

## **OUR SEND INFORMATION REPORT**

Welcome to our SEND information report which is part of the Stoke City Council's Local Offer for learners with Special Educational needs and disabilities (SEND).

All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the school's policy for pupils with SEND.

At Alexandra Infants' School we are committed to working together with all members of our school community to ensure that all children achieve their full potential. We welcome your feedback on our offer, so please contact us if you would like to discuss this. The best people to contact are:

SEND Governor: Mrs Clare Powell

SEND Coordinator: Miss D Lindop

Head of School: Mrs A Lupton

Executive Headteacher: Mrs D Shaw

## **OUR LOCAL OFFER FOR CHILDREN WITH SEND**

At Alexandra Infants' School we believe that:

- All children deserve quality first teaching to ensure high levels of achievement.
- All children are entitled to high quality education through a broad, balanced and creative curriculum that meets each individual's needs.
- All children, regardless of their ability, should be provided with equal opportunities in an inclusive environment where everyone can feel valued.
- All children should be encouraged to become independent learners.
- All children need to develop into life-long learners who are excited and engaged by what the school has to offer.

At Alexandra Infants' School we aim to provide high quality support for the following special educational needs: -

1. Social Emotional and Mental Health
2. Communication and Interaction
3. Cognition and Learning
4. Sensory or Physical Needs

We do not have specialist teachers or teaching assistants with training in specialised SEND areas.

**Below is a table indicating our provision for all children in school:**

	Whole school Quality First teaching	Targeted support for individuals or small target groups	Specialised individual support
<p><b>Teaching Approaches</b></p>	<p>All children are taught by qualified teachers and follow the National Curriculum.</p> <p>Each class has a teaching assistant to assist the class teacher in ensuring pupils' needs are met.</p> <p>Senior leaders regularly monitor the quality of teaching and learning through observations of teaching, scrutiny of pupils' work and discussions with pupils.</p> <p>A purposeful high quality learning environment with a visual timetable is provided in all classes.</p> <p>All teachers have appropriate professional development training to ensure they have up to date knowledge of newly introduced curricular initiatives.</p> <p>Assessment for Learning (AfL) is embedded in to classroom practice to allow the needs of all children to be met.</p> <p>Regular assessment of pupils' progress takes place to inform 'next steps' in learning.</p>	<p>Teachers differentiate the learning objectives and activities to suit the needs of individual children in their class.</p> <p>Children maybe supported in groups/individually by class teacher and/or teaching assistant.</p> <p>The school may feel the need for intervention sessions which are planned for groups and individuals who are working below national average.</p>	<p>Support, both in-house and from external agencies, is put in place for children whose progress and/or attainment is below expected levels. This support can be:</p> <ul style="list-style-type: none"> <li>• Intervention programmes personalised to the child.</li> <li>• 1 to 1 teaching or small group teaching by a qualified teacher or teaching assistant to address the child's learning needs.</li> </ul> <p>If we feel that all resources have been utilised then an application for an Education and Health Care Plan is made when a child displays significant special educational needs as described in the SEND Code of Practice and advice from the school's Educational Psychologist is always sought before an application is made.</p>

	<p>Parent(s) /Teacher consultation evenings are held three times a year where parents can discuss their child's progress with the classteacher</p> <p>Parents receive a yearly report in the Summer term reporting on their child's progress and attainment throughout the year.</p>		
<p><b>Learning and curriculum</b></p>	<p>The children at Alexandra Infants' School are given full access to the National Curriculum and Religious Education.</p> <p>The curriculum is taught in a creative way through half termly topics to ensure that it is personalised towards our current school community.</p> <p>Curriculum planning is differentiated to meet individual pupil's needs.</p> <p>Audits of planning and resources are carried out regularly to ensure coverage and appropriateness of current resources in order to meet the needs of the children.</p>	<p>School identifies children displaying SEND by half-termly monitoring of attainment and progress. Children identified as working well below age related expectations are entered onto the school's SEND register, after consultation with parents.</p>	<p>The school responds to concerns raised by staff or parents.</p> <p>Children who are not making sufficient progress are discussed with the class teacher to identify any barriers in learning and also any extra support which may be needed to accelerate progress. This can also include screening, referrals to other agencies for support, particularly if medical, and review of individual children by Class Teacher and SENDCO. Parents are informed when there are concerns regarding progress and/or behaviour of their child.</p> <p>Children with an identified special educational need have Pupil passport with specific targets identified.</p> <p>All Pupil Passports are shared with parents and reviewed regularly.</p> <p>Specialist support from outside agencies is sought when concerns about a child's progress and/or behaviour is significant.</p> <p>A referral to the Educational Psychologist, Hearing Impaired Service, Speech Therapy Service, or school</p>

			<p>nurse may be made for further advice and support.</p> <p>Targeted interventions are implemented and the child's progress is closely monitored by all professionals involved.</p>
<b>Support</b>	<p>Teaching and activities are differentiated to meet the needs of all children. This may take the form of differentiated task, resources or levels of support and may be differentiated for a group of children or individual child as appropriate.</p> <p>Subject focused learning walls are in all classrooms; e.g. working walls with displayed vocabulary to support and reinforce learning.</p> <p>AfL informs future planning and 'next steps' in learning for each child.</p> <p>Children are encouraged to self-assess in lessons against their success criteria and respond to their next steps in learning during "fix it" time.</p>	<p>Instructions are simplified and supported with visual aids when appropriate for children with SEND.</p> <p>Children have access to small group/individual support with a Teaching Assistant to support learning.</p> <p>Access to individualised and small group intervention programmes are implemented by our teaching assistants.</p>	<p>Individual and small group support is overseen by the SENDCO in liaison with the Senior Leadership Team (SLT), subject leaders and class teacher.</p> <p>The primary contact for children supported by external agencies is the SENDCO, although class teachers and teaching assistants are involved.</p> <p>The SENDCO organises and ensures recommendations made by external agencies are implemented and evaluated.</p> <p>The school can also refer to the school Nurse service.</p>
Environmental and Physical Resources	<p>Alexandra Infants' School is committed to the inclusion of all children irrespective of their gender, culture, ethnicity, faith, abilities, attainment and background.</p> <p>Reasonable adjustments are made to include all members of the school</p>	<p>There are ramps to enable access to the school from outdoors.</p> <p>In school there are disabled toilets in each year group.</p> <p>The school office and playground can be approached by using the purpose built ramp for ease of access.</p>	<p>The SENDCO co-ordinates the liaison and multi-agency working to support children with disabilities and, where possible, to provide any specialist equipment or adaptations that may be required.</p>

	<p>community.</p> <p>The school provides a well-resourced environment which includes attractive and stimulating educational learning and play areas.</p>	<p>Within school, corridors are wide to allow wheel chair access.</p> <p>Additional resources such as pencil grips or a hearing impaired sound system are also available to support specific needs.</p>	
Emotional	<p>We aim to provide an inclusive learning environment with a positive approach to behaviour management.</p> <p>There are many layers of support for children's behavioural and learning needs. We encourage and support children to make the right choices to resolve minor conflicts.</p> <p>We prepare children for changes and provide support to manage unpredictable events.</p>	<p>Children who require additional support are supported in class by the class teacher and teaching assistant.</p> <p>We offer programmes to reduce pupil anxiety and promote wellbeing Strategies used include: - Support from the class teacher and</p> <ul style="list-style-type: none"> <li>- home school link worker (HSLW)</li> <li>- PSHE curriculum promoting health and self-care</li> <li>- Weekly Celebration Assemblies</li> <li>- Planned transition sessions</li> <li>- Meet and greet sessions— learning support practitioners (LSP)</li> <li>- Positive communication — Home/School Diaries</li> </ul>	<p>Specialist advice is sought and acted on to support individual children with a significant need in this area.</p> <p>Advice and support is also sought from CAMHS, Younger Minds, NSPCC etc.</p> <p>The school has a Home School Link Worker who works closely with vulnerable families, including supporting with attendance or punctuality issues.</p>

**Questions you may have:**

Question	Answer
<p><b>How does Alexandra Infants' School know if children need extra help?</b></p>	<ul style="list-style-type: none"> <li>• When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school setting. This helps us to plan appropriate strategies to support them.</li> <li>• After consultation with parents, if teachers feel that your child has special educational needs this may be because they are not making the same progress as other pupils, the earlier we take action to modify our provision, the sooner</li> </ul>

<p><b>What should I do if I think my child may have special educational needs?</b></p>	<p>we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they cope with our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests to pinpoint what is causing the difficulty. This will help us to decide what is happening and why.</p> <ul style="list-style-type: none"> <li>• Alexandra Infants' School is committed to the early identification of children's special educational needs. Children's attainment and progress is monitored half-termly. If children are not making expected progress or reach the attainment expected of them, they are discussed with the class teacher, SENDCO and the Senior Leadership Team (SLT) to determine any possible barriers to learning and any extra support or different provision which may be required in order to accelerate their progress.</li> <li>• If you tell us that you think your child has a special need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes we will seek advice from more specialised services such as Educational Psychology or Speech therapy. We will always share our findings with you and the next steps we need to take.</li> </ul> <p>If you are concerned about your child's learning, please speak to your child's class teacher or the SENDCO.</p>
<p><b>How will school staff support my child?</b></p>	<ul style="list-style-type: none"> <li>• The class teacher, along with support from the SENDCO, will plan any extra support your child may need.</li> <li>• All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress.</li> <li>• Your child may work: in a small group or individually with extra adult support; receive targeted intervention groups or 1:1 support, or specialist support from an external agency. E.G. If your child has speech and language needs, then specially trained staff, from an outside agency, will support any speech, language and communication programmes weekly. Any support received weekly from outside agencies and any referrals made for outside agency support will be discussed with you.</li> </ul>
<p><b>How will I know how my child is doing and how will you help me to support my child's learning?</b></p>	<ul style="list-style-type: none"> <li>• Your child's class teacher will meet with you each term at parent consultation meetings.</li> <li>• If your child has a Pupil Passport (individual plan to support their learning) you will be asked to meet with the teacher whenever the plan needs to be reviewed.</li> <li>• The teacher will meet with you in addition to these times if they or you have any concerns.</li> </ul>

	<ul style="list-style-type: none"> <li>• During parent consultation meetings, you will discuss your child's targets, progress and attainment to date.</li> <li>• The teacher will also write a report each year informing you of your child's progress and attainment during the year and you will receive this in the Summer term.</li> <li>• We help you to support your child's learning by providing parent/carer learning workshops and programmes, sharing activities and home work.</li> </ul>
<b>What support will there be for my child's overall well-being?</b>	We have close links with the school nurse and our Home School Link Worker is able to support you and your child in a range of areas including with attendance or punctuality issues.
<b>What specialist services and expertise are available at or accessed by the school?</b>	<p>We link, through referrals on a needs basis, with other professionals such as: School Nurse, Child and Adolescent Mental Health Services, Social Care, Educational Psychology, Occupational Therapy, Physiotherapy and Speech and Language Therapy. See below for contact details:</p> <p><a href="http://www.safeguardingchildren.stoke.gov.uk">http://www.safeguardingchildren.stoke.gov.uk</a></p> <p>Local Offer: <a href="http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page">http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page</a></p> <p>SENDIASS - <a href="http://www.sendiass-stoke.co.uk/">http://www.sendiass-stoke.co.uk/</a> 01782 234701 / 01782 234847</p> <p>Camhs - <a href="http://www.camhs-stoke.org.uk/">http://www.camhs-stoke.org.uk/</a></p>
<b>What training have the staff supporting children with SEND had or are having?</b>	We plan to have support from the Local Authority on training staff with a key focus on differentiation for pupils identified with SEND.
<b>How will my child be included in activities outside the classroom including school trips?</b>	We currently offer a variety of after school clubs during the week. Some are staffed by school staff and others are run by coaching staff from an outside agency. We make every effort to include all pupils in school activities outside the classroom and trips. All activities and trips are risk assessed and we complete individual risk assessments, when required, to ensure that everyone is fully included.

<p><b>How accessible is the school environment?</b></p>	<p>Our school is a single storey building with ramp access and wide corridors suitable for a wheel chair access. Each year group has a disabled toilet. Regular health and safety audits are carried out by our site manager.</p>
<p><b>How will the school prepare and support my child to join the school or transfer to the next stage of education?</b></p>	<ul style="list-style-type: none"> <li>• Induction meetings are held for children starting school in Nursery and Reception during the summer term prior to the academic year in which they start. You will be able to discuss your child with the teacher if you wish to do so. The Home School Link Worker is also available for you to discuss your child's needs with.</li> <li>• Each year group has transition days towards the end of the Summer term, which give the children an opportunity to meet their new teacher and experience time in their new classroom.</li> <li>• For Y2 children moving on to Alexandra Junior School, a series of transition events are planned during the summer term and extra visits to the junior School are planned for more vulnerable children.</li> </ul>
<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<p>The local authority provides funding for the school to meet the needs of all children with SEND. This funding is calculated using the information about the children's learning needs and the known needs of the community the school serves. We allocate support according to the needs of the children. Additional interventions and support are funded to help children's progress. If your child has a Statement of Educational needs or an Education Health Care Plan we will provide the support written within the plan.</p>
<p><b>How is the decision made about what type and how much support my child will receive?</b></p>	<p>Teachers assess the needs of all of the children throughout the year. In addition, every half term, the senior leadership team review the attainment and progress made by all the children with each class teacher. If your child is identified as not making sufficient progress, possible barriers to learning will be discussed by the class teacher, SENDCO and SLT. They will then decide on the appropriate level of support needed in order for your child to progress and whether any outside agency support or advice is required.</p>
<p><b>Who can I contact for further information?</b></p>	<p>If you wish to discuss anything regarding your child you may meet with your child's teacher. You can speak to any member of the school leadership team if you are still worried. If you would like to apply for your child to attend Alexandra Infants' School, please contact the school office to arrange a visit.</p>