

William Alvey School SEN Information Report – Updated November 2023

1. What kinds of SEN are provided for at William Alvey?

A child has Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them (SEND Code of Practice, 2015). A child is considered to have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

William Alvey Church of England Primary School makes provision for pupils whose needs lie in the following key areas:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and/or physical

2. What should I do if I think my child has special educational needs?

If you are worried about your child's progress, please make an appointment to see your child's class teacher to discuss your concerns. If necessary, your child's class teacher will liaise with our special needs co-ordinator to seek further advice.

3. How will the school respond to my concern?

An initial appointment will be made with the class teacher who will listen to your concerns and explain what steps are currently being taken to meet your child's needs. They will also ensure your child's views are listened to and taken into consideration. Depending on the nature of your concern, it may be appropriate to arrange a further meeting.

4. How will the school decide if my child needs extra support?

The school uses a graduated approach to meeting children's needs, in which staff are continually assessing, planning, implementing and reviewing their approach to teaching all children. Those not making expected progress are discussed in review meetings with class teachers and the SENDCO team to explore why a child might be experiencing difficulty. Appropriate types of further support and the range of strategies from our school 'inclusion tool-kit' are discussed further. In this way, the SENDCO team are made aware as early as possible of pupils whose rate of progress or levels of achievement cause some concern for their class teachers. This ensures careful monitoring of those children's progress and the effectiveness of additional provision put in place.

Should your child be identified as having a Special Educational Need (SEN), class teachers or SENDCO will meet with parents to share these concerns and suggest placing the child onto our SEN register. We greatly value such meetings with parents as we know how important it is for school and home to work together to best meet children's needs. We also know how important it is to listen to children themselves and make every effort to ensure children are also involved in discussions and in setting

targets. Individualised targets are set by class teachers for all children on the SEN register. These are reviewed three times a year using assessment data and other appropriate measures. They are recorded on an additional provision plan which also records the teaching strategies and interventions used.

5. What will the school do to support my child?

Initially, your child's class teacher will oversee and plan with you a programme to meet your child's needs. This programme will be based on the needs identified from the initial assessments. This will be monitored by the class teacher who will regularly reflect upon the progress your child is making and how their needs change so the programme can be adapted as needed.

Class teachers or SENDCO team will meet with every parent of a child who has been identified as having special educational needs three times a year to discuss progress. The school SENDCO monitors the effectiveness of additional support given to pupils and offers further advice as needed.

For children with SEN who are looked after by the Local Authority, our Pastoral Manager Mrs Laura Taylor will also be involved. She offers additional support to class teachers to meet the needs of these children and additional pastoral support for children. She attends meetings with the Virtual School to review the learning and attainment of these children and contributes to relevant multi-agency meetings held for these children.

6. Who will support my child in school?

Your child will be supported by their class teacher and year group teaching assistants working under the supervision of the class teacher. Some children may be supported further by our SEND TA or by our SENDCO team.

7. What training and experience do staff have for the additional support my child needs?

Staff are continually updating their skills and professional knowledge to provide the best opportunities for your child to achieve their potential. Staff undertake additional training to be able to help children with specific needs. Our SENDCOs have additional training which includes:

- ELKLAN (Speech & Language programme)
- Language for Thinking (Speech & Language programme).
- Intensive Interaction
- Identiplay
- Emotion Coaching
- Zones of Regulation

Our SENDCOs are available to discuss the most appropriate support we can offer your child.

Who else might be involved in supporting my child?

With your consent, trained staff from outside agencies may also be involved in your child's programme where necessary. We work closely with the following agencies: Educational Psychologist service, Community Paediatrician team, Children's Therapy Services (including speech and language

therapy, occupational therapy and physiotherapy teams), Healthy Minds, Behaviour Outreach Support Service (BOSS), Sensory Education and Support Team (SEST), Working Together Team, Children and Adolescent Mental Health Service (CAMHS), Grief and Loss Counselling, Parent Partnership, RNIB, Healthy Minds, Refugee Education UK, Ethnic Minority and Traveller Education Team and Specialist Teacher Team.

8. What support will be there for my child's emotional and social well-being?

All class teachers promote emotional and social well-being in their daily work with children. Additionally, we employ an experienced Pastoral Manager, Mrs Taylor, to support with emotional, behavioural and pastoral needs. Further support is given by Mrs Tina Quinlan, Pastoral Assistant, however children can speak to any member of staff if they have any worries or concerns. For children who need additional support with their social interaction and emotional development, we run a weekly lunchtime club, called 'Social Sunflowers'.

If there are any issues raised in meetings about a child's behaviour, we will work with you to support your child further, with school-based strategies such as reward charts and individual behaviour plans being put in place in the first instance. We do not tolerate unkindness to others and consider bullying behaviour as unacceptable. We have robust measures in place to ensure your child's experience in school is positive.

We celebrate good attendance at the Alvey and know that if children are not in school, they cannot learn and thrive. If your child is reluctant to come to school, we will work with you to put a plan in place drawing on a range of appropriate strategies.

10. How will my child be involved in the process and be able to contribute their views?

Our school values the voice of every child, and for those identified as having special educational needs this is crucial to working with them and for them. We gather their views and feelings about what they find difficult and what they feel would help and incorporate these to the regular reviews of targets and provision.

11. What is our approach to teaching children and young people with SEN?

Teaching in every class is adapted to meet the needs of the children in that class. The Alvey 'Inclusion Toolkit' contains an extensive range of strategies that teachers can draw on to support their differentiation. In addition to the high-quality teaching that your child will receive at school on a daily basis, they may be involved in intervention programmes, either on a 1:1 basis or as part of a small group. This intervention will be specifically tailored to meet the needs of your child and will be delivered in a way that suits your child.

12. What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

On a day-to-day basis, teachers are available to chat with you at the end of the day, and you can arrange this in advance to be sure they are available when it suits you. The SENDCO team (Emma Weston and Stacey Staples) are always on gate duty before and after school should you want a quick chat, or are available by appointment for a more in-depth conversation. Formal review meetings of your child's targets and additional provision take place three times a year, once in each term. In these meetings your child's progress and achievement will be the focal point for the discussion.

13. How does the school know how well my child is doing?

The school has rigorous tracking procedures for Literacy and Numeracy. The tracking system measures not only attainment against age related expectations, but also progress against starting points using appropriate data. Other subjects are also tracked using a system which indicates whether your child is working above or below national expectations. In addition to the overall tracking, intervention programmes are tracked using start and end point data. Every teacher uses assessment for learning as part of their daily planning and teaching process.

14. How will my child be included in activities outside the classroom including school trips?

Every child at the William Alvey has opportunities to attend lunch or after school clubs and attend residential and other educational visits. Provision will always be made to ensure that all visits are accessible to all children. If you have a concern about whether or not your child will be able to take part, we would encourage you to speak to your child's teacher, who will adapt the arrangements accordingly. For residential visits, parents are invited to attend a meeting to discuss the arrangements and are given the opportunity to ask questions.

15. How accessible is the school environment? How accessible is the curriculum?

There is disabled access to all parts of the school. For specific specialist equipment, we use outside agencies to ensure that everything that is required for your child to access the curriculum is provided. Our school staff work hard to ensure that all children can access all areas of school life, whether they have a SEN or not. Lessons are adapted to suit all needs, extra-curricular clubs and off-site visits are open to all our pupils.

16. How will the school prepare and support my child to join the school?

If your child joins our school at the beginning of Reception, a member of staff from the school will visit their pre-school prior to them starting school. We will hold a meeting where we can find out more about your child and their needs. Your child will attend a taster session in the summer term, prior to starting in the September.

If needed, extra visits are possible and your child will receive a book about our school and the people who work here to help them familiarise themselves with this new setting.

15. How will the school prepare and support my child to transfer to a new setting or phase of their education?

We recognise how difficult transition points can be for children with SEN, whether these be within our setting or beyond. Preparing for these next stages ensure as smooth a transition as possible. When children move into KS1 or KS2, class teachers meet to share information and strategies they have found beneficial for each pupil with SEN. They work together to set new targets and discuss what additional provision would be most appropriate. SENDCOs also meet with class teachers to discuss their new intake. Where it would be helpful, children experience an enhanced transition process that may involve, for example, additional visits to their new classroom and more time to get to know their new teacher.

When preparing to leave school, all children are given the opportunity to spend a day at their new school. For some children, an enhanced transition package is more suitable and this includes additional visits to their new school and additional preparation for the move. Our SENDCO meets with the secondary school SENDCO to hand over pertinent information and to ensure that the new school knows how best to support your child. Teachers from your child's new school may also visit them at our school.

16. How can I be involved in supporting my child?

One of the best things that you can do to support your child is to read to/with them every day. Your child's class teacher will be pleased to make more specific suggestions as and when this is appropriate.

17. How can I access support for myself and my family or contact for further information

- To contact a member of staff at school, please call 01529 302772
- Our SENDCO team are Emma Weston and Stacey Staples. You can email them on emma.weston@william-alvey.lincs.sch.uk or stacey.staples@william-alvey.lincs.sch.uk
- The Lincolnshire 'local offer'; can be found at www.lincolnshire.gov.uk/SENDlocaloffer The local offer gives children and young people with special educational needs and disabilities (SEND) and their families information to help them find the right help and support in their area.
- LIASE can be found at <https://www.lincolnshire.gov.uk/liaise> Liase is Lincolnshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). They provide confidential and impartial information, advice and support to children and young people (0-25 years) with SEN and disabilities, and their parents and carers.
- IPSEA can be found at www.ipsea.org.uk IPSEA provides free and independent legally based advice for parents whose children have SEN/disability.