

Name of school	Aldborough Primary School
Name of person completing the form	Miss Butler
Role of person completing the form	SENCO and CP Lead
Date completed	November 2019

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 part of the 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. Each year group is a cohort of 60 children with the school's full capacity being 420 students ranging from Foundation stage 2 – year 6.

Aldborough Primary School's roll is currently below the average for primary schools.

- **The school is located in an area of higher than average deprivation and experiences higher than average mobility. A significant number of pupils leave the school to join older siblings when places become available for them.**
- **87.3% of pupils have English as an additional language – which is a much higher proportion than the national average of 21.2%.**
- **The majority of pupils are from a minority ethnic group which is much higher than the national average.**
- **Many of the children arrive in school without previous UK school experience, and at very low starting points.**
- **The school was judged to be a good school by Ofsted in February 2017.**

The school is set in an old building which has been refurbished in 3 phases since opening. The building of 2 additional, purpose built Foundation Stage classrooms was completed in August 2013.

We now boast a high quality outdoor area which has been designed and built to promote discovery, provide a very natural environment to learn and play and is one of our school's unique selling points and will be strengthened to offer excellent outdoor provision through this academic year.

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 joys of learning, discovery, challenge and adventure. High expectations and academic rigour are valued at all stages of learning and the classroom focus is on challenge, engagement, enjoyment and achievement.

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. An Individual Education Plan 'IEP' is drawn up to outline specific targets with identified provision of support to focus upon targets set. 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?

- **Initial contact should always be via the class teacher**
- **For further information, the Inclusion Leader, Miss Butler, 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.**

- **Sharing of resources and strategies**

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'.

- **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, which are 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 on their child's IEP.

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:

- Redbridge Specialist Education and Training Support Service (S.E.a.T.S.S.)
- Redbridge Early Years Advisory Service
- Redbridge Speech and Language Service
- Redbridge Educational Psychology Service
- Redbridge Occupational Therapy Service
- School Health Advisor (School Nurse)

Recent training has included:

- Supporting children with ASD (2018) – Hatton
- 5P approach (2018) - Hatton
- Reading skills (2019) – Hatton
- Emotions and Anxiety (2019) – Hatton
- Colourful Semantics (2019) – Hatton
- Independence and Life Skills (2019) - Hatton
- Behaviour management / Positive Language - Midday supervisor training - New Rush Hall Outreach
- Training for specific staff on supporting pupils with medical needs
- Positive Handling Training (2019) - S.E.a.T.S.S
- 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 trainings to become a designated 'Emotional Literacy Support Assistant'.

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 while their parents are able to discuss any concerns they have with senior staff members.

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 are held throughout the school year.**

12 Further information for parents/carers, pupils and practitioners

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

For more information please visit the website via the links below.

Contact details

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

Telephone: 0208 8166 8348

Website: www.aldborough.net

SENDCO and CP Lead: Miss A Butler