

Information for Parents & Carers of Children with Special Educational Needs

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Reviewed November 2020

Our Aims

This information report aims to set out how our school will support and make provision for pupils with special educational needs (SEND) and explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Alexandra Primary School is committed to the provision of high-quality education for all its pupils and all children have an entitlement to a broad and balanced academic and social curriculum. All children are equally valued in school. We strive to maintain and

develop an environment where they can flourish and feel safe. Alexandra Primary School is committed to inclusion for children with SEND. We aim to engender a sense of community and belonging and to offer new opportunities to learners

who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs.



Statutory Framework

This information report is written in line with the following areas of legislation and guidance;

- Special Educational Needs & Disability Code of Practice: 0-25 years September 2015
- Supporting pupils at school with medical concerns; April 2014
- Equality Act 2010; Advice for schools DfE 2013
- Schools SEN information report regulations 2014

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

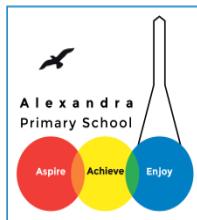
Communication and interaction: for example, autistic spectrum disorder, speech and language difficulties

Cognition and learning: for example, dyslexia

Social, emotional, and mental health difficulties: for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs: for example, visual impairments, hearing impairments, processing difficulties, epilepsy, moderate and multiple learning difficulties.





How does the school know if my child needs extra help?

Alexandra Primary has rigorous systems in place for identifying pupils who may have additional needs. Our class teachers will regularly assess progress for all pupils and identify specific needs; these pupils are referred to our Special Educational Needs Co-ordinator (SENCO).

We believe that early intervention is always in the best interest of the child. The SENCO will complete an initial assessment of your child in order to identify barriers to learning and the areas in which your child is struggling. The SENCO meets regularly with class teachers to look at each pupil's progress and

the progress of groups of children. There are times when individual children or groups are identified as underperforming and strategies are discussed and put in place. The pupil(s) are then monitored regularly by both the class teacher and the SENCO.

The staff who will support my child?

The SEND Code of Practice states that 'every teacher is a teacher of SEN.' All our teachers are responsible for supporting pupils with SEN and/or disabilities in their class through quality first teaching. All staff are responsible for setting suitable learning challenges, responding to pupils'

diverse learning needs, and working to overcome barriers to learning. We use a range of methods to ensure quality first teaching takes place in every classroom. These include regular lesson observations, book looks and learning walks. Staff are given further support and strategies when they meet with the SENCO.

In addition, there are staff who can provide more specialist support and interventions:

- SENCO - Kate Birch
- Learning Mentor - Natalie Weekes
- The School Counsellor - Iratxi Gardoqui
- Simran Spencer - Assistant Headteacher - Reading
- Megan Conway - Assistant Headteacher - Writing

In addition to this, we have a team of teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been retrained in Read Write Inc, Phonics and Daily Supported Reading.

How will the school support my child with special educational needs?

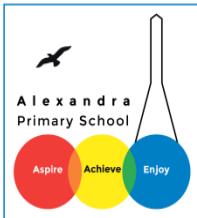
Teachers are responsible and accountable for the progress and development of all the pupils in their class. 'Quality first teaching' is our first step in responding to pupils who have special educational needs.

We also provide the following interventions;

- Daily Supported Reading (DSR)
- Read, Write, Inc (RWI) Phonics
- Number Box
- Use of Widget for scaffolding

- Mind mapping
- One-to-one and small group language skills sessions
- Talk About Social Skills
- Fine and gross motor skills
- Counselling
- Learning Mentor support





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

We have access to and can buy into all the provisions on offer to children with additional needs and disabilities from the Children and Young People's Service.

These services include:

- Haringey's Educational Psychology service
- The Autism and Language service
- Occupational Therapy

- Hearing Impairment service/Visual Impairment Service
- Speech and Language Service.
- Early Years' inclusion Service
- Markfield Project

At Alexandra Primary we currently buy in additional Speech and Language time to help staff and pupils access the support they need.

How are the school's resources allocated?

At Alexandra, there is a commitment to monitor every child's progress and direct resources according to the level of support.

If a child has an Education

Health Care Plan (EHCP), you will be invited in to discuss provision and to see for yourself what the school has on offer for your child.

The school will use the pool of specialists outlined in the

the section above to ensure that progress is achieved and maintained. The School will value the feedback from the child and their parents and will be consulted with both

children and their parents throughout the plan being implemented.

How will the school include my child in activities, after school clubs, and school trips?

Where possible we will make every attempt to ensure that every child has access to everything that is on offer. However, there are times when

certain events and activities may not be suitable for individual pupils. The school will always carry out a risk assessment of activities or school trips which

is in addition to everyday classroom activities. Based on the outcome of the risk assessment a decision will be made in consultation with parents.

The same risk assessment will apply to after school activities and extended day activities.

How will the school check that my child is making progress and that the support is effective?

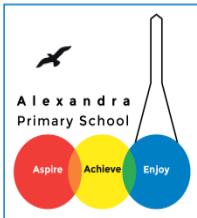
At Alexandra, we follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review**. The class will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress, attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant. The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This will be reported to parents.





How will the school adapt the curriculum and learning for my child?

We make the following adaptations to ensure all pupils' needs are met:
Differentiating our curriculum to ensure all pupils are able to access it, for example, by different groupings, 1:1

work, teaching style, the content of the lesson, use of concrete resources, and use of visuals.
Differentiating our teaching, for example, giving longer processing times, pre-teaching of key

vocabulary, reading instructions aloud and use of work stations to help.
Class teachers name children on their planning to ensure that key questions and adaptations are made for them in lessons.

Class teachers use recommended aids, such as laptops, coloured visual timetables, larger font, ear defenders, etc.
Quiet and safe spaces are provided for children who struggle with emotional regulation.

How will the school prepare my child when joining the school or when moving between phases including going to secondary school?



We will always share information with the school your child is moving to and we will agree with parents and pupils which information will be shared. Year 6 pupils will have opportunities to have

transition days when they visit their new school. Meetings will be held with Secondary staff to ensure that they understand the needs of the children that will be starting with them.
Within school children will have 1-page profiles and

Communication passports to ensure that their needs are foremost and well understood by new staff.

How will the school support my child's mental health?

We have staff whose role is to support our pupils' mental health and wellbeing. These include; the SENCO who is also the wellbeing lead and

the learning mentor who works with our children and their families. Some of our children may need extra support.
Our school counsellor

works with individuals or small groups of children to help them cope with a variety of issues, for example, bereavement or low self-esteem.

Senior staff are available throughout the break and lunchtimes to support and monitor the playground and ensure all children especially our SEN children are able to play happily.

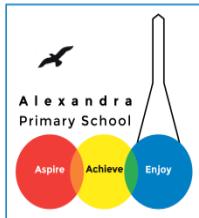
How are parents involved?

We believe in working with parents and carers as partners and we hope that our parents will share that belief. We are keen to listen to

your views and welcome you to share your feedback with us.
The school has previously offered coffee morning and drop-in meetings for

parents. This will continue once the social distancing rules are relaxed. In the meantime, parents are welcome to call and share their concerns /feedback with the SENCO.





Contact details for raising concerns

If you have any concerns or would like to share your feedback regarding the SEND provision in the first instance, please speak to the SENCo Ms Kate Birch.

The Local Authority Offer

The local authority offer is published here:

www.haringey.gov.uk/children-and-families/local-offer

Monitoring Arrangements

This policy and information report will be reviewed by the Safeguarding Committee every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions
- SEND and Inclusion Policy



School Safety
AWARD