

SEN Information Report 2024 – 2025

Name of the school: Aldersbrook Primary School

This Special Educational Needs Report should be read in conjunction with the SEND Policy

1) Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational needs and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by providing high quality teaching across the school.
- To 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 broad areas of need:

1) Communication and interaction – e.g. Autistic Spectrum Disorder, selective mutism, speech and language difficulties

2) Cognition and learning – e.g. moderate learning difficulties, specific learning difficulties – dyslexia, dyspraxia

3) Social, emotional and mental health – e.g. attention deficit hyperactivity disorder, anxiety

4) Sensory, medical and physical – e.g. hearing impairment, visual impairment, epilepsy, diabetes

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To support all staff in meeting pupil needs by providing well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.

To work in cooperative and productive partnership with the Local Authority and

other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At Aldersbrook Primary we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

3) The kinds of special educational needs (SEN) for which provision is made at the school

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:
 - i. it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - ii. the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

4) How does our school know if children need extra help?

We know when a pupil needs help if:

- Questions are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding levels of progress or inclusion.
- Assessment, such as that completed on entry or as a result of an identified need being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

All or some of the above may apply and are carefully considered through systems, such as Pupil Progress meetings, and those set out in the school policies including SEN and Assessment Policies.

5) What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo whose name is Miss B Newman. She can be contacted via the school email address: admin.aldersbrook@redbridge.gov.uk.
- We value the opportunity to work closely with parents whose views and aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by the senior leadership team, the SENCo, external verifiers, On-going assessment of progress made by pupils with SEND,
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
- Pupil and parent feedback on the quality and effectiveness of interventions provided,
- Pupils with a disability will be provided with reasonable adjustments (such as

auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

All pupils have individual targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These pupils are then discussed in Pupil Progress meetings that are undertaken between the class teacher and the Senior Leadership team.

Additional action to increase the rate of progress will be then identified and recorded this will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow an assess, plan, do and review model, which is exemplified in the SEN Code of Practice 2015:

- i. Assess: Data on the pupil held by the school will be collated by the class teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
- ii. Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
- iii. Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- iv. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress is limited despite the delivery of high quality interventions, advice will

always be sought from other agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services – including Educational Psychologists
2. Specialists such as outreach support services provided by Special Education and Training Support Service (SEATSS) and speech and language therapists.
3. Social Care Services – as discussed with parents
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service (CAMHS) and Health Commission, Emotional Well Being and Mental Health Services (EWMHS) allocated Support Time and Resilience (STAR) Worker and the Health Commission.

For a small percentage of pupils, whose needs are significant and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will pupils be involved in decisions regarding provision that can better meet their needs?

This school uses pupil centered Individual Education Plans (IEPs). These are completed by class teachers, in consultation with pupils, their parents with guidance from the SENCo to identify their abilities and strengths, their personal aims and the action required to be taken by the school to reduce barriers to learning and social success. Each term information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

8) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with

specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the school will be recorded and shared with parents.

9) How will parents know how well their child is doing?

Attainment towards the identified outcomes will be shared with parents regularly through progress meetings, also through the school reporting system and Parents' Evenings.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo or a member of the Senior Leadership Team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 020 8989 0210 school email: admin.aldersbrook@redbridge.gov.uk

10) How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at www.aldersbrook.redbridge.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning. You can also contact our Parent Support Advisor for more details.

11) How will the school evaluate the effectiveness of the SEN provision made for pupils?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared with governors and may be scrutinised by external moderators such as Ofsted. The Governor for SEN is Manny Hothi.

12) What support will there be for the children's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- School Counsellor
- Mental Health First Aiders in all Key Stages
- Emotional Literacy Support Assistants (ELSAs)
- We also have a Family Support Worker (PSA) who works closely with our families.
- Pupil and parent views are sought in a variety of ways such as through review meetings and questionnaires. Small group interventions are delivered to promote social skills and communicating any anxieties or concerns to prevent bullying.

13) Pupils with medical needs

Pupils with medical needs may be provided with a detailed Individual Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. In some case this will be an integral part of a statutory Educational Health Care Plan.

Staff who volunteer to administer and supervise medications, will complete training overseen by a relevant health care professional such as a school nurse where necessary. This training will be recorded in the Health Care Plan

All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions.' (DfE) 2014, and identified in the School Medicine Administration Policy.

The school's Deputy Head teacher, Mrs Rose Mc Demott is in charge of Medical. Please contact her via the main school email with any questions.

14) What training do the staff supporting children and young people with SEND undertake?

Staff have received a range of training such as:

- Dyslexic Friendly Strategies
- Adaptations within the classroom
- Supporting children SEMH needs
- Zones of Regulation
- How to support pupils with speech, language and communication difficulties
- Questioning skills
- Developing early writing skills
- Visual impairment training including the use of Braille

The school has regular visits from an SEATSS who provide advice to staff to support the success and progress of individual pupils.

The school receives visits from the Speech and Language Therapist who

provides advices on assessing and planning for targeted children.

The school has a trained counsellor to help support children's emotional and mental health.

The Governor with specific responsibility for SEND has participated in Governor training.