



SPECIAL EDUCATIONAL NEEDS (SEN) Information Report for Parents and Carers 2024/2025

The Alton is a mainstream Primary School with a nursery provision and a specialist Resource Base for children with an Education, Health and Care plan (EHCP). We are part of the Quality First Education Trust.

This report should be read in conjunction with:

- [Q1E Accessibility and Equality Policy](#)
- Our school Accessibility Plan
- [Q1E Intimate Care Policy](#)
- [Q1E SEND Policy](#)
- [Q1E Supporting Children with Medical Needs Policy](#)

The information below details the provision available within the school and ways in which parents/carers and children can access the support required for Special Educational Needs and/or Disabilities (SEND).

At The Alton, we work within the Wandsworth guidance on ordinarily available provision for children with SEN in mainstream schools, which explains the ways students with different SEN needs, can be provided for within our school. Please see [ordinarily available provision.pdf \(openobjects.com\)](#)

INCLUSION STATEMENT

At The Alton School all children, regardless of their particular needs, are offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We offer a range of provision to support children with communication and interaction needs, cognition and learning difficulties, social, emotional and mental health difficulties and sensory and/or physical needs.

What should I do if I am concerned about my child's progress or special educational needs?

Initially, please speak to your child's class teacher. If you have further concerns, you can speak with the inclusion team (see below).

INCLUSION TEAM

Francesca Ambrose (SENDCo- Wednesday to Friday) Email: senco@thealton.q1e.org.uk

Emma Morris (Learning Mentor/Home School Liaison Officer)

Laura O'Dowd (Resource Base Lead)

Linsay Thomson (Headteacher)

Contact details

Phone: 0208 876 8482

Email: admin@thealton.wandsworth.sch.uk (for the attention of who you wish to contact)

How does the school decide whether a child has a special educational need and what extra help they require?

If a child has a previously identified SEN, the school will liaise with the services and another setting (where appropriate) currently involved and request all relevant information.

Children's progress is regularly assessed to ensure early intervention and appropriate support is provided. Children who are not progressing at the expected rate will be identified and supported by the class teacher and/or a learning support assistant. Where a child has a specific need, the school may consult external specialist providers and enlist their support as appropriate. If a parent/carer identifies a need, the school will liaise with them to identify the best way to support the child and help them to move forward. See the [Q1E SEND Policy](#) for our full identification process.

How will I know how my child is doing and how will you help me to support my child's learning?

Whenever possible, class teachers are available to speak with you at the beginning and end of each day. This is an ideal opportunity to catch up and ask any questions you may have. Please feel free to make an appointment to meet with a member of staff should you wish to discuss anything further.

Parents' evening takes place twice a year. These meetings allow you to monitor the progress of your child and discuss, with the teacher, ways to support their learning at home. Individual reports are distributed at the end of the year. The report will outline the progress of your child and how you can support them in the next academic year.

Children who have Support Plans (SP) have targets set and reviewed in collaboration with parents/carers termly.

Children with an Education, Health and Care Plan have an annual review once per year in addition to termly meetings. Teachers alongside the child, their family and any other professional involved work collaboratively to review the year and set new targets for the coming year. These targets are the small steps towards reaching the longer-term outcomes set out on the EHC plan. New longer-term outcomes are set in this way at the end of each key stage.

How will my child be involved and consulted?

Each child is at the centre of all decisions made at The Alton School. Children who have Support Plans (SP) contribute to the writing and review of their plans, where appropriate.

All children with an EHC plan will contribute towards their annual review in the communication style that meets their needs.

How do you assess and review my child's progress?

Teachers assess the attainment of each student on an ongoing basis by measuring small steps of progress. We use a data system called Sonar to track this progress.

Children across our Resource Base are assessed using a 'small steps' approach which demonstrates their progress in clear and precise stages; this allows progress to be tracked in small increments and targets to be set according to individual needs. We use a programme called B-Squared to support us track progress and carefully plan children's next steps.

Any assessments carried out by external specialists are shared with the school and parents/carers.

Every child on SEN Support has their targets set based on their existing ability and focused teaching and learning sessions are planned and delivered accordingly. The termly Support Plan review then completes the cycle of Assess, Plan, Do, Review.

How is teaching and the curriculum adapted to my child's needs?

The Alton is an inclusive school that constantly strives to ensure that all students, regardless of their personal differences, are taught using a range of strategies and are able to access the curriculum and reach their full potential. Every class teacher is committed to providing quality first teaching. Children are supported through careful planning, differentiation and assessment. Staff adapt resources and approaches according to the needs of the children. Children who are not making expected progress will be supported through additional interventions.

Children with an Education, Health and Care plan will be supported as outlined in their plan. Where necessary, students are provided with personalised resources to enhance their learning.

For children attending the Resource Base, the curriculum is adapted to meet their individual needs in line with their Education, Health and Care Plan.

What provision and support are available in the Alton?

We plan the provision linked to the needs we have identified for each child. This could be:

Cognition and Learning Phonics Precision Teaching Targeted teaching	Communication and Interaction Visual Timetables Now and Next Boards Choice Boards Colourful semantics What's in the bag? Attention Bucket Explore and Talk Narrative sequencing
Social, Emotional and Mental Health Place2be Journey of Hope Zones of Regulation PATHS	Sensory and/or Physical Access to the sensory room Sensory Circuits Write from the start Motor skills groups or 1:1

Additional Provision and Support in The Woodland Centre (Resource Base)

- High adult to child ratio
- TEACCH
- Direct Speech and Language sessions (as per their EHC plans)
- Makaton
- Visual and Communicate in Print (Widget)
- Adapted curriculum
- Zones of Regulation
- Sensory provision

How will you evaluate effectiveness of the SEN provision?

At The Alton, we have a wide range of procedures to evaluate the provision for all pupils, including those with SEN. These include, but are not limited to; learning walks, reviewing pupils' books, observations, pupil progress meetings, internal and external audits and regular contact between the SENDCo and Class Teachers. WE have two directors for SEND in the Trust who meets with a member of the inclusion team termly to discuss priorities and monitor provision.

What support is there for my child's emotional well-being and to prevent bullying?

Personal, social, citizenship, health education (PSCHE) is taught in every class through our curriculum and in assemblies. The Alton has a Learning Mentor (Miss Morris) who works closely with the children in and out of class. Circle times, led by the class teacher or the learning mentor, are arranged on a regular basis to address pupil well-being. Also, all children can access our [Improving children's and young peoples mental health – Place2Be](#) service.

Additionally, we offer PATHS (Promoting Alternative Thinking Strategies) lessons, and we follow this programme when supporting children with challenging interactions and conflicts that may arise. This supports the social and emotional development of our pupils.

We understand that children with SEND may be more vulnerable to bullying. Our curriculum teaches all children about what bullying is and how to report it. We monitor these children carefully. Please see our Anti-Bullying Policy.

How do you promote positive behaviour?

At The Alton school, we are working towards reaccreditation of the UNICEF Rights Respecting Schools Award. This promotes positive behaviour and enables children and adults to use a common language to show respect to each other. The Alton School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Individual positive behaviour plans

At The Alton, we understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour. See our Behaviour Policy for more details.

What training and specialist skills do the staff supporting children with SEND have?

Staff receive regular SEND training a variety of pedagogical strategies and techniques according to the need in their class or the school. External specialists visit The Alton regularly to support children and train staff to work effectively with individuals. The Resource Base staff can provide support and training for learning support assistants and/or teachers. Training is dependent on the current need of the children and staff.

What do you do to make the school environment and curriculum accessible for all children?

All reasonable adjustments are made to ensure physical accessibility. Environmental adaptations are made for learners with sensory needs e.g. children are given access to a personal space in the classroom where visuals are kept to a minimum or access to a workstation where appropriate. Children are provided with equipment, such as move 'n' sit cushions, to enable them to access the lessons. All children have access to laptops and tablets. Depending on the child's SEN and usual practice, the school can provide support or extra time during formal examinations. See our Accessibility Plan for further details.

How will my child be included in activities outside of the classroom?

At The Alton, we use our best endeavours, reasonable adjustments and risk assessments to enable all our children to access the same opportunities throughout the school especially trips and clubs.

How will the school prepare my child to join or transfer to a new school?

All children new to The Alton are given a tour of the school and introduced to significant staff.

Children who are transitioning into the Resource Base will be offered a personalised transition plan to ensure smooth transition from their current setting to the Resource Base.

If a child with SEN is joining The Alton, parents/carers should contact the school office and make an appointment with the SENDCo. Any reports or past support plans should be provided by the parent/carer or by the Local Authority if the child has an EHCP. We will ensure that their new class teacher is informed about the child's difficulties and is aware how best to support them.

Transition between classes are carefully planned so that children continue to feel safe and secure in their learning environment. The children spend time with their new teacher and support staff before the end of the academic year. Those who would benefit from social stories and additional visits are provided this time.

If your child is moving to another school, our SENDCo will plan a smooth transition by working closely with the SENDCo in the new school, send all relevant paperwork, liaising with parents/carers and supporting any additional transition needed.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

The Alton draws on a range of specialist services to meet individual needs as appropriate and brokers collaboration e.g. TAC meetings, to offer the best support. These services include (but are not limited to):

- Beanstalk Voluntary Reading Service
- Behaviour and Learning Support Service
- Children's Occupational Therapy

- Early Help
- Early Years SEND Inclusion Service
- Educational Psychologist
- Education Welfare Service
- Place2Be
- Roehampton School Nursing Team
- Speech and Language Therapy
- Wandsworth Autism Advisory Service (WAAS)
- Wandsworth Hearing Support Service (WHSS)
- Wandsworth Sensory Support Service (WSSS)
- Wandsworth Vision Support Service (WVSS)

What will you do if my child has medical needs?

All medical needs are discussed, in detail, with the school nurse. Children are given a health care plan, which is shared with significant adults working with the child. Medical needs are reviewed and monitored by the school nurse. The school has trained paediatric first aiders. We will follow [the Q1E Supporting Children with Medical Needs Policy](#).

What will you do if the child is looked after?

Where a looked after child is being assessed for SEN we will take account of information set out in the Care Plan. We will work closely with other relevant professionals involved in the child's life as a consequence of his/her being looked after. These include the social worker, Designated Doctor or Nurse, Independent Reviewing Officer (IRO), VSH and Designated Teacher in school. As well as include the carer, child and parents if possible. When referencing information contained within the Care Plan only information relevant to meeting the child's SEN will be included in the EHC plan.

What should I do if I am unhappy with my child's support or progress?

If you are concerned about your child's provision or progress please speak to the class teacher.

If you have further concerns, contact either Miss Ambrose (SENDCo) or Mrs Thomson (Headteacher). If your child attends the Resource Base, contact Miss O'Dowd (Teacher in Charge of the Resource Base) or Mrs Thomson (Head Teacher). Appointments can be made via the school office for Mrs Thomson (Headteacher).

Applications to Chair of Governors should be made in writing.

If you feel your concern is not resolved please see the Q1E Concerns and Complaints Policy.

Where can I go for further advice and support?

The Wandsworth SEND Local Offer details all the services and support available for children and young people with special needs and disabilities. For more information: [SEND Local Offer | Wandsworth Family Information Service](#)

The Wandsworth Information Advice and Support Service (WIASS) for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND. Visit their website: [Wandsworth Information, Advice and Support Service \(WIASS\) | Wandsworth Family Information Service](#) or telephone: 020 8871 8065 (24 hour confidential answer machine) or email: wiaass@wandsworth.gov.uk

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback: This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email Miss Ambrose: senco@thealton.q1e.org.uk