

Mainstream Schools Local SEND Offer Form

This document contains the following sections:

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- Your Local SEND Offer

Background

The Draft Special Educational Needs Code of Practice stipulates that all early years and education providers are responsible for meeting the special educational needs of children and young people, and must publish information on all policies, services and facilities in place to assist them. The Informed Families section of the [FiND website](#) is where Redbridge’s full Local SEND Offer will be made available. The purpose of this proforma is to ensure a consistent approach for the writing and publishing of school’s Local SEND Offers and to make them more accessible to families and practitioners working with them.

The role of schools

All schools in Redbridge will welcome children with special educational needs and/or disabilities (SEND) by:

- Delivering high quality teaching to enable all children to make the best possible progress
- Developing a partnership approach with parents and carers of children with SEND
- Designating a member of the teaching staff as the Special Educational Needs Co-ordinator (SENCo) and a member of the governing body with responsibility for SEND
- Participating in the process of identifying, assessing and meeting children’s needs.

In addition to the universally accessible services (also available on the FiND website), schools will consult with a range of specialist support services to assist them in meeting children’s needs. This may include referrals to the following services – click on each one for more information.

Name of service	Ages	Name of service	Ages
Educational Psychology Service (EPS)	0 to 19	Early Years Advisory and Support Service (EYASS)	3 to 5
Children With Disabilities Team (CWDT)	0 to 19	Pre-school Liaison Group (PSLG)	3 to 5
Child Protection Assessment Team (CPAT)	0 to 19	Hatton Outreach Support Service	3 to 11
Special Education Resource Centre (SERC)	0 to 19	Newbridge Outreach Service	2 to 19
Redbridge Child Development Centre	0 to 19	Joseph Clarke Service for Visually Impaired	2 to 19
Speech and Language Therapy Service (NELFT)	0 to 19	Roding Outreach Service for Deaf & Hearing Impaired	5 to 11
Occupational Therapy Service (NELFT)	0 to 19	School Nursing Service (NELFT)	5 to 19
Physiotherapy Service (NELFT)	0 to 19	New Rush Hall Outreach Service	6 to 16
CAMHS (NELFT)	0 to 19	Little Heath Specialist Support Service	11 to 19
Churchfields Language Facility Outreach Service	3 to 4	Connexions (for young people with disabilities)	13 to 25

Guidance notes on completing the form

Notes about the form

Throughout this document:

SEND is used to describe children and young people's special educational needs and/or disabilities

Pupil(s) is used to describe children and young people

How to complete the form

The form is designed to be completed electronically where freetext boxes will expand according to content. Where applicable please use an 'X' to denote a tick.

What happens to your information?

All relevant information from your completed proforma will be published on the [FiND website](#) to enable families and practitioners to view them. An example of how this will look has been provided [here](#). By emailing the completed form you are verifying your agreement that:

- a) your Local SEND Offer can be published on the FiND website
- b) all information supplied is accurate and up to date

How is your information maintained?

All content on the FiND website is annually reviewed and the responsibility for keeping it up to date lies ultimately with the school or setting. We will send annual emails to request updates and any major changes to your SEND Offer should be communicated to FiND as soon as possible. Please note that all pages on the FiND website can be updated instantly.

Where do I send this form back to?

Please email your setting's completed proforma to informedfamilies@redbridge.gov.uk or contact the Informed Families Officer on 0800 587 7500 / 020 8708 9180.

Your Local SEND Offer

All relevant information from your completed proforma will be published on the [FiND website](#) to enable families and practitioners to view them. An example of how this will look has been provided [here](#). By emailing the completed form you are verifying your agreement that:

- a) your Local SEND Offer can be published on the FiND website
- b) all information supplied is accurate and up to date

Name of school Aldborough Primary School	
Name of person completing the form	Mrs Ali
Role of person completing the form	CP Lead and SENCO
Date completed	September 2016

The following information will be made available to families, children, young people and practitioners, via the [FiND website](#).

1 An overview of the school

Give an overview of the school, including information such as size of school, statement of ethos, whether the school has a special unit/resource for a particular type of SEND.

Aldborough Primary School is a free school sponsored by Loxford School's Trust which opened on the 1st September 2011, serving pupils and families with a range of cultural and socio-economic needs. A significant reason for our opening was to support the high demand for school places in the London Borough of Redbridge.

We are a two-form entry primary school – with six teaching year groups; Foundation Stage 2, Year 1 - Year 4 and since September 2015 Year 5. Each year group is a cohort of 60 children. The school will increase by a further year group to its full capacity of 420 pupils from FS2 – Year 6 in September 2016. The school building has been refurbished in 3 phases since opening with two additional, purpose built Foundation Stage classrooms added in 2013. A project to build a new kitchen and 'break out' learning spaces, additional meeting space and storage is in the planning stage.

We boast a high quality outdoor area which has been designed and built to promote discovery, providing a very natural environment to learn and play and will offers excellent outdoor provision through this academic year.

Aldborough Primary School was judged to be a good school by Ofsted in February 2013.

At Aldborough Primary School we aim to provide a happy, caring, stimulating and creative environment where children achieve their fullest potential and learn to make a full contribution to society. Our ethos ensures that pupils enjoy their days at school and that each of them knows the joy of learning, discovery, challenge and adventure whilst developing the skills to succeed in the world today – as an individual, as a partner, as a member of a team and as a citizen. High expectations and academic rigour are valued at all stages of learning with the classroom focus being challenge, engagement, enjoyment and achievement. We want every child to feel part of our enriched, multi – cultural school community and to achieve this aim, we provide an education that meets the needs of young people, delivered in an educational environment that emphasises traditional standards of uniform, discipline and respect whilst valuing our cultural diversity and individuality.

2 Identifying pupil's additional needs

How will the school know if a pupil needs additional help and how do they keep parents informed, e.g. regarding assessments?

At Aldborough Primary School early identification of pupil needs is a priority achieved through the development of systems that include:

- **Classroom observations to ensure 'Quality First Teaching'**
- **Addressing concerns raised by parents or carers**
- **Addressing concerns raised by class teachers or support staff**
- **Tracking pupil progress and identifying children performing below age expected levels**
- **Liaison with nursery and pre-school provisions**
- **Liaison with external agencies such as Speech and Language Therapists, Social Services etc.**
- **Liaison with health professionals e.g. paediatricians, School nurse**

Once a concern has been raised a process of observation, further assessment, target setting, additional provision and parental liaison is set in motion.

We believe that working in partnership with the parents of pupils requiring additional help ensures the very best outcomes for the child. We encourage close liaison between parents and class teachers sharing concerns and updates on progress either through scheduled parents' consultation days or evenings or individually arranged meetings.

In certain circumstances the Inclusion Team may feel it is necessary, with parental consent, to refer to outside agencies for further assessment or support. This may then lead to regular advice and monitoring by the Inclusion Leader and /or the outside agency. In these cases parents are invited to termly reviews of progress with members of the Inclusion Team, the class teacher and any other professionals involved. Specific individual targets are set with strategies and identified provision of support in order to achieve them. Pupil's views are sought at review meetings and throughout the process as their self-image as learners is crucial to future success and achievement.

3 Dedicated contacts at the school

Who should parents/carers contact if they have any questions or concerns about their pupil's SEND, e.g. class or form teacher, SENCO, Parent Support Adviser etc?

- **If a parent has concerns with regards to their child's progress and possibly having SEN then their initial contact should be with their child's class teacher.**
- **If parents need further information they can meet or contact the relevant 'Phase Leader'.**
- **If a child has been identified as SEND then the Inclusion Leader is available to discuss support or concerns in greater detail if and when required.**

4 Involving pupils and parents/carers in planning support

How does the school involve pupils and parents/carers in planning to meet SEND and in general school life?
 Add supplementary information in the notes box

- **Planning and review meetings – pupil view forms**
- **Advice on how to support learning at home**
- **Regular contact between home and school, e.g. Opportunities for direct interaction with staff at the end of day, home/school book, email or text.**
- **Annual review meeting for students who have a statement of SEN or Education and Health Care Plan (EHCP).**
- **Termly Statement Summary Support with Key Worker and Outreach Support**
- **Sharing of resources and strategies**

Additional notes

5 Range of support available to pupils with SEND

- **Curriculum adaptations, groupings of pupils**
- **Specific teaching interventions - this may be programmes of intervention in order to accelerate progress or individualised intervention strategies that have been agreed at review meetings to meet that child's needs.**
- **Specific individual support – this may be allocated LSA support directed to an individual pupil for a specified amount of time to work towards achieving agreed targets.**
- **Specialist teaching groups – Small group sessions with a specialist teacher to accelerate progress.**
- **Support for behaviour – strategies to support pupils with behavioural difficulties sometimes involving a detailed agreed 'Behaviour Support Plan'.**
- **External Agency support for pupils with specific needs.**

- **Support for health needs.**

- **Support for communication needs**

Additional notes

At Aldborough a wide range of interventions are available to support pupil's learning and meet special educational needs delivered in a programme tailored to meet a child's individual needs. These include effective classroom strategies to enable access to the curriculum, programmes to develop specific skills or accelerate a pupil's learning in particular subjects, delivery of Speech and Language programmes set by the Speech Therapist who supports specific pupils within school and social interaction programmes.

Pupils that access these are identified through assessment either by their class teacher or the Inclusion Leader. Programmes vary in length and time depending on progress made.

6 Measuring pupils' progress

How will the school know how well pupils with SEND are doing and how will they inform parents/carers about this?

All pupil progress is tracked half termly and full analysis of this data informs the responses of class teachers and senior leaders. In addition to this parents and pupils with SEND have termly review meetings to monitor their child's progress against specifically set targets.

7 Support and training for school staff

Have any staff received specialist training in SEND? How are school staff supported to work with pupils with SEND? Please include details of training undertaken within the last 12 months and numbers of staff that attended.

Aldborough is supported by a wide range of specialist staff from Outreach agencies and health services.

The Outreach teachers support individual pupils and are also happy to provide training to all staff working with pupils with SEND. In the last year services that have provided support and training to staff are:

- **Hatton Outreach Service**
- **New Rush Hall Outreach Service**
- **Redbridge Early Years Advisory Service**
- **Redbridge Outreach Service- (Special Educational Resource Centre)**
- **Redbridge Speech and Language Service**
- **Redbridge Educational Psychology Service**
- **Redbridge Occupational Therapy Service**
- **School Health Advisor (School Nurse)**

Recent training has included:

- **Behaviour Management/ Positive Language – New Rush Hall Outreach**
- **Language for Thinking – Speech and Language Therapy Service**
- **'Happy Hands' fine motor activities – Early Years Advisory Service**
- **'Look, Listen, Do'- specific staff - Early Years Advisory Service**
- **Communicate in Print – Staff speech therapist**
- **Individual staff attended Hatton taster sessions on dyslexia and numicon**
- **Positive Handling – specific staff**
- **LSA training has included 'Safe guarding' & 'Prevent', Supporting Reading Development,**

Speaking & Listening Skills, Phonics Skills, Use of Number and Sentence Structure & Punctuation.

- **Two LSA's also attended 'Extending subject knowledge of Additional Adults'**

8 Accessibility of the school

How is the school accessible to pupils with SEND, e.g. fully/partly accessible, facilities for personal care, specialist teaching areas?

The school is accommodated in two buildings, one of which is multi-storey. There are wheel chair accessible entrances to both buildings and a lift is available to provide access to the upper floor. The school has accessible toilet facilities for pupils on both floors and for visitors in the reception area. Showering facilities are also available. The school has accessible parking available within the staff car park.

9 Inclusion

How does the school ensure that pupils with SEND are included in all activities at school, after school clubs and on school trips, e.g. risk assessments, provision of additional support, planning with parents?

Pupils with SEND have termly review meetings involving the Inclusion Leader, class teacher, support staff, parents and pupil where appropriate. At these meetings to monitor progress and access to the curriculum, extra-curricular activities and social interaction opportunities are considered and planned for.

Individual risk assessments are carried out prior to all off site visits for pupils where there are medical, mobility or health and safety issues to consider. All off-site learning opportunities are planned to be accessible to all pupils including those with SEND.

The school strives to make every effort to ensure a fully inclusive curriculum.

10 Transitions - starting or changing schools

How will the school support pupils with SEND to change classes and/or move on to a new school when they reach the appropriate stage(s)?

Transition times are carefully planned and considered as whether a pupil is starting with us or moving to a new school it is particularly crucial for pupils with SEND that the transition is successful.

Entering the Reception Classes: All new parents are invited to a welcome meeting the term before their child starts with us. The children are then invited to spend some time in the FS2 (Reception) classes whilst their parents have the opportunity to meet together.

The Inclusion Leader attends transition reviews at pre-schools or nurseries for pupils with identified SEND the term before the pupil is due to transfer to us. This enables us to plan for and ensure all preparations for transition are in place. These transitions can involve additional planned visits to the school, if appropriate, and support during the transition period from outreach services such as the Early Years Advisory Service or the Speech and Language Therapist. When possible the Inclusion Leader takes this opportunity to observe the pupil in that setting and discuss successful strategies with key staff members.

Transition across the year groups:

Before the end of term class teachers and support staff have the opportunity to observe their new classes and the pupils also make transition visits to their new classroom. Teachers hold transition meetings where they are able to share information about their pupils learning, social skills and effective strategies with the

new teacher.

Some pupils with significant levels of SEND benefit from the use of communication books with photos of their new learning environment and key staff to help resolve anxieties during the school holidays.

The Inclusion Leader meets with all staff prior to the beginning of term to ensure they are aware of the needs, appropriate levels of support and successful strategies for any pupils in their class with SEND.

Transition to new schools:

When pupils transfer to another school all records, including SEND records, are forwarded with them. For pupils with higher levels of need phone contact with the new Senco is made in advance of transfer, where possible, allowing for individual arrangements to be made to plan for successful transition. This may result in strategies such as supported visits to the new school, meeting new staff etc.

11 Support and training for parents/carers

What support and training within the school is available to parents and carers?

- We run a 'Family Learning Programme' of events focusing on parental involvement and support for their child's learning.
- A programme of coffee mornings with members of the senior management team present to welcome parents, encourage their involvement in school and share views will commence in the Autumn Term 1.2.
- The 'Parent Gym Programme' is run in school annually.

12 Further information for parents/carers, pupils and practitioners

Where can further information on services available be found, e.g. school website?

All information about the school including SEND, Support and general information can be found on the Aldborough website - www.aldborough.net

Contact details

Aldborough Primary School
231 Aldborough Road South
Seven Kings
IG3 8HZ

Telephone: 0208 8166 8348

Website: www.aldborough.net

CP Lead and Senco : Mrs Shan Ali

Where do I send this form back to?

Please email your school's completed proforma to informedfamilies@redbridge.gov.uk or contact the Informed Families Officer on 0800 587 7500 / 020 8708 9180.