring between phases of education and/or schools?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

When moving classes in school:

- Information is passed on to the new class teacher in advance and a planning meeting takes place with the new teacher and all adults involved with the child. Extra visits are arranged if necessary to help a child settle in more quickly and to dispel any anxieties they may have. All records and targets are shared with the new teacher.
- If a child could be helped by a social story to support them understand moving on then it will be made for them.
- Children who have EHCP's, will prepare a powerpoint with their LSA about what they like/dislike/strengths and what they enjoy or could improve about school and their education. Teachers and other children are also asked what they admire about the child.

When moving to a new school:

- Local schools work in partnership with each other, and we ensure that this joined-up-working also takes place with any transition further afield.
- We contact the school SENCO and ensure they know about any special arrangements or support that's needed to be made for the child.
- We make sure that all records about the child are passed on as soon as possible.
- Our SENCO will discuss the specific strengths and needs, and short & longer term outcomes for the child.
- Together with the parents/carers and the child we design a Communication Passport, explaining the child's strengths and difficulties and things that help the child to succeed in school.
- If it is appropriate a child will make extra visits to their new junior school. The child will have extra opportunities to meet the new staff and to learn how to navigate the building and the playground.
- The child will take photos and help create a book about their new school which they will keep.
- Staff from the new school are invited to visit the child here.
- The SENCO continues to offer Outreach services to the new school.
- When transferring to secondary school, a child can make visits to their new secondary school (in addition to general transition days if appropriate). The child will have extra opportunities to meet the staff and to learn how to navigate the building and outdoor spaces.

M. What other services/agencies are available to help meet the needs of pupils with SEN & their families?

We employ highly skilled and trained Learning Support Assistants to support the children that are part of the ESTA. We also have two nursery nurses and a trained ELSA (Emotional Literacy Support Assistant) as part of our team.

The Governing Body asks the school to engage with and gain support from external agencies including Health & Social Services, Local Authority support services and voluntary organisations etc. The school has secured the following:-

- A Service Level Agreement with the Educational Psychology service to provide consultation, assessment and advice Tel: 020 85476699
- Premium level membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Link to the Disabled Children's Service for support to families for some pupils with high needs (The Moor Lane Centre: disabled.children@kingston.gov.uk Tel: 020 85476527) including direct therapy or advice from:
 - Occupational Therapy Services
 - Physiotherapy Services
 - Sensory Service for children with visual or hearing needs
- Link to Your Healthcare CIC (Tel: 020 83394781) for support including:
 - Speech and Language Therapy Services
 - School Nurse
- Ability to make ad hoc requests for advice from the Education Inclusion Service and other advisory teachers for pupils with requirements for direct therapy or advice
- Membership of professional networks for the SENCO e.g. NASEN, SENCO forum
- Referrals to CAHMS www.afcinfo.org.uk/pages/local-offer/information-and-advice/health/emotional-health-service
- We have also employed the services of a Clinical Psychologist from CAMHS tier 2 to support children with social & emotional (SEMH) difficulties.
- In addition, within our ESTA we have the following provision:
 - 1 day a week of Speech and Language Therapy
 - 1 day a week of Occupational Therapy
 - A dedicated Physiotherapist who visits every fortnight
 - Grace Over, participation Officer (SEND) from Achieving for children visits our school to deliver workshops with children who have EHCP's and SEN. The aim of the workshops are to find out how the children feel about school. A full report is given to the school, Achieving for Children and Kingston Council.

The school signposts families to other relevant support agencies and professionals, where needed. The ESTA Manager and SENCO are available to offer support and advice to parents/carers.

KIDS is a local voluntary sector organisation that delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parents/carers who have children with SEND. They can be contacted via:

Website: www.kids.org.uk **Tel:** 0208 8316179 **Email:** RichmondKingston@kids.org.uk

N. Glossary of Terms

Term	Reference
ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autism Spectrum Condition (aka ASD)
BESD	Behavioural, Emotional and Social Disabilities
CAMHS	Child and Adolescent Mental Health Services
DfE	Department for Education
EHC plan (EHCP)	Education, Health & Care Plan
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
ESTA	Enhanced Specialist Teaching Arrangement
IHPs	Individual Healthcare Plans
LA	Local Authority
LO	Local Offer
LSA	Learning Support Assistant
OT	Occupational Therapy
QFT	Quality First Teaching
SALT	Speech & Language Therapy
SAT (SATs)	Standard Assessment Tests

SEMH	Social, Mental and Emotional Health
SEN	Special Educational Needs
SEND (SEN/D or SEN&D)	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator
SLT	Senior Leadership Team

NOTE: acronyms for all support agencies/support groups are not listed here