

Alban City School's Special Educational Needs and Disabilities School Information Report

How does the school identify children who need extra help?

We believe in early identification and intervention to support children with Special Educational Needs and Disabilities (SEND). Teachers regularly monitor children's progress through observation and assessment.

Sometimes children will need extra help for a short period of time or for a particular subject. This doesn't always mean they have SEND. If, despite extra help they don't make the progress we would expect then we would talk to parents and discuss whether that child might have SEND.

If this happens, further assessments are likely to be carried out either by the teacher, SENCO or, where appropriate, other professionals. We may suggest your child visits their GP or another appropriate professional and we can provide a letter outlining the school's concerns to help you.

Some parents have requested that the SENCO accompany them and their child to paediatrician appointments when a diagnosis is being made. This is something we are happy to do.

How will I be involved in planning for my child's education?

Parents know their children best so you will always be involved. Sometimes parents have strong views on what is needed but other times they want to be guided by professionals.

When we write the SEND plans you have the opportunity to suggest outcomes and say how you might be able to help your child meet the agreed outcomes.

We will always listen to you and ensure that your views are taken into account in order to provide what is best for your child.

What does Alban City School offer children with Special Educational Needs and Disabilities?

Children are always valued as individuals so strengths as well as weaknesses will be taken into account when planning for a child's needs.

All children with SEND can have a SEND support plan which outlines how everyone involved in their education will help them meet agreed outcomes. These are usually termly.

The child is at the heart of the support process. Their wishes are always taken into account when planning the support they need and unless parents request otherwise are included in SEND planning and review meetings.

Good teaching in class is vital for all children to succeed, including those with SEND. Adjustments may be made in class to help children with their learning for example specialist equipment.

Sometimes children require additional interventions out of class. This might involve 1:1 support or small group work. External professionals might devise programmes for us to follow in school e.g. speech and language interventions.

All SEND support plans are reviewed termly and new ones created. The children and parents are actively involved in this process.

How is the decision made about how much support my child will need?

Each child is different so we would consider a number of factors including:

- The child's feelings about needing extra help
- Parents' views on realistic outcomes for their child
- Where they are in relation to their peers
- How much progress they are realistically able to make
- How much intervention they can cope with
- What type of support suits them best
- Recommendations from external professionals
- Other factors such as regular stays in hospital

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

If your child has not yet started at Alban City School please make an appointment to see the SENCO, Claire Lord.

Otherwise explain your concerns to their teacher. They will then work with the SENCO, Miss Lord, to assess your child's needs.

What support and interventions do you offer?

We purposefully do not produce a list of interventions or support because every child's needs are different. Our interventions and support will change according to the needs of the children and advances in best practice. However, through discussions with parents, children and other professionals such as Educational Psychologists, Speech & Language Therapists, Paediatricians, Occupational Therapists and Advisory Teachers we endeavour to provide children with appropriate interventions and support to meet their needs.

Interventions may be 1:1 or in a small group. We support all types of needs including social skills and behaviour difficulties as well as academic. We also make adjustments in the classroom such as specialist equipment where required.

We also recognise that parents often need support when their child has SEND and that this can directly benefit the child. We offer support at school where we can but will also refer to other services such as the Autism Family Support worker or school nurse where more specialist help might be beneficial to the family.

My child has SEND and needs specialist equipment and interventions. I am worried that the other children might notice and say something.

This is something we worry about too. That's why we teach all our children about special needs and differences so that they learn to be understanding and respectful. We do this through our family groups - bi-weekly sessions that all children attend. We have children's books about a range of disabilities and special needs that we read and discuss with the children. We never talk about individual children at school but we do encourage the children to be aware of differences and to be sensitive and kind. We feel that this benefits all of our children.