



SEND INFORMATION REPORT

ARDLEIGH GREEN INFANT & JUNIOR SCHOOLS
April 2025

Special Educational Needs at Ardleigh Green Schools

Ardleigh Green Schools offer a mainstream environment where children, parents and governors are “Working Together, Learning Together and Growing Together”. It is our aim to provide learning experiences that are adapted to take account of the needs and attainment of each pupil. In doing this, we minimise the difficulties that pupils will experience. Despite our efforts, some children will experience significantly greater difficulty than others and these pupils will need extra consideration and provision. We recognise the need to identify and actively cater for these children at all levels and aim to achieve this by:

- a) Setting suitable learning challenges
- b) Responding to pupils’ diverse needs
- c) Overcoming potential barriers to learning by adaptation.

How will the schools know if my child needs extra help and what should I do if I think my child may have special educational needs?

At Ardleigh Green Schools a child is considered to have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational needs and provision can be considered as falling under four broad areas:

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

The Special Educational Needs Co-ordinators (SENCo) oversee the identification of those children with special educational needs and the provision being made for them in school. If you are concerned that your child may have special educational needs, please ring the school, and ask for an appointment. The class teacher will remain responsible for working with the child daily, ensuring quality first teaching is adapted through the graduated approach. The SENCo will support the class teacher in the further assessment of your child’s particular strengths and weaknesses, in problem solving and in the effective implementation of the support. The Governors, led by the SEND Governor, Mrs Consterdine, will be knowledgeable about the SEND provision at school and will monitor its quality and effectiveness.

Identification

The school recognises the importance of early identification, as well as the assessment and provision for any child with SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer.

In judging whether a child has Special Educational Needs initial information required would include:

1. Assessments and observations
2. Individual Records
3. Reading Test results



4. Class Teacher assessment and observations
5. Parental Observations and voice
6. Information from outside agencies (if appropriate)
7. Liaison with, and information from, our feeder schools or pre schools

If a child is identified as having special educational needs, we will take action to remove barriers to learning and put effective provision in place. This support ensures earlier decisions and actions are revisited, refined, and revised with a growing understanding of a child's needs and of what supports your child in making good progress and securing good outcomes.

How is the decision made about the type of support, and how much, will my child receive?

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have SEND. If children fail to make expected progress, then planned, targeted provision will be put in place. An Individual Education Plan detailing specific targets to be worked on. As well as an adapted curriculum, support can be in the form of planned interventions or an additional adult in the classroom to help facilitate learning. Resources are allocated based on the needs of the child. For example, a child who experiences social and interaction difficulties would be supported by our Specialist Speech and Language Teaching Assistant, as well as participation in a social skills group. There may be an additional adult available at break and lunchtimes to support play. The class teacher and SENCo, in consultation with parents and child, at a meeting to discuss the Individual Education Plan, will agree the adaptations, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Due to the increasing high level of SEND, we have made some adaptations to our provision in both schools. The Nest, in our Infant School, is a provision to support our SEND children who are unable to access a mainstream classroom full time. It is a room where children have access to workstations, adapted interventions and a sensory garden for continuous outdoor provision.

The Acorn Room, in our Junior School, is a similar provision to accommodate these children as they transition through the school into Juniors. It has an adapted curriculum and interventions to meet our children with the highest SEND needs.

How will both the school and I know how my child is doing and how will the school help me to support my child's learning?

Children with SEND make progress at Ardleigh Green Schools which is tracked on their individual learning pathway. All staff, led by the Assessment Coordinator and SENCo, track the progress of children with special educational needs. This progress will be shared with you at our parent's evenings, and if your child is on the SEND register, you will also be invited to school termly to discuss progress against individual agreed targets. Children with special educational needs will be expected to complete homework, adapted where necessary, to help support their learning. Reading with your child should be completed daily and there is a home-school reading record to encourage contact between home and school.

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

At Ardleigh Green Schools, children are encouraged to take part in trips and reasonable adjustments will be made to ensure that this can happen. If your child has special educational needs and an upcoming trip may require further planning, the class teacher or SENCo will liaise with you before the trip to ensure that your child has every opportunity to take part. Similarly, if your child needs support during lunch and break times, this can be provided where necessary.

What support will there be for my child's overall well-being?

We consider ourselves to be inclusive, committed to meeting the academic, physical, and emotional needs of every child. All staff are trained in Basic First Aid, with some trained to a higher level and we regularly update our training for Anaphylaxis, Epilepsy and Diabetes. We have developed a range of strategies alongside our behaviour team, to deal with any challenging behaviour. We ensure that children have an opportunity to talk about any concerns they might have. We have a parent's support group (EPEC) for parents to work together with school to make the provision as effective as possible for children with additional needs and pupils are regularly given the opportunity within a safe and secure learning environment to contribute their views. We have a school council, and each class has monitors who are responsible for different areas within the classroom and the school.

What specialist services and expertise are available at or accessed by the school?

There may be times when the school will seek assistance from a specialist outside agency to effectively cater for your child's special educational needs. These services include Educational Psychology, Speech and Language Therapy, Social Communication Support, Child and Family Consultation Service, Occupational Therapy and Physiotherapy. We have a range of specialist services that can be accessed monthly at our Hub, held at our Family Centre. If your child has a special educational need that we had not encountered before, we will ensure that staff are suitably trained in order to provide effective support before they start school.

How accessible is the school both indoors and outdoors?

The school is fully accessible for wheelchair users. There is ramp access into the building, a disabled toilet and disabled parking space available. Should specialist equipment be necessary e.g., a hoist for toileting, then consultation with outside agencies ensure that this is made available.

How are parents involved in the school? How can I get involved?

At Ardleigh Green Schools we work together with parents to ensure that your child will achieve their potential, whatever their need. Parents are invited to meet the class teacher twice a year and there is an additional Open Evening in the summer term when you will be encouraged to see your child's work. If your child has special educational needs, you will also be invited to meetings with either your child's teacher or the SENCo to discuss progress. This progress will also be discussed with your child, who will have a chance to contribute to the discussion about their targets and what they would like to learn.

The school will always be willing and happy to talk to you about your child, but if you have any concerns or worries, please do not hesitate to speak to your class teacher or the SENCo who will do their best to resolve any issues. If appropriate, you may also speak to the Head teacher at your child's school, who operates an open-door policy. In the Infant school this is Mrs Hoffman and in the Junior school this is Mrs Johnson.

There may be times when the school will ask for assistance from outside agencies to fully support you and your child. If this is the case, you will be invited in to discuss this with the SENCo, and she will liaise

with you about any visits or appointments that may follow from this involvement. The SENCo's can be contacted by telephoning or visiting the school.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

If your child has secured a place in Reception, the school will liaise with the pre-school provider to ensure information is gathered and a plan is in place for their transition. A visit to the preschool will be made by the SENCo and a Person-Centred Review will be held.

If your child is moving to the Junior school from the Infant school, all records will be handed over and discussed. Your child will be given opportunities to visit the school at different times during the school day and there will be an opportunity to meet their new class teacher. If necessary, a Person-Centred Review (PCR) will be held to support your child's transition.

On transition to secondary school, all records will be handed over and discussed. A Person-Centred Review (PCR) will be held to support your child's transition.

What is the Local Offer and where can I find it?

The local authority publishes a Local Offer, setting out in one place information about provision available across Education, Health and Social Care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health, and Care (EHC) plans.

The Local Offer provides clear, comprehensive, accessible and up-to-date information about the available provision and how to access it and can be found on the Havering website at www.havering.gov.uk/directory.

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