

Alexandra Infants' and Junior School

SEND Information Report 2024/25



SENCO: Miss D Lindop

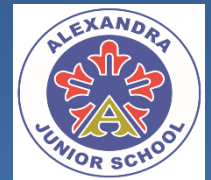
Assistant SENCO: Mrs C Phillips

SEND Governor: Mrs A Allcock and Mrs S Adams

Alexandra Infants' School	Alexandra Junior School
SEND webpage https://alexinfants.co.uk/parents/send/	SEND webpage https://alexandrajunior.co.uk/parents/send/



Introduction

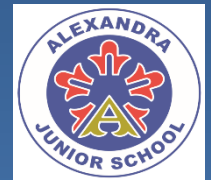


At Alexandra Infants' and Junior School we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make the schools a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. The school aims to fulfil all children's entitlement to a broad and balanced curriculum, enabling them to participate in the life and work of the school to the best of their abilities, whatever their needs. (Article 29 - RRS)

Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice (September 2014).



Definition



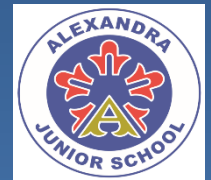
Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014. The term Special Educational Need is used across the 0-25 age range and includes Learning Difficulty and Disability (LDD).

A child or young person has SEN 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 or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



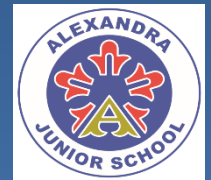
What kind of Special Educational Needs is provision designed for at our school?



Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Special Educational Needs are described in four broad areas;

- **Communication and Interaction;**
Speech, Language and Communication Need, Autistic Spectrum Disorder
- **Cognition and Learning;**
Moderate Learning Difficulty, Severe Learning Difficulty, Profound and Multiple Learning Difficulty, Specific Learning Difficulty including dyslexia, dyspraxia, dyscalculia
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and Physical Needs**
Hearing Impairment, Visual Impairment, Physical Disability



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

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, or the pupil's previous school
- limited progress is being made
- there is a change in the pupil's behaviour/progress
- a pupil asks for help

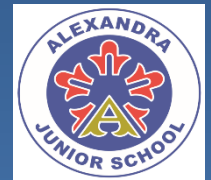
For more detail about the school's graduated response please see the SEND Policy which can be found on the schools website.

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

The class teacher is the first point of contact to discuss your child's needs. In addition if you have concerns then you may also wish to speak to the Special Educational Needs Coordinator (SENCO) Miss Lindop.



How are parents of children with SEND involved?

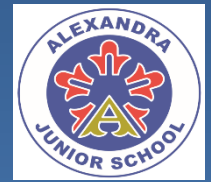


If your child has a special need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Allocate time for you to meet the Special Educational Needs Coordinator who can offer support or advise so can learn in the best way for him/her.
- Talk to you about the range of programmes we have in school to help children who need extra support in an area of their learning and/or development.
- Invite you to a meeting to discuss your child's progress.
- Hold meetings with a range of colleagues from an educational psychologist, advisory teacher, speech and language therapist or health if we are unsure how to help your child make progress if appropriate and we will always keep you informed.
- Tell you how to get in touch with Parent Services who can offer advice and support
- Inform you about how to make a complaint if you are not happy with what we are doing to support your child.

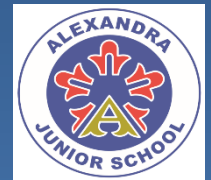


How are children with SEN involved?



Pupils:

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- comment on how they feel they are progressing when their Pupil Passport is reviewed
- are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their Pupil Passports.

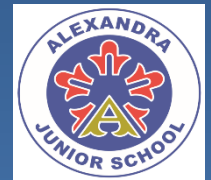


How will you teach and support my child with special educational needs?

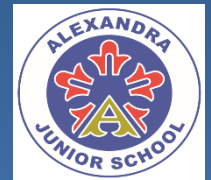
- Each pupil's education programme will be planned by the class teacher. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- Parents/carers are invited to a parent/carer meeting once a term where they are able to talk about the support that is offered.
- If a pupil has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This will be run by the teacher or teaching assistant.
- The length of time of the intervention will vary according to need but will generally be for a half term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.



How will you teach and support my child with special educational needs?



- Interventions will be recorded on a Pupil Passport which will be drawn up by the class teacher. It will be adapted accordingly to suit the pupil's individual needs, setting individual targets. A copy of the targets will be given to parents. This may include additional general support by the teacher or teaching assistant in class or use of particular resources (e.g. a writing slope.)
- Occasionally a pupil may need more expert support from an outside agency such as Inclusive Learning Service (ILS), Speech and Language therapy, School Nurse, Paediatrician, Educational Psychology, Younger minds etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.



So what interventions and strategies can you offer for a child with special educational needs?

Strategies and interventions can be targeted under the four broad areas of need;

- **Communication and Interaction;**
Speech, Language and Communication Need, Autistic Spectrum Disorder
- **Cognition and Learning;**
Moderate Learning Difficulty, Severe Learning Difficulty, Profound and Multiple Learning Difficulty, Specific Learning Difficulty including dyslexia, dyspraxia, dyscalculia
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and Physical Needs**
Hearing Impairment, Visual Impairment, Physical Disability

High Quality Teaching

The 'Special Education Needs in Mainstream Schools' guidance report indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



Cognition and learning

Name of intervention	Summary
SOS	A multi-sensory approach to learning spellings.
Precision spelling	It is a timed exercise which allows high repetition of the spellings to be learnt
Precision reading	It is a timed exercise which allows high repetition of the words to be learnt
Precision numeracy	It is a timed exercise which allows high repetition of the facts to be learnt
Switch on Reading	The sessions follow a common structure and focus on the development of independent reading strategies.
Beat dyslexia	Develops literacy skills by combining successful phonological approaches with the very best of conventional, multi-sensory and structured teaching methods.
Toe by toe	It deliberately takes learners right back to the beginning of phonics and works up from there

Cognition and learning

Name of intervention	Summary
Write from the start	Unique Programme to Develop the Fine Motor and Perceptual Skills Necessary for effective handwriting
Memory games	To support children's listening skills and teach methods for remembering facts through games and repetition
Active Literacy Kit	A highly focused programme designed to build accuracy, fluency and automaticity in reading and spelling.
Paired reading	Paired reading is a research-based fluency strategy used with readers who lack fluency.
Inference training	A reading comprehension intervention for pupils in KS2 who have age appropriate decoding skills but who are experiencing difficulty acquiring full meaning and enjoyment from their reading
Anima Phonics intervention	Follow-on activities including worksheets or play-based activities, which match the in class learning objectives
Reading squad	Small group reading intervention

Communication and interaction

Name of intervention	Summary
Leap into listening	Activities include over 1,500 questions/exercises for auditory memory, receptive listening, language expansion, and motor skills improvement.
Socially speaking	Socially Speaking will help you to introduce and practice skills your students need to develop and maintain relationships and to lead independent lives outside the school context.
Time to Talk	Time to Talk has been developed to teach and develop oral language and social interaction skills to children aged 4–8 to make these aspects of school easier. Skills taught include: eye contact, turn-taking, sharing, greetings, awareness of feelings, giving/following instructions, listening, attention and play skills.
Asking more specific questions	Advance from general questions to very specific questions. This is one of the best products for auditory comprehension of specific questions and information.
PECS	The Picture Exchange Communication System, or PECS, allows people with little or no communication abilities to communicate using pictures. People using PECS are taught to approach another person and give them a picture of a desired item in exchange for that item.

Communication and interaction

Name of intervention	Summary
Cued Articulation	It is a set of hand cues for teaching the individual sounds in a word. The hand movements are logical – each hand movement represents one sound and the cue gives clues as to how and where the sound is produced.
Makaton	It is a language programme that combine signs, symbols and speech to give different options for people to communicate. Using signs can help people who are pre-verbal.
Colourful semantics	Colourful Semantics is a system for colour coding sentences according to the role of different words. It can help children to break down sentences and understand the individual meaning of each word and it's role in the sentence. It can help children to better understand word order.
Attention Autism Strategies	Attention Autism will help support and build attention and listening skills at an appropriate developmental level. It will also support and develop the child's social communication skills, such as taking turns or using vocalisations.

Communication and interaction

Name of intervention	Summary
Shape coding	Uses a visual coding system to show the rules for how words are put together in sentences, to develop the child's understanding and use of grammar, so that they can communicate more effectively. The primary focus is on oral language, but it can also be used to develop written language.
Social skills	Developed by class teacher to support discussion, turn taking, decision making, and listening skills.
Talking about secondary school	This fully coloured pack is designed for children who are about to transfer to Secondary School, or who have transferred and are struggling with the transition.
Programme recommended by SALT	Dependent on advice received
Core board	To support children to learn and use core vocabulary to communicate. To support the development of spoken language (rather than replacing it). To support the use of single word and sentence building to extend speech.

Social, emotional and mental health difficulties

Name of intervention	Summary
Jigsaw PSHCE Scheme	Jigsaw PSHE perfectly connects the pieces of Personal, Social, Health and Well-Being Education. As well as weekly PSHCE lessons, pupils have access to additional lesson material should they require it.
Volcano in my tummy	Helping Children to Handle Anger presents a clear and effective approach to helping children and adults alike understand and deal constructively with children's anger. Using easy to understand yet rarely taught skills for anger management, including how to teach communication of emotions
Nurture group	Nurture groups assess learning and social and emotional needs and give the necessary help to remove the barriers to learning. There is great emphasis on language development and communication.

Social, emotional and mental health difficulties

Name of intervention	Summary
Social skills group	Developed by class teacher to support discussion, turn taking, decision making, and listening skills.
Self-esteem group	Developed by class teacher to support discussion, turn taking, decision making, and listening skills.
Think good, feel good	This intervention follows core elements used in Cognitive Behaviour Therapy programmes but conveys these ideas to children in an understandable way and uses real life examples familiar to them. The practical series of exercises and worksheets introduce concepts that can be applied to each unique set of problems.

Social, emotional and mental health difficulties

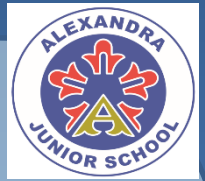
Name of intervention	Summary
Younger minds counselling	<p>A 1:1 confidential talking therapy with an external councillor once per week which supports children who are struggling emotionally for various reasons for example it can address problems with anxiety, bereavement; bullying, anger, relationships, low self-esteem, and self-harm.</p>
ELSA	<p>ELSA is a therapeutic initiative developed and supported by educational psychologists. It recognises that children learn better and are overall happier in school if their emotional needs are also being addressed.</p> <p>Mrs Phillips and Mrs Adams are our qualified Emotional Literacy Support Assistants.</p>
Mental Health Support Practitioner referral	<p>Danielle Costa is another member of our team who can support children, young people and their families with mild to moderate mental health difficulties using Low Intensity Cognitive Behavioural Therapy interventions. By working together, we can identify and address difficult emotions and feelings.</p>

Sensory and/or Physical needs

Name of intervention	Summary
HI services	Dependent on advice received
VI services	Dependent on advice received
Children's OT services	Dependent on advice received
Pencil grips/ Specialist pencils/Posture support	To reduce sensory or physical barrier
Further differentiation of physical activity (fine and gross motor)	To reduce sensory or physical barrier

Sensory and/or Physical needs

Name of intervention	Summary
Physical Adjustments and support as necessary.	To reduce sensory or physical barrier
Provision of specialist equipment & resources	To reduce sensory or physical barrier for example pupils with visual impairments can be provided with a laptop/ipad which links to the teachers board to ensure their needs are met from anywhere in the room and the pupil can zoom in on resources.
Sensory circuit	A Sensory Circuit is a short plan of physical activities that enables children to achieve an optimal level of alertness. It lasts 10-15 minutes and consists of 3 sections: Alerting Activities, Organising Activities and Calming Activities.
Sensory diet	It typically includes a combination of activities that provide sensory input to reduce anxiety, improve behaviour and focus, and promote positive social interaction. Activities can include things like playing with various textures, calm breathing exercises, massage, deep pressure, and sensory integration activities.

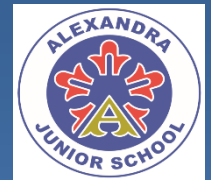


At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

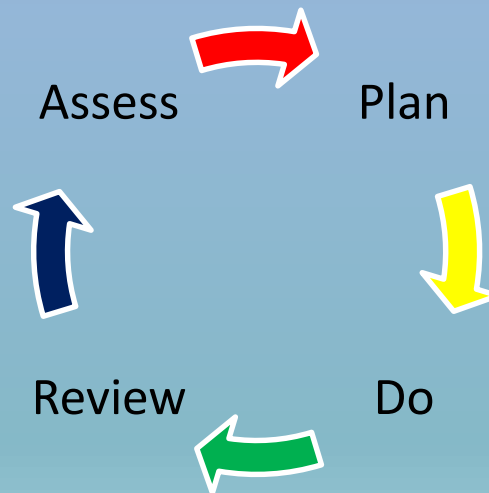
- Inclusive learning services
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- EWO (Educational Welfare Officers)
- Social Services
- Children's Occupational Therapy
- Speech and Language Therapy
- School Counselling services (Younger minds)
- SAVANA Counselling
- School Nurse
- Stoke-on-Trent Safe Guarding Board
- Hearing Impairment services
- Visual impairment services



How does the school assess and evaluate the effectiveness of its arrangements and provision for children and young people with SEN?



- Underpinning ALL our provision in school is the **graduated approach** cycle of:



- All teachers are responsible for every child in their care, including those with special educational needs.

- Teacher assessment
- Internal assessment data
- Observation over time
- Data on attainment, progress, behaviour and attendance
- Parent views
- Pupil Views
- Advice from external agencies
- Work samples
- Triangulation of all evidence

- Reasonable adjustments teacher should make to provide high quality teaching. Teacher to consider SEND guidance for QFT provided by subject leads.
- Pupil passport developed – SMART targets selected
- Parent/carer informed
- What additional provision/intervention is needed to ensure they make progress - reasons for it given as well as SMART outcomes set. Follow guidance from external agencies.

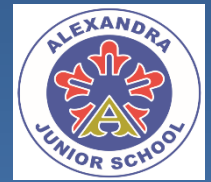


- Have pupils met/on track to meet expected targets? what evidence is there?
- Class teachers assess the impact of support and interventions and links with classroom teaching
- Has there been any improvement on their rate of progress?
- How is the pupil responding to the targeted provision?
- Parent and pupil views
- Teacher views
- Are there change to the SEND needs?
- Triangulation of all evidence

- Class teacher to ensure passport provision is in place
- Learning walks to ensure pupil is receiving the support they need
- Monitoring and tracking by teachers
- Intervention files log attendance
- Implementation of strategies by teachers



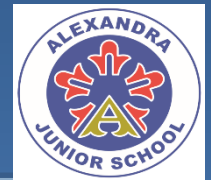
How will the school prepare and support my child to transfer to their next education setting?



- Alexandra Junior School understands what a stressful time moving schools can be, therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

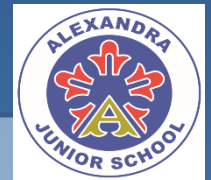
Transition within School:

- All pupils attend a transition session where they spend time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new class or time with new teachers.
- Time is allocated for the previous teacher to meet with the child's new teacher.
- The school is always willing to meet parents/carers prior to their child joining a new class.



Transition to Alexandra Junior School from an Infant school setting:

- Information exchange between the previous school prior to the pupil joining.
- The SENCO is responsible for Alexandra Infants' and Alexandra Junior School therefore ensuring a smooth transition of information.
- All pupils attend a Transition afternoon where they spend time with their new class teacher.
- An additional programme of visits in the summer term is arranged for pupils starting in September
- Parents/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- The school is always willing to meet parents/carers prior to their child joining the school.
- Where a pupil may have more specialised needs, a separate meeting is arranged with the class teacher, the SENCO, the parents/carers and where appropriate, the pupil.
- The class teacher is always willing to meet parents/carers prior to the child moving to their class.

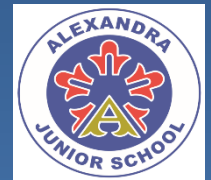


Transition to High School:

- The Year 6 teachers and teaching assistants work with children who are anxious about the move. This provides them with the opportunity to discuss any concerns they may have.
- Information exchange between the previous school prior to the pupil joining.
- All pupils attend a Transition sessions, which depend on the high school they are joining, where they spend time in their new school.
- Additional visits are also arranged for pupils who need extra time in their new class or school.
- Secondary school staff visit pupils prior to them joining their new school.
- The SENCo at Alexandra Junior School is in discussion with SENCo s from the secondary schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting is arranged with the SENCo, the new secondary school, the parents/carers and where appropriate, the pupil.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them (e.g. Cookery activities, English and Numeracy activities)



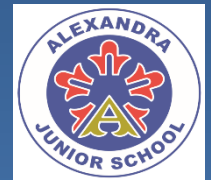
How will the school staff support my child?



- The class teacher will suggest ways of supporting your child's learning on a regular basis through homework, parents evenings or by arranging a meeting with you.
- The SENCO may meet with you to discuss how to support your child.
- Staff including the class teacher, SENCO, deputy or Head teacher may meet with you to discuss strategies to use if there are problems with a child's social, emotional and mental health needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are sometimes provided that can be used at home.
- If the Educational Psychologist is involved with your child you will be invited to regular meeting help between the SENCO and the Educational Psychologist.
- Various parent/carer workshops are arranged, which aim to help you to support your child's learning. These take place throughout the year and encourage an open and relaxed forum where advice and ideas can be exchanged. Mrs Lambert-Eardley and Mrs Adams are also always available for informal discussions and advice.



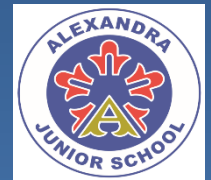
How will the curriculum be matched to my child's needs?



- Teachers plan based on children's needs, against age related expectations, adapting or scaffolding work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further scaffolded by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- If a child is identified as having a special need, they will be given an Pupil Passport. Targets will be set according to their area of need. These will be monitored by the class teacher weekly and the SENCo three times per year.
- Support staff may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- The school are also able to consult outside agencies such School Counselling, the school nurse, Inclusive learning services or the Educational Psychologist if more specialist support is required.



How accessible is the school?

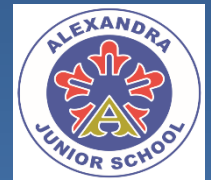


As a school we are happy to discuss individual access requirements.

Alexandra Infants' School	Alexandra Junior School
<ul style="list-style-type: none">• Fully accessible with a ramp on entry• No stairs within the building	<ul style="list-style-type: none">• Ramps into school to make the building accessible to all.• Two toilets adapted for disabled users.• There are no upper teaching spaces at Alexandra Junior School.• Wide doors in most parts of the building.• All teaching areas have double doors.• There is wheel chair access to the school playing field• Any steps in school, including those to the dining room have low vision, anti slip tape on recommendations from the VI team.• There is a telescopic ramp available in order to access Seddon block or to navigate thresholds if necessary.



What expertise is available in the school in relation to SEND?

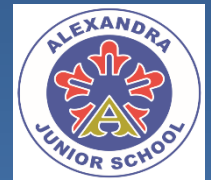


All staff have received training related to SEND. These have included sessions on:

- High quality teaching and 5 a day principle for SEND pupils across the curriculum (Education Endowment Foundation)
- How to support pupils with early reading and Phonics
- How to support pupils with early writing
- The teaching of spelling
- Accelerated reading
- Maths CPA approach and reasoning and applying
- Attachment and trauma informed schools and the schools behaviour policy
- Attachment awareness training and emotion coaching training
- Autism awareness training



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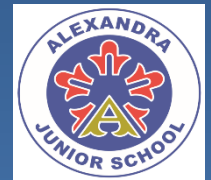


In addition some staff have had training on:

- Switch on Reading
- Socially speaking
- Leap into listening
- Inference training
- PECS language intervention
- Cued articulation
- Emotional literacy support assistant training
- Inference training
- MAPA training
- Demand avoidance training
- DCD/Hypermobility training
- VI friendly schools training
- HI friendly schools training
- Coreboard, sensory circuit, identiplay and bucket time
- The SENCO ensures staff receive training on aspects of SEN, strategies for support and specific interventions, depending on the current needs of the school.
- The SENCO has completed the National SENCO Training Award.



What expertise is available in the school in relation to SEND?

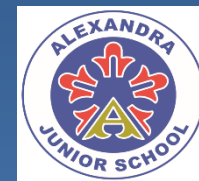


Trauma Informed Attachment Aware Schools (TIAAS) Certification - Based on internationally validated discoveries in neuroscience, this approach enables staff to notice, improve and value their skills in establishing brain-building relationships with children and young people.

We are proud to have achieved the Silver TIAAS certification and award.



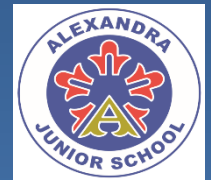
How will my child be included in activities outside the classroom, including school trips?



- Activities and school trips are available to all, and all children are encouraged to participate.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If the school, parents/carers or a health and safety risk assessment suggests that a child requires 1:1 support due to their particular needs the school are able to provide this.



What support will there be for my child or young person's overall wellbeing?



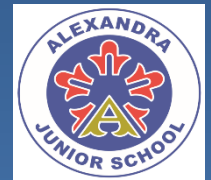
The school offers a wide variety of support for pupils who are encountering emotional, social and behavioural difficulties.

These include:

- Our Schools are part of the Attachment and Trauma research community and this approach is emended through out our schools approach and behaviour policy. By being part of this it ensures we continue to develop the best attachment and trauma aware practice which has a positive impact on all pupils wellbeing.
- Members of staff such as the class teacher, teaching assistants, SENCO and Family Support Worker are readily available for pupils who wish to discuss issues and concerns.
- Social skills, self-esteem, emotional wellbeing and anger management group work can be run by experienced teaching assistants. For some children individual programmes of support for social skills are more appropriate.



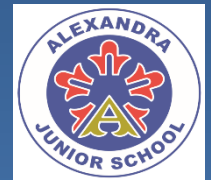
What support will there be for my child or young person's overall wellbeing?



- Pupils who find lunchtimes a struggle are able to engage in supported play which is provided by experienced teaching assistants. Fun games and activities are made available to help provide the pupils with social skills to enable them to form friendships.
- The school are able to respond quickly to a pupils specific needs or a change in circumstances because we have the Younger Minds Service in school weekly. This provides a type of talking therapy, which can be a source of support if you're struggling with something.
- ELSA is a therapeutic initiative developed and supported by educational psychologists. It recognises that children learn better and are overall happier in school if their emotional needs are also being addressed. Mrs Phillips and Mrs Adams are our qualified Emotional Literacy Support Assistants and are able to deliver individual or group sessions for pupils.



What other support is available to parents and how can I contact them?

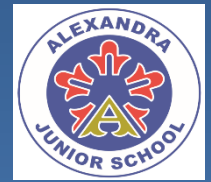


Outside of school there are a variety of people who you can contact for further help and support:

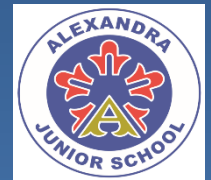
- The Safeguarding Board – 01782 235100
- Your health visitor
- School Nurse – 03001240362
- Inclusive learning Services – 01782 232538
- Stoke-on-Trent City Council, local offer information; www.stoke.gov.uk/localoffer
- SENDIASS (Formerly Parent Partnership) 01782 234701
- Social Care – 01782 235100
- Parent Engagement Group in Stoke (PEGiS) - 07935 557380



Measures to prevent bullying



- At Alexandra Infants' and Junior School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.
- For more details about the schools procedures regarding bullying please see the Anti-bullying policy which can be found on the schools website.



Other information

Complaints

- We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the school's Complaints policy should be followed.