



## **Albemarle Special Educational Needs and Disabilities (SEND) Information Report (SEND School Offer)**

At Albemarle, we believe that every child deserves the best possible education. We understand that one of the biggest influences on a child's education is the adults who work with them and we pride ourselves on delivering quality first teaching which enables all children, including those identified as having a special educational need or a disability (SEND), to make the best possible progress.

Our team of highly trained support staff work alongside teachers to support all children and as a result, all children including those with special educational needs or who have English as an additional language make at least good progress across the curriculum and thrive emotionally in all aspects of school life.

During a child's 'Learning Journey', we work together with parents and families. We also work with a range of outside agencies to support some children with additional needs in achieving their targets. These additional needs may include; communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

As a Wandsworth school, we work within their guidance on the provision of Special Educational Needs & Disabilities in mainstream schools. This sets out the ways in which children with different additional needs are provided for within the primary age phase. We also follow our 'Equality and Disability' policy and have an 'Accessibility Plan'.

At Albemarle our Special Educational Needs Coordinator (SENCo) is Ms Gemma Briggs (Assistant Headteacher) and Ms Christine Banton is our Inclusion Assistant.

### **What should you do if you are concerned about your child's progress or special educational needs?**

Please come in and talk to us. Your first step should be to speak to your child's class teacher. They will know your child very well and be able to discuss any concerns you may have. You can arrange a suitable time to meet with them either by:

- Talking to your child's class teacher directly at the start or end of the day
- Calling the school on 020 8788 3170
- Emailing the main office at [info@albemarle.wandsworth.sch.uk](mailto:info@albemarle.wandsworth.sch.uk)

When you meet with your child's class teacher, they will make notes of your conversation so that any questions or concerns can be followed up effectively. The class teacher may recommend a period of observation to accurately identify and overcome any barriers to progress and will agree a date with you at which this provision can be reviewed.

To help you gather your thoughts and/or concerns you may have about your child's learning or behaviour, you may also wish to complete our 'Parent / Carer Concerns Checklist'. A copy can be collected at school office or downloaded from our website.

### **How does Albemarle decide whether a child has special education needs and what extra help they need?**

A child and young person has SEND if they have a learning difficulty or disability which requires special educational provision to be made.

A child of compulsory school age has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or delays them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

At Albemarle, we pride ourselves on 'Quality First' teaching that meets the needs of every child. This personalised approach recognises that all children have individual learning needs, not just those with diagnosed conditions or disabilities. Support staff work closely with class teachers to enrich, support, observe and help assess children to ensure that they all make at least good progress.

**School Based Support:** In addition to this, we may put in place interventions to help close any gaps and eliminate any barriers to learning. This additional school-based support may include:

- Small group support in class
- Individual support in class
- Small group work out of class
- Individual work out of class
- Use of additional adults
- Flexible grouping combinations and peer support
- Drama and dance session
- Access to specific resources (use of technology, accessible materials, specific aids)
- Motivation/Counselling support
- Specifically differentiated materials
- Part-time attendance shared with a specialist provision school.

If your child needs an additional programme of school based SEN Support (previously known as School Action or School Action Plus), this is planned and overseen by the class teacher with the support of the Inclusion Team. All such provision takes place within a clear, graduated, time-limited cycle of:

- Assess
- Plan
- Do
- Review

**External Support:** If concerns about your child's progress remain, we also work with a range of outside agencies and professionals who support us in providing additional assessments and the best possible support for each child to be successful. These can include:

- Child and Adolescent Mental Health Services
- Community Paediatrics
- Educational Psychology
- Garratt Park (Special School Colleagues)
- Health Visitors

- Hearing Impairment Services
- Occupational Therapists
- Linden Lodge (Special School Colleagues)
- Play Therapist
- School Nurse
- Speech and Language Therapists
- Social Workers
- Early Years Intervention & Support Service
- Victoria Drive (PRU)
- Visual Impairment Services

**Statements or Education Health and Care (EHC) Plans:** Some children with significant additional needs may receive an Educational Health Care Plan.

From 1 September 2014 Education Health and Care Plans (EHCPs) replaced Statements of Special Educational Need. If a child or young person already has a Statement of SEN, this will become an EHCP at some point during the next three years.

EHCPs are integrated support plans for children and young people with special educational needs and /or disabilities. They are produced as part of a streamlined and co-ordinated multi agency assessment process.

The EHCP will be co-produced with the child or young person, parents, carers and relevant professionals working across education, health and social care specialist services. Parents and carers and young people will be supported through the plan production process to ensure that their views are represented.

Some children with significant additional needs may have a Statement of Special Educational Needs or be in the process of being assessed for an EHCP, these include details of the provision required to meet their needs as agreed by the Local Authority.

#### **How will you know how your child is doing?**

**Pupil Progress meetings:** At Albemarle, we have a clear and systematic process for tracking pupil progress. Each half term, class teachers meet with the Senior Leadership Team to look at progress across the school. Where concerns have been raised by parents or staff, or where tracking data shows that a child is making less than expected progress, this will be discussed at length and a plan of intervention set in place.

If any additional, targeted interventions are required to accelerate progress or to support a child in meeting age related expectations, parents or carers will be consulted.

**Parent Consultations & Reports:** At Albemarle, we report on all children's progress through parent consultation evenings held during the Autumn and Spring terms. We also write individual reports during the Summer term with an optional appointment available following this to meet your child's class teacher to discuss their report.

### **How will we help you to support your child's learning?**

By working closely together with parents and families, we will provide ideas and resources you can use at home to extend and enrich your child's learning.

**Review Meetings:** At any point during the school year you are able to request a meeting with your child's class teacher to discuss any concerns you might have. If a concern about your child's progress has already been raised, the class teacher will agree a suitable review date with you. This will vary from child to child, but you can expect to meet with the class teacher at least once a term if your child is benefitting from a programme of School Based Support.

### **How will my child be involved and consulted?**

**Pupil Voice:** All children at Albemarle, from Nursery to Year 6, are involved in identifying the next steps in their learning. In the classroom, they have regular discussions about their targets and the support they need to achieve them. Their targets are also referred to when children review their work, when teachers are marking and during pupil progress meetings.

Children who need a programme of School Based Support or have a Statement or an EHC Plan participate fully in regular progress reviews. Their views are sought when agreeing what outcomes are important to them and the type of help that they need.

### **How do we assess and review your child's progress?**

At Albemarle, we use a range of assessment tools to review children's progress, both within lessons and over time. These include:

- Teacher assessment for learning (AfL) in the class on a lesson by lesson basis
- One off assessments such as Rapid Lucid, Cops & LASS
- Half termly assessment tasks and tests
- Half termly pupil progress meetings
- Termly moderation of English and maths books led by subject leaders
- Staff meetings at which pupils' English and maths work is moderated
- Individual 'Assess, Plan, Do, Review' cycles for children with additional needs led by the Class Teacher
- Annual Reviews for children with Statements or EHCPs.

If an intervention is put in place to support your child this will be part of a graduated response based on an Assess, Plan, Do, Review cycle to make sure we are targeting support in the right way and measuring how effective it has been.

### **How does Albemarle make the environment and curriculum accessible for all children?**

At Albemarle, we have created an ethos for learning and exemplar behaviour. These are captured in school values:

- **Love for learning**
- **Excellence** in all we do
- **Independent** in our learning and beyond
- **Responsible** individuals
- **Articulate** and polite
- Compassionate
- **Reflective**  
Take risks.

The school environment and curriculum is regularly and systematically reviewed to ensure that the site and learning is accessible for all children.

### **How will Albemarle prepare your child to join the school or transfer to a new school?**

At Albemarle, we want every child's first experience of school to be a happy and positive one. Before starting at Albemarle, you and your child will be invited to visit. This will provide the opportunity for you to meet with the Headteacher and the chance for your child to spend time in their new classroom, to meet their new teacher and the adults that will be working with them.

**New arrivals:** Prior to your child starting at Albemarle, families of Nursery and Reception aged children will receive a Home visit by members of the Early Years Foundation Stage team. This will help us get to know your child and to chat with you about any concerns you may have. For parents of children with identified additional needs, we will liaise with the previous school or setting to ensure that there is a smooth transition and continuity of provision.

**In school transition:** At the end of each school year, class teachers hold transition meetings to share information, discuss any additional needs children may have and the support they may require. The transition process also includes opportunities for children to familiarise themselves with their new classroom and the chance to spend time with their new class teacher.

**Secondary Transition:** We have a detailed transition process for children moving to another school or making the transition to secondary school. This involves liaison with the next school organised through the Primary Secondary transfer day. Team Around the Child (TAC) and transition meetings where appropriate. Children with additional needs may also have personal passport with detailed information about their needs and the support required. This would be shared with their new school.

### **What will you do if my child has medical needs?**

All parents are required to complete a detailed questionnaire prior to their child starting at Albemarle.

In cases where children need a detailed health care plan, this is drawn up with the School Nurse and any additional outside agencies or professionals who may be involved in. In some cases school staff receive additional training to familiarise themselves with the child's needs. This enables them to provide the best care and understand any possible impact that a medical condition may have on a child's learning.

It is school policy that all staff working with children with medical needs will receive regular training, e.g. epipen training or insulin monitoring. In addition to this, Albemarle is a nut-free school.

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

We would first ask you to talk to us as soon as possible and not wait for our next scheduled meeting. We ask that parents / carers go through the following stages as the majority of concerns can usually be resolved at the first stage:

- Class Teacher
- SENCo
- Inclusion Team
- Deputy Head
- Headteacher.

To contact the Chair of Governors please email [info@albemarle.wandsworth.sch.uk](mailto:info@albemarle.wandsworth.sch.uk) and mark for the attention of Ms Fiona McLaren. For complaints to the Local Authority visit: [http://www.wandsworth.gov.uk/info/200288/student\\_welfare/263/how\\_to\\_make\\_a\\_complaint](http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint)

### **Where can I go for further advice and support?**

Wandsworth Information Advice and Support Service (WAISS) provides an impartial, free and confidential service to all parents of children with SEND and young people with SEND. Visit their website at <http://www.wandsworth.gov.uk/wiass> email [waiass@wandsworth.gov.uk](mailto:waiass@wandsworth.gov.uk) or telephone 020 8871 8065

The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. [www.positiveparentaction.org.uk](http://www.positiveparentaction.org.uk) or telephone 020 8947 5260.

Independent Support 'Contact' Wandsworth provide impartial, free and confidential , Independent Support services to provide information and support for Wandsworth families who are going through the process of getting an Education, Health and Care Needs Assessment. <https://contact.org.uk/wandsworth> To book an appointment with an Independent Support worker telephone 020 8947 5260 or email [wandsworth.office@contact.org.uk](mailto:wandsworth.office@contact.org.uk)

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 Thrive website at <https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

If you can't find what you're looking for online, the Thrive helpline is available on 020 8871 7899. You can also email [thriveonline@wandsworth.gov.uk](mailto:thriveonline@wandsworth.gov.uk) or Text 07797 805 456 with "FIS" at the beginning of your message.

### **Reviewing the Report**

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.

The report will be reviewed at least annually:

Last Reviewed – September 2018

Next Review – September 2019

### **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 [info@albemarle.wandsworth.sch.uk](mailto:info@albemarle.wandsworth.sch.uk)