
ST ALPHEGE CE FEDERATION OF SCHOOLS SEND INFORMATION REPORT

Special educational needs and disability (SEND)

St Alphege CE Schools are fully inclusive schools that are totally committed to providing the best possible education to all of its children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This document is intended to give you information regarding the many ways in which we ensure we support all of our children, including those with SEND. It is important to note that it may not include every skill, resource and technique that we employ as these are continually being developed and modified to meet the changing requirements of individual children.

Table of abbreviations

ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autistic Spectrum Condition
CAHMS	Child and Adolescent Mental Health Services
CEPS	Community Educational Psychology
EHC	Education, Health and Care
EYSAT	Early Years Support and Assessment Team
SEND	Special Education Needs and Disability
SENCD0	Special Educational Needs and Disabilities Coordinator
SENTAA	Special Educational Needs Teaching Assessment and Advice
SISS	Solihull Inclusion Support Service

SEND report

Regulations	Question	School Response
1. The kinds of special educational needs for which provision is made at the school	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p>We are a mainstream school and the majority of our pupils are expected to reach the learning goals for their age. A number of our pupils do have special educational needs and or a disability.</p> <p>Currently, across both schools, we have : 8 children with an EHC plan or statement – 1.4% of our school population. 33 children are on SEND support – approximately 6% of our school population. We also closely monitor other children for potential SEND in line with our graduated response (more details about this can be found in our SEND policy).</p> <p>We have supported children with a range of different needs in our school including Achondroplasia, ADHD, Autism (ASC), Pathological Demand Avoidance (PDA), Dyslexia, Speech and Language disorders, Dyspraxia, Hearing Impairment, Irlen Syndrome, Visual Impairments, Physical impairments, Global Delay, Diabetes, Social, Emotional and Mental Health needs and Attachment disorders.</p> <p>At St Alphege Schools, our aim is to fully include children, ensuring they take an active part in everyday school activities. All staff work very hard to support all our pupils and promote a positive ethos recognising that every child is unique and celebrating their achievements through many activities during the school year.</p>
2. Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND	<p>How do you know if a pupil has SEND?</p> <p>How will I know if my child is receiving SEND support?</p>	<p>Our class teachers closely monitor the progress made by all the children and ask advice from the SENDCo as soon as they have concerns about a pupil. The SENDCo supports class teachers to plan activities such as small group work or intervention programmes to help the child. If these activities don't help the child to make good progress, the SENDCo might suggest other programmes or additional support from the schools delegated budgets.</p> <p>If there is still a barrier to learning that cannot be overcome through first quality teaching and intervention groups, then the teacher will organise a meeting with parents' /carers and the SENDCo. It will be decided whether the child should be placed on the additional needs register at SEND support.</p> <p>According to the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' ('SEND CoP') (DfE, 2015, p.15-16) '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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p>

		<ul style="list-style-type: none"> • has a significantly greater difficulty in learning than the majority of others of the same age, or • has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.' <p>We use 'Provision Map' software (Edukey) to design specific Inclusion plans (including 'Monitoring' and 'Needs Based Plans') and pupil profiles which help support children's development. Advice may be gained at this stage from an external specialist services to support the family and school to meet the child's individual needs.</p> <p>Communication with parents is of paramount importance across the St Alphege Schools and it is our intention to work closely with parents to support their children. With this in mind, parents will be invited to meet with the class teacher and / or SENDCo to review their Needs Based Plans at termly review meetings.</p>
<p>3. Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans</p>	<p>Where can I find information about the school SEND Policy?</p>	<p>Our SEND Policy gives the information needed on how we make provision for all pupils with SEND. This can be viewed on our school website.</p> <p>https://www.vmaspace.co.uk/stalphege/school-policies/</p>
<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p>How do you make sure that the SEND support is helping pupils make better progress?</p>	<p>Our class teachers and SENDCo regularly monitor each child's progress using the school's assessment tracking system, regular book trawls and termly progress meetings. We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The impact of any intervention is closely monitored by the class teacher and/or SENDCo and is continued or changed depending on the affect it has had on the child's progress.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs and disability</p>	<p>How do you review the progress made by pupils with SEND?</p>	<p>In addition to the whole school reporting process, parents of children with SEND are invited to meet termly with class teachers to discuss progress, review the child's 'Monitoring' or 'Needs-Based Plan' (based on what stage they are at in the graduated response) and discuss the next steps and any new recommendations.</p> <p>Parents of children with a EHC plan will meet termly with the class teacher and SENDCo to discuss and review progress made and what the next steps should be, then annually they will review the EHC plan.</p>

<p>3c. The school's approach to teaching pupils with SEND</p>	<p>How do your teachers help pupils with learning difficulties or disabilities to learn, including what they learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p>The teacher will have the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand. Your child's teacher will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve using more practical learning or providing different resources adapted for your child. Your child's teacher will put in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable your child to access the learning task. Some children may require additional interventions to support their learning.</p> <p>Your child's class teacher will give you more information about what the class is learning through class curriculum maps. There is information about the school curriculum on our website.</p> <p>https://www.vmaspace.co.uk/stalphege/</p>
<p>3d. How the school adapts the learning environment for pupils with SEND</p>	<p>How have you made the school buildings and site safe and welcoming for pupils with SEND?</p>	<p>At St Alphege Schools we ensure that all pupils have access to a secure and safe environment and adaptations are made to meet individual needs. The school offers several provisions for SEND children who find unstructured time challenging i.e. lunchtime lego club, sensory room, art shed, reflective play area.</p> <p>The school is wheelchair accessible and provides access to disabled toilets.</p> <p>We always strive to support all children's needs and will adapt our environment where possible. Please refer to the school accessibility plan for further details on the school website.</p>
<p>3e. Additional support for learning that is available to pupils with SEND</p>	<p>Is there any extra support available to help pupils with SEND with their learning?</p> <p>How will I know if my child is getting extra support?</p>	<p>The school employ Learning Support Assistants (LSAs) and Teaching Assistants (TAs) to aid children within their class learning times. In addition some children are supported with additional time by LSAs for specific identified needs; others may require alternative support and will have intervention work to support their requirements.</p> <p>During termly meetings there is an opportunity to discuss the additional provision your child is receiving. Children with EHC plan may receive some 1:1 learning assistant support, which will be discussed and reviewed with parents.</p>
<p>3f. Activities that are available for pupils with SEND</p>	<p>What before and after school and other activities are available</p>	<p>St Alphege Schools parents are able to access before and after school provision. This is facilitated by 'Number 1 Club' at the Infant School and 'Beechwood Childcare' at the Junior School. All children are welcome and provision is made for all children's needs.</p>

<p>before or after school.</p>	<p>for pupils with SEND?</p> <p>How can my child and I find out about these activities?</p>	<p>All extra-curricular clubs are available to all children who attend our school. If additional support is required or adaptations need to be made these will be discussed with parents and put in place where possible. Information about extra-curricular activities is communicated to parents and carers through our weekly newsletter.</p>
<p>3g. Support that is available for each of the four broad areas of need: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health Sensory and Physical.</p>	<p>How does your school support individual needs?</p>	<p>Communication and Interaction Needs Autism, Speech Language and Communication Needs</p>
		<ul style="list-style-type: none"> • Variety of Inclusion plans in place – pupils, parents and staff are all involved in the formulation, review and implementation of these documents. • Visual timetables in every classroom. • Staff have completed relevant training in relation to meeting pupils needs within the classroom. • The school assessment process identifies barriers to learning and provides appropriate support to ensure progress. Part of this assessment process includes NELI and Language Link screening tools. • Support and advice is sought and implemented from external agencies (including the SISS Autism Team and SISS Speech and Language Team) to ensure any barriers to success are fully identified and responded to. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. Example of these include: Social Detectives, Black Sheep Press, NELI and Language Link. • Transition Support for each year group and key stage provides continuity.
		<p>Cognition and Learning Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning difficulties</p>
<ul style="list-style-type: none"> • Variety of Inclusion plans in place – pupils, parents and staff are all involved in the formulation, review and implementation of these documents. • Staff have completed relevant training in relation to meeting pupils needs within the classroom. • The school assessment process identifies barriers to learning and provides appropriate support to ensure progress (including alternative methods of recording e.g. mind mapping, whiteboards). • Access to assistive ICT – Clicker 8, iPads, talking tins. • Support and advice is sought and implemented from external agencies (SENTAA and CEPS) to ensure any barriers to success are fully identified and responded to. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. Example of these include: SNIP spelling programme, Precision Teaching, Word Wasp, Toe by Toe. 		

Social, Emotional and Mental Health Needs (SEMH)

Emotional Health and Wellbeing, Social Needs, ADHD

- The school ethos values all pupils and their diverse abilities are equally celebrated.
- The behaviour policy is centred around a relational and restorative approach and identifies reasonable adjustments.
- Support is offered and signposted to families in order to reduce the impact of any disadvantage.
- All staff are committed to providing effective pastoral care.
- Self-Regulation is taught through the Zones of Regulation. There are Peace Corners in each classroom and a dedicated Sensory Room in both schools.
- Support and advice is sought and implemented from external agencies to support Emotional, Behavioural and Social needs including SISS SEMH team and CEPS.
- Small group targeted intervention programmes are delivered to pupils to support their emotional health and wellbeing. These include: 'Bee Happy' and Jigsaw REST.
- School has a dedicated family support worker and mental health lead to support our families with emotional difficulties. We also employ a Play Therapist at the Infant School and a Counsellor at the Junior School in addition to a 'KICK' mentor who works across both schools one day a week.

Physical and Sensory

Hearing, Visual and Physical Impairment, Multi- Sensory Impairment, Medical Needs

- Advice and guidance is sought and implemented from SISS to ensure that barriers to success are reduced or removed.
- ICT is used to increase access to the curriculum where appropriate. Touch-Typing packs are available for children in Key Stage 2 to support any motor difficulties.
- Other additional resources/equipment including: EASY grip pens/pencils, writing slopes, posture cushions, adjustable tables/sinks.
- Additional adults are deployed to increase success and independence
- Identified staff respond to pupils who have specific medical needs e.g. asthma, diabetes.
- Staff complete any necessary training e.g. diabetes and Epi Pen training.
- BEAM (Balance, Education and Movement) Programme/SMART moves.
- Sensory spaces at both schools.
- The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.
- School is on one level and additional adaptations have been made to the school environment to support access e.g. assisted toileting.

<p>3h. Support for improving emotional and social development.</p>	<p>How does your school support emotional and social development?</p>	<p>At St Alphege Schools we are fully committed to developing the whole child and support each child in their emotional and social development. This is achieved through whole school assemblies, PSHE curriculum (including 'Taking Care' and 'Jigsaw') and our values which are embedded in every aspect of school life. We use the Zones of Regulation across the schools as a tool for self-regulation and communicating feelings. In addition, both schools run a nurture group, which focuses on social and emotional aspects of learning. At the Junior School, each classroom has its own 'Peace Corner', which gives children the opportunity for a quiet space. The Junior school also employs a school counsellor to support children's wellbeing and mental health. At the Infant School we have a Play therapist. A Family Support Worker and Mental Health Lead is employed across both schools to further support children and their families.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEND Coordinator</p>	<p>Who should I contact if I want to find out more about how the school supports pupils with SEND?</p>	<p>Miss Stanion is the SENDCo across the Nursery, Infant and Junior Schools. She can be contacted via the school offices:</p> <p>Laura Stanion (SENDCo) 0121 705 0443 or 0121 704 2714 officeinf@stalphege.solihull.sch.uk officejun@stalphege.solihull.sch.uk</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured</p>	<p>How are the adults in school helped to work with children with an SEND and what training have they had?</p> <p>Which outside agencies will be involved in supporting my child's needs?</p>	<p>St Alphege Schools identify training needs for all staff with the aim to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues, supporting identified groups of learners in school, and developing staff knowledge of various needs including autism, dyslexia, etc.</p> <p>Training will include the sharing of knowledge, strategies and experience, & ensure the consistency of the school's approach for children with SEND.</p> <p>Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. The SENDCo and teachers work closely with specialists from external support services who provide advice or direct support as appropriate. These include:</p> <p>EYSAT, SISS Autism Team, SISS Speech and Language Team, SISS SEMH Team, CEPS, SENTAA</p> <p>Social Services, School Nursing Team, Community Paediatrics, Occupational Therapists, Speech and Language Therapists (NHS), Specialist Assessment Service (SAS), SOLAR (CAMHS)</p>
<p>6. Information about how equipment and</p>	<p>What happens if my child needs</p>	<p>The school will liaise with the appropriate professionals to discuss the needs of your child if they need specialist equipment.</p>

<p>facilities to support children with SEND will be secured</p>	<p>specialist equipment or other facilities?</p>	<p>The LA (Local Authority), makes a contribution towards specialist equipment such as wheelchairs /standing frames etc. when prescribed by a relevant health specialist.</p> <p>We endeavour to provide all children with the resources they need and do this through the schools delegated budgets. Resources may include writing slopes, ear defenders, fiddle toys or sensory cushions as some examples.</p>
<p>7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child.</p>	<p>How will I be involved with planning for and supporting my child's learning?</p> <p>Who will help me to support him/her at home?</p>	<p>Parents of children with SEND are invited to meet termly with the class teacher and/or SENDCo to discuss progress and next steps. Parents of children with EHC plans will meet with the class teacher and SENCo. During these meetings parents and staff discuss individual needs and the most suitable support for school and home.</p> <p>Annual reviews are held for children with an EHC plan.</p> <p>Half termly coffee sessions are held for parents of children with SEND in liaison with SEND partnership who can offer parents guidance and support for the home as well as opportunities for parents to get together and support one another. The Family Support Worker runs regular 'Understanding your Child's Behaviour' courses for all parents to attend.</p>
<p>8. The arrangements for consulting young people with SEND about, and involving them in, their education.</p>	<p>How is my child involved in his /her own learning and decisions made about his /her education?</p>	<p>All pupils with SEND have personal profile sheets which gather their individual views. Children with SEND are asked to contribute their views as part of the annual review process. Children are encouraged to voice their views and take responsibility alongside school and parents in supporting individual needs.</p>
<p>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.</p>	<p>Who should I contact if I'm not happy with my child's learning and / or progress?</p>	<p>Your first step should be to make a complaint directly to your child's class teacher or SENDCo. If your complaint is not resolved, you can follow the school's official complaints policy which can be viewed via the school website.</p> <p>https://www.vmaspace.co.uk/stalphege/</p>
<p>10. How the governing body involves other bodies, including health and social</p>	<p>Who else provides services in school for children with SEN or</p>	<p>Children with SEND are supported by the SISS team in school and regular meetings are held with the ASD, PI and SEMH team. We also employ the services of SENTAA http://www.sentaa.co.uk/ and Solihull Community Educational Psychology Service (CEPS). https://socialsolihull.org.uk/localoffer/education/children-</p>

<p>services bodies, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.</p>	<p>disabilities? How can my family get support from these services?</p>	<p>and-young-peoples-send-service/community-educational-psychology-service/</p> <p>These services work with the school, the child and families to ensure the best possible outcomes for each child.</p> <p>Solihull SENDIAS offer a free confidential and impartial for children and young people with Special Educational Needs & Disability (SEND) and their parents and carers. They are legally trained to offer information, advice and support to help them make informed decisions and play an active role in their own or their child's education. They can be contacted via phone: 0121 516 5173 or email: solihullsendias@family-action.org.uk</p> <p>In addition 'Independent Supporters' are trained to help families and young people through the new 'Education, Health and Care Plan (EHCP) assessment process. Contact details can be found via the following link: https://www.kids.org.uk/Pages/Contact.aspx</p>
<p>11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32.</p>	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<p>Miss Laura Stanion (SENDCo) and Mrs Connolly (Family Support Worker) can be contacted via the school office or via email. They are able to signpost parents of children with SEND to the appropriate support groups and other relevant organisations.</p>
<p>12. The school's arrangements for supporting pupils with SEND in transferring between phases of education.</p>	<p>How will you help my child make successful move into the next class or secondary school or other move or transition.</p>	<p>Children with SEND are offered additional transition both as they move into their new class and when they move to their secondary school. In addition, children moving from the Infant site to the Junior school will be given additional transition days to become more familiar with their new surroundings. Children will often meet staff on a 1:1 or in a small group to ensure smooth transition. Children have individual passports to support transition. Support staff will usually accompany children with SEND (where possible) to their new secondary school for additional visits. Various meetings are held with parents and external agents where necessary to support successful transitions between settings.</p>
<p>13. Information on where the LA's local offer is published.</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>The Solihull local offer can be accessed via the council website: www.solihull.gov.uk/Resident/Schools-learning/SENDlocaloffer</p>

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