



# SEND REPORT

ALLEN EDWARDS PRIMARY SCHOOL

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# Special Educational Needs and Disability (SEND) Information Report for Children with SEND 2024 - 2025

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## Allen Edwards Primary School and Resource Base for Autistic Spectrum Condition

At Allen Edwards Primary School, we are committed to the United Nations Convention on the Rights of the Child (UNCRC) and have achieved our Gold accreditation through the dedicated work that our community has committed to and will continue to do. We strive to ensure that we are fulfilling the rights of all children by providing them with an inclusive environment where they feel safe and confident enabling them to reach their full potential and prepare them for an ever-changing world.

The articles that links to this policy are:

<a href="#">Article 2</a>	Non-Discrimination	At Allen Edwards, children, staff, parents and governors guarantee that children are not discriminated against because of their abilities. All staff work closely together to ensure that strategies and interventions are in place to support children so that they can achieve their full potential and can access a curriculum that allows them to flourish.
<a href="#">Article 6</a>	Life, Survival and Development	At Allen Edwards, children, staff, parents and governors ensure that we provide a tailored curriculum that meets the needs of all children so that all children develop to their full potential.
<a href="#">Article 23</a>	Children with a Disability	At Allen Edwards, children, staff, parents and governors work tirelessly to increase our children's independence, promote skills that will allow all of our children to develop to their full potential and treat every child with the dignity that they deserve.
<a href="#">Article 29</a>	Goals of Education	At Allen Edwards, children, staff, parents and governors recognise that every child has talents and abilities that need to be encouraged and developed.



In his speech announcing the 2018 Special Educational Needs and Disabilities (SEND) Inquiry, Robert Halfon, the chair of the Education Select Committee, stated: “All children deserve to access a good quality education that meets their needs and supports them to learn, to ensure that they are able to thrive and climb the ladder of opportunity.” At Allen Edwards, we want all of our children, regardless of their additional needs, to access the best possible education for them as individuals, which enables them to meet their full-potential. We have high expectations and aspirations for all of our children and ensure that the provision that we put in place provides the scaffolding for them to achieve their goals.

Allen Edwards Primary School is a two-form entry school based in the heart of Stockwell, Lambeth. We take children from 3-11 years old. We have a specialist Autism Base, which provides pupils with a variety of specialist teaching, interventions and resources.

We are an inclusive school which values the contributions made by each child and their family and are proud of the cultural and linguistic diversity of our school and its community. We believe in developing strong links between our staff, children, parents and local community to provide the most supportive environment for our children to learn and develop. Our school values: honesty, respect, tolerance, kindness and trust, promote the inclusive learning environment that we endeavour to instil in our children.

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Need/s and/or Disabilities being met in a mainstream setting wherever possible with the support of families. Through our mainstream offer and resource base, we are able to effectively meet the needs of children with the following Special Educational Needs and Disabilities:

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

Further information about the support offered by the Local Authority can be found on the Local Offer website for the authority where the child is resident:

Lambeth – <https://www.lambeth.gov.uk/send-local-offer> Wandsworth - <http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>



The information below details the offer within the school and ways in which parents, children and young people may access the support that we provide.

## Who Helps My Children in School?

<b>School Based Information</b>	
Who are the best people to talk to at Allen Edwards about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? How can I talk to them about my child if I need to?	
<b>People</b>	<b>Summary Of Responsibility</b>
<p><b>Class Teacher</b></p> <p>We would always recommend that your child's class teacher is the first point of contact if you have any concerns.</p>	<p>Your child's Class Teacher is responsible for:</p> <ul style="list-style-type: none"> <li>• Ensuring that all children have access to good/outstanding teaching and a curriculum which, where necessary, is adapted or differentiated to meet your child's individual needs.</li> <li>• Observing and assessing the progress of your child, and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources or differentiated learning etc.)</li> <li>• Offering advice, encouragement and strategies to your child in order to encourage them to work independently.</li> <li>• Meeting with the Inclusion Team to discuss any support needed.</li> <li>• Meeting with Therapists and outside agencies to ensure that all children's needs are met.</li> <li>• Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be fully included and make progress.</li> <li>• Ensuring that all staff working with your child in school are supported in delivering the planned work/ programme for your child, in order that they can make the best possible progress. This may involve the use of additional adults, outside specialist help and tailored learning and resources.</li> <li>• Ensuring that the school's SEND Policy is followed for all the pupils in their class with any SEND needs or for those that they feel would benefit.</li> <li>• Attending Annual Reviews for EHCP children.</li> <li>• Supporting to complete referrals to outside agencies.</li> <li>• Liaising with the Inclusion Team to discuss the progress of the pupils in their class with SEND and, where relevant, to draft and review any Focused or Individual Target Plans. These will be discussed with parents at least once each term. Where appropriate, these will also be discussed with the child.</li> </ul> <p>The class teacher can be contacted by:</p> <ul style="list-style-type: none"> <li>• Checking in with them at the end of the day.</li> <li>• Messaging them on Class Dojo to arrange a meeting.</li> <li>• By telephoning the school office, who will be able to arrange for the teacher to call you at a convenient time.</li> <li>• At parent's evening.</li> </ul>



## The Inclusion Team

The Inclusion Team at Allen Edwards is made up of Miss Nicola Harris (Deputy Head teacher for Inclusion); Ms Claire Harvey (SENCO); Ms Nicola Harris (Mental Health Lead), and Barbara David, Solomon Pinnock and Charlene Williams (Learning Mentors).

They are responsible for:

- Observations and assessments of children who have been identified as having difficulties within their learning and/or development.
- Co-ordinating and overseeing all the support for children in the school who have Special Educational Needs and or Disabilities (SEND)
- Making any necessary referrals to outside agencies (Speech and Language Therapists, Occupational Therapists, Paediatricians) in order to access assessments or any additional support which may benefit your child.
- Developing the school's SEND Policy to ensure the most appropriate responses and the highest quality provision, tailored to meet the individual needs of children in school with SEND.
- Working with you, your child and their class teacher (and any other relevant adults) to try to identify and overcome any barriers to your child's learning.
- Overseeing the day to day running of the Resource Base for Autism.
- Making sure that you are:
  - Fully involved in supporting your child's learning.
  - Informed about any additional support that is available for your child.
  - Kept informed about the support your child is receiving.
  - Involved in reviewing your child's progress.
  - Involved in compiling a profile of your child and their specific needs.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy Service, Educational Psychology etc.
- Updating the school's SEND record of need (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are up to date records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school to enable them to help your child (and all other pupils in the school with SEND) to achieve their potential.
- Supporting your child's class teacher to write Focused or Individual Target Plans that specify the personal targets set for your child to achieve.
- Working with you, the Class Teacher (and any other supporting adults) and, if appropriate, your child, to draft a SEND Support Plan, where it is considered necessary.
- Preparing an Education, Health and Care Plan where needed.
- Organising training for staff so they are aware of, and confident about, how to meet the needs of your child and others within our school.
- Developing a whole approach to supporting children with Autism.
- Creating a SEND friendly, consistent learning environment across school that supports the children to manage their needs both physically and emotionally.
- Creating a therapeutic support package across school that supports the mental health and wellbeing needs of all of our pupils.

The Inclusion Team can be contacted by:

- Speaking to them at the end of a school day to arrange an appointment at a mutually convenient time.
- Emailing directly [nharris@allenedwards.lambeth.sch.uk](mailto:nharris@allenedwards.lambeth.sch.uk) or [charvey@allenedwards.lambeth.sch.uk](mailto:charvey@allenedwards.lambeth.sch.uk).
- Telephoning the school office and leaving a message on 020 7622 3985.
- Sending a message on DOJO.



<p><b>Additional Adults</b></p>	<p>Additional adults are responsible for:</p> <ul style="list-style-type: none"> <li>• Working with a pupil or group of pupils with special educational needs and/or disabilities or may provide specialist support in a particular area, for example speech and language.</li> <li>• Leading and supporting the activities of the larger group, whilst the Class Teacher is the adult in the 1:1 or small group setting. The class teacher and Inclusion Team are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and interventions offered. It is their role to then direct additional adults to provide the support and interventions that allow your child to access an inclusive, tailored education.</li> <li>• Liaising with therapists e.g. S and L therapist, to receive training and targets so that specialised interventions can be carried out to support your child.</li> <li>• Following and reviewing focused and individual intervention plans alongside the class teacher.</li> </ul> <p>Additional adults will be able to feedback to you regarding specific interventions. Please liaise with the class teacher to arrange to speak with them.</p>
<p><b>Therapist and Outreach Workers</b></p>	<p>Therapists and outreach workers are responsible for:</p> <ul style="list-style-type: none"> <li>• Supporting the Inclusion Team and class teachers to set targets for children with SEND.</li> <li>• Working with children in school with specific needs to ensure interventions are in place to support their need.</li> <li>• Training staff so that they can carry out specific interventions to support the needs of the children e.g. Lego Therapy.</li> <li>• Attend Annual Review and Multi-disciplinary meetings to share information so that we are providing the best possible care for every child at Allen Edwards.</li> <li>• Observing lessons and providing feedback to staff to support the provision for all children in school and children with specific needs.</li> <li>• Working with parents to provide training linked to their speciality.</li> </ul> <p>Therapists can be contacted via the assistant head teacher for Inclusion at <a href="mailto:nharris@allenedwards.lambeth.sch.uk">nharris@allenedwards.lambeth.sch.uk</a></p>
<p><b>The Headteacher</b></p>	<p>The Headteacher at Allen Edwards is Mrs Louise Robertson. She is responsible for:</p> <ul style="list-style-type: none"> <li>• The day-to-day management of all aspects of the school, this includes the support for children with SEND. She delegates responsibility to the Inclusion Team and class teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress.</li> <li>• Alongside the Inclusion Team, she ensures that the Governing Body is kept up to date about all issues in the school relating to SEND.</li> </ul> <p>The Headteacher can be contacted via:</p> <p>Personal request made before school in the playground:</p> <ul style="list-style-type: none"> <li>• Telephoning the school for an appointment;</li> <li>• Email: <a href="mailto:office@allenedwards.lambeth.sch.uk">office@allenedwards.lambeth.sch.uk</a></li> </ul>





<b>The Governors</b>	<p>The Link Governor for SEND at Allen Edwards is Vaila McClure and she is responsible for:</p> <ul style="list-style-type: none"><li>• Review SEND provision including staff and other resourcing.</li><li>• Understand how the SEND notional budget is used and what impact it has on the progress and attainment of learners. In order to ensure these reviews are conducted in a robust and critical way, governing bodies should consider their expertise in the SEND area as part of governor recruitment or seek external advice during these meetings.</li><li>• Monitoring the SEND notional budget and what impact that spending has had on Learner progress and attainment</li><li>• Revise and update the school's SEND information report to reflect the changing nature of your SEND cohort</li><li>• Acting as the champion for children with SEND and inclusion needs.</li><li>• Ensuring that the school is fulfilling its duties to children with SEND.</li><li>• Undertaking the required training, including school-specific induction with the SENCo</li><li>• Meeting the SENCo in the Autumn, Spring and Summer terms as a minimum</li><li>• Asking questions and raising awareness relating to SEND and inclusion provision at Governing Body meetings</li><li>• Working with the assistant head teacher for Inclusion and SENCo to produce a SEND Annual Report to Governors</li><li>• Confirming that the school's duties have been fulfilled</li></ul> <p>The Link Governor for SEND can be contacted by: -</p> <ul style="list-style-type: none"><li>• <a href="mailto:office@allenedwards.lambeth.sch.uk">office@allenedwards.lambeth.sch.uk</a> who will direct the email onto the governors.</li></ul>
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## How Might My Child be Supported in School?

As a school, we ensure that the universal offer is accessible to all children across the school regardless of need. This enables us to create an inclusive environment where all children can support each other and access resources. This support that may help them to make the best possible progress.

The next stage is targeted support; this is where it is felt that the children need a greater level of support. This may include additional school-based interventions or professional support such as SALT, Music Therapy. Children are often on the SEND register for targeted support but targeted support is always put in place at Wave 2 and 3 to further support the child.

The final stage of support across school is our specialist support, which children access in our mainstream and resource base settings. Children will have an Educational Health and Care Plan or school will be gathering evidence to make this referral to the local authority. Children will access professional support and school based support at this stage. Children will often have a differentiated or highly adapted curriculum to support them to make the best possible progress.





**What are the different types of support available for all children, children with SEND concerns and children with SEND?**

Types Of Support Provided	What would this mean for your child?	Who can get this support?
<p><b>Wave 1</b></p> <p><b>Our Universal Offer: Quality First Teaching</b></p>	<p>Quality first teaching is in place including highly adapted teaching strategies and resources targeting child’s area of need and removing barriers to learning. Teachers have high expectations, set aspirational targets, give purposeful feedback &amp; set appropriate homework. They liaise with school staff and professionals with areas of expertise.</p> <p>Staff inform parents of any concerns, track progress and feedback to parents at a parents evening, in reports or in an additional meeting. Plan next steps, recording actions taken and impact: what works well and where changes are needed.</p> <p>Each classroom environment is adapted to ensure all children can successfully access learning. This includes Communicate in Print Labelling, visual timetables and Zones of Regulation and other strategies. Outside of the classrooms Communicate in Print and visuals are also used to support access for all children.</p> <p>Regulation and adaptation resources are available to all children including ear defenders, coloured overlays to support reading, fidget toys and pencil grips.</p> <p>The behaviour policy is adapted in line with Autism Friendly strategies to ensure we have one behaviour policy used consistently across school that every learner can access to ensure inclusive practice. We use Red and Green choices and have reflection and regulation at the heart of all responses to incidents in school.</p> <p>A trauma informed approach is used across school to support children to access learning.</p>	<p>All children at Allen Edwards Primary School</p>



<p><b>Wave 2</b></p> <p><b>Our targeted offered: Small Group/ Individual Interventions</b></p>	<p>Class teacher uses formative and summative assessment alongside the SENCO, subject leaders and Assessment lead to identify gaps and inform further support. Interventions are put in place to support the children and this is monitored by class teachers and at pupil progress meetings. This ensures no child fails to meet their full potential.</p> <p>Further classroom, resource and curriculum adaptations will be implemented.</p>	<p>All children at Allen Edwards Primary School</p>
<p><b>Wave 3</b></p> <p><b>Our targeted offered: Focused Support</b></p>	<p>Class teacher and the Inclusion team meet to discuss the child and the needs that they are presenting. A focused plan is written and shared with all adults involved including parents. This is reviewed each term and a copy will be provided to parents. Parents are met with to discuss further support and areas of need that have been identified. At this point, a discussion is held with parents regarding Special Educational Needs and children accessing further support through notional funding when they are placed on the SEND register if the Implementation of rigorous interventions within the classroom does not support the child.</p> <p>Specialist may be consulted, with parental consent, for their professional opinion and guidance to support the child such as SALT, OT or the paediatrician.</p> <p>Children will be supported by local authority specialists such as Lambeth Autism Advisory Services including their early year’s team, the Area SENCO or the paediatric team.</p> <p>Early Years Inclusion Funding may be requested.</p> <p>Further classroom, resource and curriculum adaptations will be implemented.</p>	<p>All children at Allen Edwards Primary School</p>



<p><b>Wave 4</b></p> <p><b>Our targeted offered: Focused Support</b></p>	<p>Children will be accessing support through notional funding. Children will be placed on our SEND register.</p> <p>The class teacher and Inclusion Team monitors the impact of interventions and reviews targets set on the focused plan to ensure that the child is making progress from their starting point.</p> <p>The continuation of rigorous interventions within the classroom as required using entry and exit data to evaluate impact. Specialist interventions with OT and Speech and Language therapist may be put in place if appropriate.</p> <p>Outreach from our Autism Resource Base staff may be used.</p> <p>Further assessments by professionals such as Initial Developmental assessments, EP assessments, Dyslexia assessments or SALT assessments will be undertaken if they have not previously to better understand the children’s needs so we can support them effectively.</p> <p>Children will be supported by local authority specialists such as Lambeth Autism Advisory Services including their early year’s team, the Area SENCO or the paediatric team.</p> <p>Further classroom, resource and curriculum adaptations will be changed or continued to support the child.</p>	<p>Children who are on the school’s SEND register</p>
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<p><b>Wave 5</b></p> <p><b>Our specialist offer: Individual Target Plans</b></p>	<p>Class teacher and the Inclusion Team will create an individual support plan to include: SMART targets to support progress from individual starting points, which will include strategies, time allocation and resources in line with the four areas of need in the EHCP plan:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, mental and emotional health</li> <li>• Sensory and physical</li> </ul> <p>Plans to be revised, revisit and refined each term to support the application of an Educational Health Care Plan referral. Highly adapted tasks or differentiated learning will be provided within the classroom and specialist interventions to support the children to reach their full potential. We will meet with you each term to review and set new targets.</p> <p>Children might be support by our SALT, OT, Music Therapist, Place2be Practitioner, Psychotherapist, Dyslexia Teacher or educational psychologist.</p> <p>Children will be supported by local authority specialists such as Lambeth Autism Advisory Services including their early year’s team, the Area SENCO or the paediatric team.</p> <p>Outreach from our Autism Resource Base staff may be used.</p> <p>Further assessments by professionals such as Initial Developmental assessments, EP assessments or SALT assessments will be undertaken if they have not previously to better understand the children’s needs so we can support them effectively.</p>	<p>Child who are undergoing the SEND Support cycles in preparation for an Educational Health Care Plan (EHCP)</p>
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<p><b>Wave 6</b></p> <p><b>Our Specialist Offer: Individual Target Plans</b></p>	<p>Individual support plans are created by the class teacher and Inclusion team using the long term outcomes from the EHCP and the short term targets from the plan to ensure a tailored curriculum and support is provided for your child that meets the requirements of the EHCP. We will meet with you each term to review and set new targets.</p> <p>There will be an Annual Review to discuss your child’s progress against targets set in their Annual Review.</p> <p>Support will be in place from specialists to support your child’s needs by our SALT, OT, Music Therapist, Place2be Practitioner, Psychotherapist, Dyslexia Teacher or educational psychologist.</p> <p>Children may be accessing our Autism Resource Base.</p>	<p>Children with an EHCP</p>
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In addition to our whole school offer set out above, there are also additional provisions in place to meet the needs of particular children with Educational Health Care Plans and ensure that the learning environment and teaching is further tailored to meet their needs.

<p><u>Specialist Provision within a Mainstream School</u></p>	<p>Our Autism Resource Base opened in January 2021. There are currently 33 commissioned places in the base.</p>
<p>Autism Resource Base</p>	<p>For children to meet the criteria for the base, they must have a diagnosis of Autism and have an EHCP.</p> <p>Our resource base aims to support children who benefit from additional specialist support; a differentiated curriculum and adapted timetable and classroom environment in order to make progress from their starting point. The curriculum is differentiated based on individual children’s needs and ensures each child is challenged to meet their full potential in an environment that allows them to thrive, whilst offering specific therapeutic services and provision that develops their social, emotional and independence skills.</p> <p>For further information about the base, contact the Deputy Head Teacher for Inclusion, Nicola Harris via email: <a href="mailto:nharris@allenedwards.lambeth.sch.uk">nharris@allenedwards.lambeth.sch.uk</a></p> <p>To apply for a place for your child in the Autism Base, you will need to go through Lambeth SEND Admissions and can find out more by visiting:</p> <p><a href="https://www.lambeth.gov.uk/sites/default/files/cyp-specialist-schools-in-lambeth_0.pdf">https://www.lambeth.gov.uk/sites/default/files/cyp-specialist-schools-in-lambeth_0.pdf</a> or consulting with your child’s current school, who will support you to apply.</p>



## How will you support your child with identified SEND when starting school?

If your child has been allocated a place in our school by the local authority and they have a special education need or disability, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.

- We will invite you to visit the school with your child to have a look around, meet the Inclusion Team and ask questions about our school's provision.
- If other professionals are involved, a transition meeting will be held or contact will be made with these professionals to discuss your child's needs, share strategies used and ensure necessary provision is put in place before your child's admission. Please ensure all reports and assessments are shared with the school prior to your child starting so we can set the appropriate provision for them.
- In the nursery and reception, staff will offer a Home Visit prior to your child's admission.
- If your child is already attending a school or nursery, a member of the Inclusion Team and, where possible, the class teacher will visit your child in their current setting.
- We may suggest adaptations to provision, to help your child to settle more easily but these will be agreed between you and the staff at the transition meeting. These may include a staggered start to ensure your child has a successful start at Allen Edwards.
- If they have not already visited, your child will be invited into school in advance of starting, to meet the staff they will be working with and their peer group.
- Following the settling in period, the class teacher will arrange an early meeting with you to review your child's settling, learning and progress.
- Targets will then be completed for your child and further provision put in place to support them where appropriate. You will be involved in discussion around this at every stage. The staff will have regular contact with you to monitor the progress of your child.

## How will the school let me know if they have any concerns about your child's learning and additional needs?

Regular dialogue is had between staff and the inclusion team to ensure that early intervention of SEND needs happens consistently so your child can get support at the earliest opportunity to ensure progress. If staff, parents or carers have raised concerns about your child's progress and high quality, personalised teaching has not met your child's needs, we will invite you in to discuss this further so that we are working together to support your child to meet their full potential.

- The teacher will discuss your child's progress with you at our Parent's Evening meeting when you will be informed of your child's progress and the progress of any additional support being given.
- If your child is identified as not making expected progress, with you, the school will make a decision about how to monitor this and what interventions need to be set up to bridge the gap and support their needs. The intervention will likely take the form of regular small group work. Any such intervention may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups, in their normal class routine, (sometimes with the support of teaching assistants) in order to support their learning. This does not mean there are concerns about the progress of all children working in small groups.
- If your child is still not making expected progress the school will discuss with you: any concerns you may have; any further interventions or referrals to outside professionals to support your child's learning and how we could work together, to support your child at home and in school. Please see the Waves above for more information.





Who provides specialist services to children with SEND at Allen Edwards?		
Services directly funded by the school through notional funds and high needs top up	<ul style="list-style-type: none"> <li>• Speech and Language Therapy 3 days a week through Words First.</li> <li>• Educational Psychologist 1 day every 2 weeks through East London Thinking</li> <li>• Teaching Assistants for 1:1 or small group support</li> <li>• Music Therapy</li> <li>• Breakfast Club and After School Club</li> <li>• School clubs</li> <li>• Psychotherapy</li> <li>• Place2Be</li> <li>• Art Therapy</li> <li>• Forest School at Nature Garden</li> </ul>	<ul style="list-style-type: none"> <li>• Occupational Therapy from the NHS</li> <li>• Learning Mentors</li> <li>• Dyslexia Specialist Teacher</li> <li>• Fresh Start Reading Support Programme</li> </ul>
Services centrally funded by the Local Authority but delivered by school	<ul style="list-style-type: none"> <li>• Autism Advisory Service</li> <li>• Educational Psychology Service</li> <li>• Sensory Service for children with hearing needs</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority)</li> <li>• Occupational Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Professional training for school staff to deliver medical interventions</li> <li>• Early Help</li> <li>• Physio Therapy</li> <li>• Mental Health Support Team</li> </ul>
Services provided and funded by the health service	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Dietary Nurse</li> <li>• CAMHS (Child &amp; Adolescent Mental Health Service)</li> <li>• Paediatrics Team</li> </ul>	
Voluntary services	<ul style="list-style-type: none"> <li>• Independent Advice and Support Service (IASS) – independent advice for parents of children with SEND</li> </ul>	



## What support is offered to you as a parent of a child with SEND?

At Allen Edwards, our parents are involved in every decision that is made as we feel that this is the best way for our children to get all the help and support they need whilst recognising that there is a community around them helping with this.

- You will get an opportunity to meet with The Inclusion Team regularly in school: there will be formal meetings but there will always be the option for informal drop-ins and conversations at the start and end of the day when needed.
- Regular meetings will be arranged between you and your child's class teacher and, if appropriate, a member of the Inclusion Team, in order to share information regarding the progress of your child in their home environment and at school. This way we can ensure that there is consistency in the nature of the support your child receives, and discuss what has worked well and what needs to be revised.
- All information from outside professionals (Speech and Language Therapist or Educational Psychologist) will be discussed with you by the person involved directly or, where this is not possible, presented in a report. The Inclusion Team will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- The external professionals involved with your child will be happy to meet with you on request.
- Focused plans and individual plans will be written and reviewed each term following, where possible, discussion with you and your child. A focused or individual plan will include targets and strategies for how you can support your child at home. We will be happy to consider any ideas you may suggest in order to support your child in school.
- Where considered helpful, a home/school contact book may be used to support communication between school and home.
- Workshops for parents of all children in the school are held, when considered necessary, for example in relation to reading, phonics or maths.
- Your child's class teacher will be happy to discuss any necessary adaptations for your child.
- Relevant information from the Local Authority, outside agencies or parent support groups, may be forwarded to you by your child's class teacher and/or the Inclusion Team.
- The Inclusion Team (or Head Teacher) is available to meet with you to discuss your child's progress or any concerns / worries you may have.
- If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.
- School will support Disability Living Allowance documents where appropriate.

## How is the school physically accessible to children with SEND?

We ensure that we adapt the physical surroundings of the school to meet the needs of children within our care.

- Where appropriate, specialised equipment is available to meet the individual needs of all children on-roll.
- Members of staff have undergone a range of training in order to meet the children's varied needs.
- Individual workstations and specialised spaces are provided to meet the needs of individual children where specialists have identified this as beneficial.
- A toilet for those that need specific access arrangement is available on every floor.
- Medical areas are available for First Aid needs.
- After school provision is accessible to all children including those with SEND.
- A lift is available to allow access to all areas of the building.



## How we support children's transition?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

### If your child is moving to another school:

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.
- We will liaise from your child's new school to visit Allen Edwards, meet your child and their class teacher and talk to a member of our Inclusion Team.
- Where possible we will support a visit to the new school in advance of the move.
- We will make sure that all records about your child are passed on as soon as possible.
- Transition books will be provided to support children in their transition.

### When moving classes in school:

- Children will be provided with a social story including photos of the adult that they are working with to prepare them for the change.
- Whenever possible, you will be invited to meet with the new teacher before the move takes place.
- A planning meeting will take place with the new teacher. Support plans will be shared with the new teacher. o If your child would be helped by a book to support them understand 'moving on' then it will be made for them.
- Staff working with your child will meet with The Inclusion Team to discuss support needed and have an opportunity to read through all appropriate paperwork pertaining to your child

### In Year 6:

- Our Inclusion Team will discuss the specific needs of your child with the SENCO of their secondary school.
- Your child will be involved in specific activities to support their understanding of the changes ahead. This may include creating a transition booklet, which includes information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and, whenever possible, staff from the new school will visit your child in this school.
- Where children have an EHC Plan, the process of transition will begin at the Year 5 annual review with consideration of the secondary setting that may be most suitable for the child. A planned transition programme will then be implemented throughout Year 6 to support children to feel ready for the move. The Secondary SENCO and Head of Year 7 will be invited to a child's Year 6 Annual Review.

## How is a child's mental health and wellbeing supported at Allen Edwards?

- The Emotional Health and Wellbeing of all our pupils is very important to us and a sound PSHE curriculum using the Jigsaw Scheme combined with our intrinsic values, underpin all aspects of school life.



- Our commitment to the United Nations Convention of Children’s Rights ensures that children recognise the rights of children and their own voice in decision making. Through the Rights Respecting School’s Award our children recognise what is needed to ensure emotional and physical wellbeing and who the duty bearers responsible for ensuring this happens for all children is.
- We have a robust Safeguarding and Child Protection Policy in place, which follows National and Local Authority Guidelines. All staff and volunteers working with our children have read understand the signs of abuse and neglect and work collaboratively with families and safeguarding partners to care for our children and promote well-being for our vulnerable children.
- A school mental health lead.
- Staff have had Trauma informed Schools training.
- All teaching assistants have completed the Place2Be Mental Health Champions Training
- We have a Mental Health Support Team working within school to support children and families with their mental health and wellbeing through parent workshops, individual and group work.
- Children in reception, year one and the Autism Base attend weekly Forest School sessions at Oasis Nature Garden.
- All staff continually monitor the Emotional Health and Wellbeing of all our pupils.
- We have a robust Positive Behaviour Policy and Anti-Bullying Policy.
- We work with Action Breaks Silence to deliver Self-Empowerment and Gender Based Violence workshops to promote safety, respect and equality.
- We are working with Agents in Change to develop our Conscious Curriculum to ensure a diverse curriculum is taught across school to promote empowerment to all of our children.
- We have a Friendship Group to support children who are finding it difficult to make or maintain relationships that is run by the Mental Health Support Team.
- We have a Chill Out Zone at lunch times so that children can choose whether to play inside or outside.
- Our learning mentors works closely with specific children through daily check-ins and interventions such as Zones of Regulation and Lego Therapy.
- There is a Worries’ Box available to all children that is monitored by the Inclusion Team.
- We have a Place2Be practitioner in school offering Place2Talk drop in sessions and 121 therapy.
- We have worked closely with Equaliteach to review school responses to bullying and prejudicial incidents.
- Children take part in the Cues, mental health programme.
- Children take place in the SOS+ workshops in year 5 and 6.
- Children have regular workshops to support with online safety and understand how to look after themselves online.
- Children attend a range of therapies including Art Therapy with Art4Space, Psychotherapy and Music Therapy.
- We have a house system in school to allow older children to support children with SEND in the playground and around school.
- We have a sensory room to support the emotional needs of all of our children.
- Every classroom has a reflection area to support children to regulate their emotions.
- All classrooms use Zones of Regulations to encourage the children to identify their feelings.
- Weekly Park Run with children and families.
- We have Mental Health and Wellbeing Ambassadors that support every class within school to promote positive mental health. The ambassadors run weekly sessions with their allocated classes to talk about ways to support positive mental health and wellbeing.
- We have termly mental health newsletters to support children and families.
- We have regular mental health and wellbeing coffee mornings to provide information about different mental health and wellbeing support.
- Children take part in regular Mental Health Awareness sessions to ensure that children know that they have a voice and how to access support.



- We take part in Mental Health Awareness Week, Children’s Mental Health Week and Out Right Campaigns focusing on the rights of children to support children’s understanding of mental health and wellbeing.

## Complaint’s Procedure

- If your child has SEND and your complaint is about the support that your child is receiving to help them with their SEND, then you should first raise any concerns you have with the Assistant Head teacher for Inclusion at the school; at Allen Edwards, this is Nicola Harris.
- If you aren’t happy with the school’s response to your complaint, the next step is to raise it with the school governing body following the school’s complaints policy.
- You can also contact the local authority because they have a responsibility to make sure that schools meet the needs of your child.