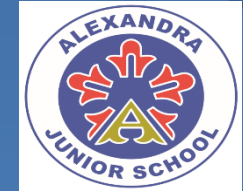


Alexandra Infants' and Junior School

SEND Information Report 2019/20



SENCO: Miss D Lindop

Assistant SENCO: Mrs C Phillips

SEND Governor: Mrs A Allcock and Mrs S Adams

Alexandra Infants' School

Local offer contribution

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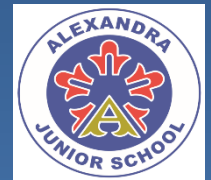
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Alexandra Junior School

Local offer contribution

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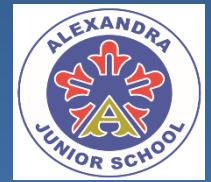
Introduction

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



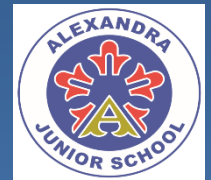
Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014. The term Special Educational Need is used across the 0-25 age range and includes Learning Difficulty and Disability (LDD).

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.



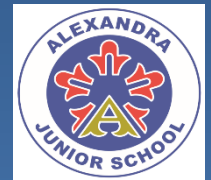
What kind of Special Educational Needs is provision designed for at our school?



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

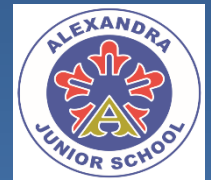
For more detail about the school's graduated response please see the SEND Policy which can be found on the schools website.

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?

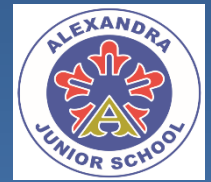


If your child has a special need or disability we will:

- 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.

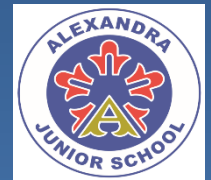


How are children with SEN involved?



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.

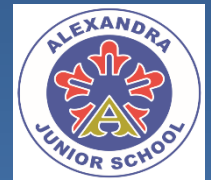


How will you teach and support my child with special educational needs?

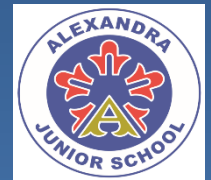
- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- Parents/carers are invited to a parent/carer meeting once a 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 differentiated 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 the Special Educational Needs and Disabilities services, Speech and Language therapy, behavioural support services, School Nurse, Paediatrician, Educational Psychology 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

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 |
| Better 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. |

Cognition and learning

| Name of intervention | Summary |
|----------------------|---|
| Toe by toe | It deliberately takes learners right back to the beginning of phonics and works up from there |
| 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 |

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. Containing 40 sessions, designed to take place two or three times a week, Time to Talk will help you teach and develop the ‘rules’ of interaction with the help of Ginger the Bear, who features in all the activities. 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. |

Communication and interaction

| Name of intervention | Summary |
|---------------------------------------|--|
| Social skills | Developed by class teacher to support discussion, turn taking, decision making, and listening skills. |
| Spirals | The programme is for those children who are linguistically challenged, those who find instructions hard to understand and have little confidence. |
| 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 |

Communication and interaction

| Name of intervention | Summary |
|----------------------|--|
| PECS | <p>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.</p> |

Social, emotional and mental health difficulties

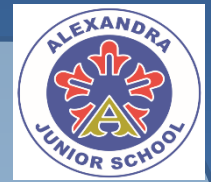
| Name of intervention | Summary |
|--|--|
| SEAL silver set | Themes follow 'New beginnings', 'Getting on and falling out', 'Good to be me' and 'Going for goals' which focus on developing children's skills in three key areas: self-awareness, managing feelings and empathy. |
| Volcano in my tummy | Helping 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 |
| Younger minds school counselling service | Younger Mind offers emotional support to young people. |

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. |

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 |
| Physical Adjustments and support as necessary. | To reduce sensory or physical barrier |
| Provision of specialist equipment & resources | To reduce sensory or physical barrier |

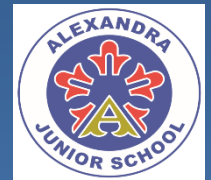


At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

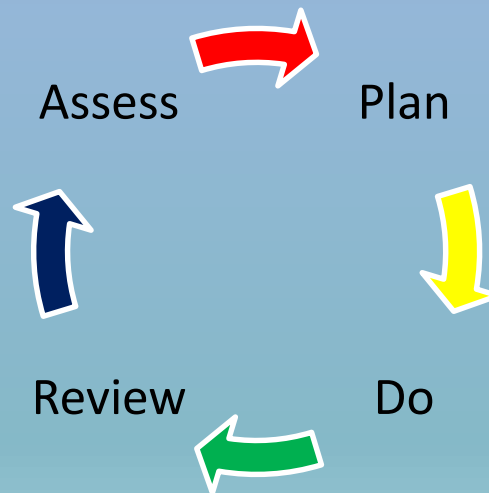
- Inclusive learning services
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- EWO (Educational Welfare Officers)
- Social Services
- Children's Occupational Therapy
- Speech and Language Therapy
- School Counselling services (Younger minds)
- SAVANA Counselling
- School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



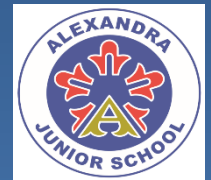
How does the school assess and evaluate the effectiveness of its arrangements and provision for children and young people with SEN?



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

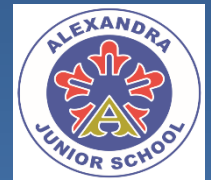


- All teachers are responsible for every child in their care, including those with special educational needs.



Assess

- This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.
- This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

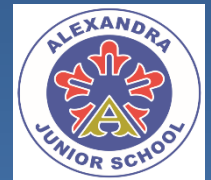


Plan

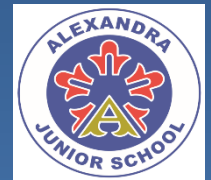
- Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
- All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This will take the form of a Pupil Passport outlining the small steps and interventions which will be used to support the child.



Do



- The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

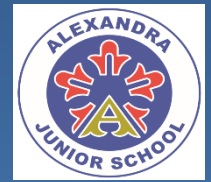


Review

- Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.
- Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.



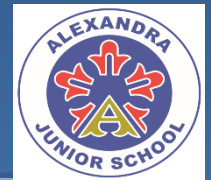
How will the school prepare and support my child to transfer to their next education setting?



- 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.

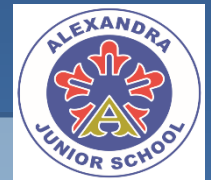
Transition within School:

- 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.

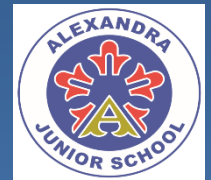


Transition to High School:

- 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)



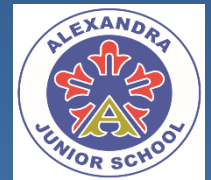
How will the school staff support my child?



- 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 of School 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 Naveed, the home school link worker, is available for informal discussions and advice.



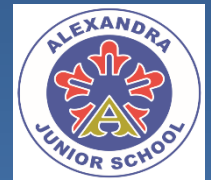
How will the curriculum be matched to my child's needs?



- Teachers plan based on children's needs, against age related expectations, differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated 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, SEND services or the Educational Psychologist if more specialist support is required.



How accessible is the school?

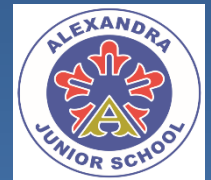


As a school we are happy to discuss individual access requirements.

| 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 |



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

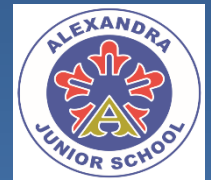


All staff have received training related to SEND. These have included sessions on:

- General support for all learning difficulties and strategies to help.
- How to support pupils with early reading and Phonics
- The teaching of spelling
- Differentiation for SEND pupils
- Accelerated reading
- Maths differentiation and reasoning and applying
- Managing challenging behaviour training and the schools behaviour policy
- SEN code of practice and SEN reforms
- Attachment awareness training
- SOC training



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



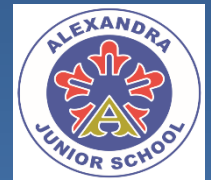
In addition some staff have had training on:

- Better reading partnerships
- Socially speaking
- Leap into listening
- Asking More Specific Questions
- Inference training
- Talking Partners
- PECS language intervention
- Direct phonics
- Inference training
- MAPA training
- Talk boost KS2
- DCD/Hypermobility training

- The SENCO ensures staff regularly attend training on aspects of SEN, strategies for support and specific interventions, depending on the current needs of the school.
- The SENCO has also completed the National SENCO Training Award.



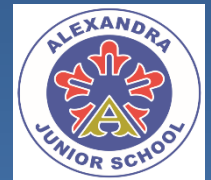
How will my child be included in activities outside the classroom, including school trips?



- 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?



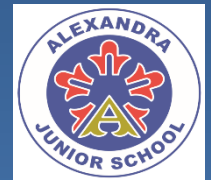
The school offers a wide variety of support for pupils who are encountering emotional, social and behavioural difficulties.

These include:

- Members of staff such as the class teacher, teaching assistants, SENCO and Home School Link 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.
- Pupils who find lunchtimes a struggle are able to join the lunchtime club which is organised 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.



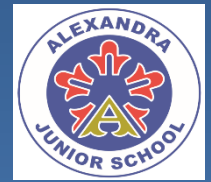
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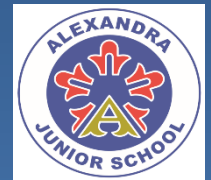
- A reading station is also available at lunch time for those children who would rather read alone or in a small group and stay indoors.
- At the Junior School, a pupil led Peer Mediation service is available every lunch time. Children and young people can be more comfortable talking to someone their own age who understands their concerns and their perspective. During peer mediation trained Pupils listen to others' points of view and offer advice. Peer mediation can provide a safe structure for children and young people to solve their problems and learn to negotiate.



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.