



Alder Grove CofE Primary School


SEND Information Report

Our vision for Alder Grove School is about the importance of roots. Just as a tree cannot grow to be healthy and strong without good roots, so we believe that children need the right conditions to grow and flourish.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:


- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report.

Who's who? 		
	Mr Theobald (Headteacher)	Mrs Thomas (SENDCo)
	Miss Scales (Deputy Headteacher)	SEND Governor: Mrs Beer
	Your child's class teacher is responsible for supporting your child with any additional needs they may have. They will work with the SENDCo to monitor and review the support in place.	
What are Special Educational Needs (SEND)? 	<p>"A child has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools" - SEND Code of Practice (2014), xiii – xiv</p>	

What is the 'SEND register?' 	<p>A school document, looked after by Mrs Thomas to monitor the SEND pupils in the school and the support in place. Children on this register are recorded as having 'SEND needs' as part of the school census information.</p> <p>Pupils at TKAT schools will be placed on the 'SEND register' if they:</p> <ul style="list-style-type: none"> ➤ Have a diagnosis or referral has been made for a diagnosis that effects their learning and/or school life. They need ongoing targeted and/or personalized support. ➤ Is significantly below (-2years) Age Related Expectations due to an additional need (other than having English as an additional language)
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Alder Grove CofE Primary School




SEND Information Report

<p>What is the 'Additional Needs register'?</p> 	<p>A school document, looked after by Mrs Thomas to monitor any additional support needs in school and how this support looks. This document sits alongside the SEND register. This information is not used as part of the school census.</p> <p>Pupils at TKAT schools will be placed on the 'Additional Needs register' if they:</p> <ul style="list-style-type: none"> ➤ Have a diagnosis or referral has been made for a diagnosis that effects their learning and/or school life. They need some classroom adaptations and benefit from extra intervention support. ➤ Pupils that have barriers to learning and/or engaging in school life that require monitoring before identifying next steps. ➤ Pupils that were on the SEND register and have now been taking off. They will stay recorded here for two years.
<p>What is an IPP?</p> 	<p>Pupils on the SEND register may be made an IPP (Individual Provision Plan).</p> <p>This is a plan created by the SENDCo and class teacher with help from parents and teaching assistants. These plans have the child's needs and support ideas on them. The plan has steps on it to work towards targets for the child.</p> <p>All children with Education, Health and Care Plans (EHCP) should have an IPPs to break down the long term targets on their plan.</p> <p>Other pupils on the SEND register may also have an IPP if:</p> <ul style="list-style-type: none"> ➤ The pupil's learning progress is significantly slower than that of their classmates ➤ The SEND support in place is not helping to close the gap between them and their classmates. ➤ Significant difficulties with socialising, attention of managing their feelings to the extent that it is impacting their time in school negatively.
<p>What is an EHCP?</p> 	<p>An Education Health and Care Plan (EHCP) is a plan created by the local authority. It is a detailed report about a pupils strengths, difficulties and how to support then. Different professional reports are added together to create this document. The school follow the steps in the plan to support the child in school. A small amount of funding is attached to these plans in order to support schools provide the strategies listed in it.</p> <p>It is Mrs Thomas's job to decide which pupils may be eligible for an EHCP and apply for one. This is done with parents' consent and involvement.</p> <p>Parents wishing to apply for an EHCP for their child themselves, should arrange to speak with the SENDCo to discuss the process and possible implications of their application being successful.</p>

<p>How will my child be supported?</p> <p>Levels of support: We refer to SEND support in three 'Waves'.</p>		
Wave 1: Universal Support	Wave 2: Targeted Support	Wave 3: Personalised Support




Alder Grove CofE Primary School

SEND Information Report

<p>This support is provided through inclusive teaching and support around school.</p> <p>We aim to have this as 'standard practice' in all our classrooms. This includes but is not limited to:</p> <ul style="list-style-type: none"> ○ Using dyslexic friendly font ○ Reducing visual stress ○ Ensuring opportunities for regular movement within lessons ○ Chunking instructions ○ Providing visual aids ○ Using sensory aids ○ Implementing a multi-sensory approach, where possible ○ Modelling vocabulary and appropriate social skills ○ Seating arrangement to cater for individual pupils needs ○ General strategies for hearing and visual impairments ○ Teaching around friendships, social situations and mental health through PSHE ○ 	<p>This support is provided for children working below age group expectations or for those who have made slow progress over a sustained period of time. They may also present with difficulties in other areas of their school life, such as social skills.</p> <p>This support tends to include group activities and occasionally 1:1 work.</p> <p>Our current interventions being used for targeted support are:</p> <ul style="list-style-type: none"> ○ Small group spellings ○ RWI (phonics) ○ Dictation ○ Overlearning groups ○ Fine motor skills groups ○ Sensory Circuits ○ Nurture and Social Skills groups ○ ABC to Read (Infant & Juniors) ○ Speech and Language Link ○ WELLCOM (EYFS) ○ Attention Bucket (EYFS & KS1) ○ Colourful semantics ○ Mastering Number ○ Lunch Club ○ 	<p>Some children require a greater level of support which may be personalised to their particular need. This level of support is most typically used for children with an EHCP or those who have been identified as possibly requiring one.</p> <p>Our current interventions being used for specialised support are:</p> <ul style="list-style-type: none"> ○ Following SALT plans ○ Following OT therapy plans ○ 1:1 phonics interventions ○ Precision Teaching for reading, spelling and maths ○ 1:1 support during identified lessons/tasks ○ Lunch time support ○ Emotional regulation support ○ 1:1 nurture time 
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Alder Grove CofE Primary School

SEND Information Report

<p>How will you assess and monitor my child with additional needs?</p> 	<p>Teachers complete daily assessments based on their classroom observations and pupil work. More formal assessments take place once a full term.</p> <p>The Senior Leadership team and class teacher look at children's assessment data in 'Pupil Progress Meetings'. This helps them to decide who might need more support.</p> <p>Children with IPPs follow an 'assess, plan, do, review' cycle which we invite parents to be part of. These are reviewed termly by the class teacher and shared with parents. Parents are invited to meet for a formal review with their class teacher, three times a year.</p> <p>Children with EHCP's have a formal 'Annual Review' with Mrs Thomas and the class teacher. At times, a member of the Local Authority SEND team may attend.</p>
<p>How can you support my child with trips and events?</p> 	<p>We support our SEND pupils with these events by providing the following, where needed:</p> <ul style="list-style-type: none"> ○ Social Stories ○ Giving an overview of our pupil's needs when using external groups ○ Providing the option to attend for a reduced period e.g. at residentials ○ Offering parents to attend ○ Completing Individual Pupil Risk Assessments <p>Conversations with parents is at the heart of this.</p>
<p>What happens when my child moves year groups?</p> 	<p>For children starting new with us, we will work with parents, SENDCos and staff from previous settings to gather as much information as we can to prepare for your child starting. We pass this information onto secondary schools when children move on from us.</p> <p>From year to year, we ensure all teachers have an in-depth discussion on all pupils needs. Any plans are passed over and discussed.</p> <p>All children are provided with a transition booklet ahead of meeting their new teacher. This includes photos of the adults they will be working with and photos of their new classroom. It also includes important information that will help with the transition to their new class.</p> <p>Children with additional needs are given extra opportunities to visit their new classrooms and meet their teaching team. We provide individual support packages, where needed.</p>

Alder Grove CofE Primary School

SEND Information Report

<p>Staff expertise</p> 	<p>Mrs Thomas has experience of working with neurodivergent children for many years. She has worked in both primary and secondary mainstream schools and was lead teacher in an ASD resource base. Mrs Thomas is a Team Teach trainer and is currently completing her NPQSENCO qualification.</p> <p>All of our staff engage in training year on year, based on the needs of the school. Many of our staff members have received training in specific learning difficulties, autism, ADHD, trauma, speech and language needs and sensory processing needs. We also have a Makaton trained teacher in Nursery.</p> <p>Our staff team are passionate about supporting children with additional needs and are able to draw from a range of professional and personal experiences when supporting these pupils.</p>
<p>What about External Agencies?</p> 	<p>We are able to work with external agencies to get highly specialised advice or parental support.</p> <p>We may refer a child who requires specialist support to these services, with your permission. However, access to these services are currently limited with considerable wait times.</p> <ul style="list-style-type: none"> ○ Surgeries with the Educational Psychologist ○ Surgeries and Learning Support Services ○ Foundry College's Behaviour Outreach services ○ Addington School's Outreach Services ○ CAHMS (Children & Adolescents Mental Health Services) ○ NHS CYPIT (Children & Young People's Integrated Therapies) e.g. Speech and Language Therapists and Occupational Therapists.
<p>How do I make a complaint?</p> 	<p>Complaints about SEND provision should be made to your child's class teacher, the SENDCo, Deputy Headteacher or Headteacher. They will then follow the school's complaints policy.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> ➤ Exclusions ➤ Provision of education and associated services ➤ Making reasonable adjustments.
<p>Want to find out more?</p> 	<p>For a more detailed breakdown as to how we support our pupils with SEND, see our website for the following policies:</p> <ul style="list-style-type: none"> ○ SEND Policy ○ Accessibility Policy ○ Behaviour Policy ○ Anti-bullying Policy