

The Alton Primary School

SEND Information report.

This should be read in conjunction with the SEND Policy.

SPECIAL EDUCATIONAL NEEDS

The Alton is a mainstream Primary School with a nursery provision and a specialist Resource Base for students with an Educational Health Care plan.

The information below details the provision available within the school and ways in which parents 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 Provision for children with SEN in mainstream schools, which explains the ways students with different additional needs, are provided for within the school.

INCLUSION STATEMENT

At the Alton School all students, 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, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

[You can find our full Special Educational Needs and Disability \(SEND\) policy on our policies page on the website.](#)

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 (SENCO) **Miss Morris** (Learning Mentor/ Home School Liaison Officer) **Laura O'Dowd** (RB Lead)

Contact details: Phone: 0208 876 8482

Email: admin@thealton.wandsworth.sch.uk (for the attention of the SENCO)

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 need, the school will liaise with the services 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 identifies a need, the school will liaise with the parent to identify the best way to support the student and help them to move forward.

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.

Pupils with an Education Health Care Plan have an annual review once per year in addition to termly meetings. Parents and teachers use these meetings to review the progress and attainment of the student and discuss ways to continue development.

How will my child be involved and consulted?

All students with an Education Health Care Plan (EHCP) are invited to contribute towards their annual review. Teachers alongside students, their family and any other professional involved work collaboratively to review the year and set new outcomes for the coming year. These outcomes are the small steps towards reaching the longer term outcomes set out on the EHCP. New longer term

outcomes are set in this way at the end of each key stage.

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: Sonar to track this progress.

The tracking of students who attend the Resource Base is recorded on our specialised data system: B-squared.

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. Students are supported through careful planning, differentiation and assessment. Staff adapt resources and approaches according to the needs of the students.

Pupils who are not making expected progress will be supported through additional interventions. Pupils 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 students attending the Resource Base, the curriculum is adapted to meet their individual needs in line with their Education Health Care Plan.

How do you support children with Speech, Language and Communication needs?

Pupils who present with a speech, language and communication needs are referred to the speech and language therapy service (SALT).

Providing their need meets the SALT criteria, they will be assessed by a speech and language therapist and given specific language targets.

A member of staff, who has been trained by the speech and language therapist, will deliver the programme as specified by the therapist focusing on the targets set.

The speech and language therapist will review pupil progress regularly against their personal targets

How do you support children with their handwriting and fine/gross motor skills?

Pupils work on their fine/gross motor skills on a weekly basis in class and, where necessary, during individual or group sessions.

What support is there for my child's emotional well-being?

Personal, social and health education (PSHE) is taught in every class through our curriculum and in assemblies.

The Alton has a Learning Mentor who works closely with the students 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 [Place2be](#) service. Place2be is the leading UK provider of school-based mental health support, unlocking children's potential in the classroom - and beyond.

How do you promote positive behaviour?

At the Alton school our work having achieved the UNICEF Rights Respecting Schools Award promotes positive behaviour and enables children and adults to use a common language to show respect to each other.

All members of the school community are expected to create and maintain an atmosphere conducive to learning, which has courtesy, consideration and mutual respect as the basic tenets.

At The Alton School, we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

We promote high standards by modelling positive behaviours at all times. We encourage high standards of work and behaviour emphasising praise and positive reinforcement. We ensure that all adults and children treat each other with mutual respect and consideration.

Within The Alton School there are strategies that will support positive behaviour choices and discipline:

Children can;

- Help reinforce behaviour expectations by active involvement in the school council and contributing ideas in classroom discussion.
- Participate fully in circle time activities and social skills lessons using themes of citizenship, rights and actions, consequences etc.
- Use the school council as a forum for involvement in formulating policies such as homework, anti-bullying etc.
- Create their own class charter alongside the students and adults in their class identifying their own rights and corresponding actions. All students and adults sign their class charter

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

Staff receive regular SEND training according to the need in their class or the school.

External specialists visit The Alton regularly to support students 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 students and staff.

Staff in the Resource Base have a range of specialist skills including MAKATON, PG Cert (SEN), PECS, TEACCH.

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 eg:

Students are given access to a personal space in the classroom where visuals are kept to a minimum or access to a workstation where appropriate.

Students are provided with equipment, such as move 'n' sit cushions, to enable them to access the lessons

All students have access to laptops, tablets and SEN software.

Depending on the student's need, the school provides support or extra time during formal examinations

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

Additional support e.g. Learning Support assistant, is provided where appropriate

All students can access the full range of after school clubs and trips that are available.

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.

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

Transition between classes is carefully planned so that students continue to feel safe and secure in their learning environment. The students spend time with their new teacher and support staff before the end of the academic year before they move classes.

If your child is moving to another school, our SENCO will plan a smooth transition by working closely with the SENCO in the new school, liaising with parents, arranging transition visits and creating personalised resources with the pupil, such as a photo book about the new staff and school.

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):

- Speech and Language Therapy
- Moderate Learning Difficulty service
- Occupational Therapy
- Early Help
- Behaviour Learning Service
- Education Welfare Service
- Peripatetic Hearing and Visual services
- Place2Be
- Beanstalk Voluntary Reading Service
- School Nursing Service
- Educational Psychologist

What will you do if my child has medical needs?

All medical needs are discussed in detail with the school nurse. Students are given a health care plan, which is shared with significant adults working with the child.

The school has trained first aiders.

Medical needs are reviewed and monitored by the school nurse.

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 (SENCO) 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) and applications to Chair of Governors should be made in writing.

If you have a concern please see our policies page for the Concerns and Complaints policy.

Where can I go for further advice and support?

The Wandsworth Information Advice and Support Service (WAISS) for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND. Visit their website <https://www.wandsworth.gov.uk/schools-and-admissions/wandsworth-information-advice-and-support-service-wiass/>

at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061

The Wandsworth Parents' Forum SEND Parent Carers In Wandsworth works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at [https://](https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=ikM9TEMEzu0&familychannel=2-9#:~:text=We%20are%20SEND%20Parent%20Carers,Wandsworth%20to%20have%20a%20voice.)

fis.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=ikM9TEMEzu0&familychannel=2-9#:~:text=We%20are%20SEND%20Parent%20Carers,Wandsworth%20to%20have%20a%20voice.

More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the website

at

<https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2>

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 admin@thealton.wandsworth.sch.uk for the attention of Miss Ambrose (SENCO)