

SEND Offer 2018/19



ALEXANDRA SCHOOL

A member of the Eden Academy Trust family of schools

Introduction to the School

Alexandra School is a primary school that specialises in supporting children aged 4-11 with moderate learning difficulties, sometimes associated with behavioural, emotional, social, communication, physical or sensory needs. For the most part, Alexandra School serves the Harrow community and as such, reflects the ethnic diversity of the local population. Alexandra School is a member of the Eden Academy Trust, a family of seven schools that specialise in meeting the educational needs of children and young people with a range of learning difficulties.

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<p>What is the purpose of The Local offer?</p>	<p>The Local Offer has two key purposes:</p> <ul style="list-style-type: none"> • To provide clear, comprehensive and accessible information about the provision available; and • To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parent carers, and service providers in its development and review.
<p>How does a child get a place at Alexandra School?</p>	<p>Parents are welcome to contact the school to arrange to visit when they will have the opportunity to view the school and to talk with a member of the School Leadership Team about the provision available at the School.</p> <p>New admissions to our school will either have an Education Health Care Plan or will be undergoing the statutory process towards one. All admissions to any of the Eden Academy Trust schools come from the local authority in which the family lives.</p> <p>Prior to any child commencing a placement at the school we will endeavour to visit them either at home, in their pre-school setting or at their current school. Where practical, parents will be offered the opportunity for their child to visit the school prior to their admission.</p>
<p>What type of placement is available at the School?</p>	<p>In our experience, children make best progress when they are placed full-time at the school. This enables them to become fully included in the curriculum and other learning experiences offered by the school. In particular circumstances, a part-time placement may be offered, but this would normally be with a view to increasing to full-time placement when possible.</p> <p>We would consider an assessment placement, at the request of a local authority.</p>
<p>How much support will my child receive?</p>	<p>All pupils are taught in small class groups with the average class size being nine pupils. Every class in addition to a teacher has an average of 2 qualified and experienced Teaching Assistants. This helps to ensure that all pupils receive an appropriate balance of whole class, small-group and individual teaching.</p> <p>Speech and Language Therapy, Occupational Therapy and Physiotherapy are planned and delivered by qualified therapists, in line with the child's EHC plan.</p> <p>The class teacher will ensure that all staff working with your child enjoy a positive relationship with him / her. Staff will meet regularly to ensure that they are using consistent and effective approaches at all times in their interactions with your child.</p> <p>If a child's needs are deemed to be exceptional even within our special school setting the School Leadership Team will ensure that appropriate support is available to them.</p>

How accessible is the School?

All the rooms that children would normally need to access are on one level. There is only one set of stairs, leading to some rooms that are mainly for adult use, but these stairs do have a stair lift to ensure accessibility. The classrooms are well-equipped and of an appropriate size for the numbers of children. The classrooms for younger children all have outdoor learning spaces.

The school is well-equipped for outdoor play and learning, with three playgrounds, a vegetable garden, a large climbing frame, a multi-use games area (for football, basketball etc.), a wooden trim trail, a wildlife area containing a forest school environment and a field. The site is both safe and secure.

The school has a school minibus. This increases the pupils' access to off-site provision and educational experiences, e.g. swimming, school camp, educational visits.

What resources are available at the School?

Every classroom has an interactive white board and at least two computers. There is also an ICT suite, with enough computers for a whole class.

We have two school halls: the PE hall which is used for gymnastics and other PE lessons, and the dining hall which is used for some PE sessions (in particular dance, yoga and trampoline), assemblies and lunch provision.

The school has a food technology room, which is used not just for food technology lessons, but also to develop the children's life skills and to provide a venue for parent workshops on food and healthy eating. There is a well-equipped music room, used for curriculum music lessons, singing sessions and choir.

The school has a Nurture Room, which is used by classes, small groups and individuals, for activities such as drama therapy, play therapy, circle time, yoga, mindfulness and sensory exploration.

There is a dedicated meeting space for parents, known as the Family Space, where we hold parent and family sessions.

How do children travel to the School?

A large number of our pupils are eligible for free home to school transport which is provided by the local authority.

Pupils may travel on a mini bus or a taxi with other children from their locality. All home to school transports in addition to a driver also have an escort who is employed to support the child throughout their journey.

Those children that live nearer to the school are not eligible for home to school transport, so are brought to school by a parent or carer.

Further details regarding home to school transport including eligibility can be obtained from your local authority SEN department.

What specialist services are available at the School?

A number of professionals work in school each week to support our pupils' health and education, these include:

- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists

A range of other experts visit school and these include:

- Educational Psychologist
- Play Therapist
- Drama Therapist
- School Nurse
- VI teacher or HI teacher
- Sports and Ballet Coaches
- Music Tutor

Staff from the Child and Adolescent Mental Health Service

What will my child learn at the School?

Our curriculum is based upon the Early Years Framework and the National Curriculum.

Every child is offered a broad and balanced curriculum that is appropriate to their age and stage of development, differentiated to take account of their individual needs and abilities.

The majority of pupils make good or outstanding progress in their development of skills including those in English and Maths for which they are taught in small groups.

All pupils are prepared for the next stage of their education and life. There is a strong emphasis on the development of pupils' social interaction skills and life skills.

Specialist approaches are used to support pupils' learning and these include:

- Alternative communication systems
- Access to personal or adapted ICT equipment
- Use of visual timetables, social stories, work stations, particularly for pupils on the autistic spectrum
- Learning mentors and other experienced staff to support children with social, emotional and behavioural difficulties.

How will I know what progress my child is making at the School?

At Alexandra School we have:

- An open door policy - parents are welcome to make an appointment at any time
- Partnership between parents and teachers - we will communicate regularly by phone, email and Fronter (our password protected school community website)
- Individual “Learning Journey” and target documents for each child, forming the IEP. These are shared with parents in person and via Fronter in the Autumn term, then updated termly.
- An e-portfolio of annotated and levelled work samples for each child which parents can access via Fronter
- Meetings with relevant staff at least once a term.
- The EHC plan will be reviewed annually at a formal meeting where progress is reported on and a report is written and shared with parents.
- The Learning Journey is reviewed at the end of the year to record end-of-year attainment and a more detailed review of progress made across the curriculum. This is again shared with parents in person and via Fronter.

How will my child’s health and well-being be supported?

Children’s emotional well-being is paramount to us and we take great care to ensure that all of our pupils enjoy school and have positive learning experiences throughout their time with us. We do this through:

- Consistent application of the school’s behaviour policy
- Providing a positive, supportive and nurturing environment
- Effective teaching of the PSHCE curriculum
- Adaptations to the curriculum to secure engagement
- Support to build relationships and engage pupils
- Experienced class staff and Learning Mentors to overcome barriers to social inclusion
- Staff trained in first aid and links with the school nurse
- Appropriate safeguarding training for all staff

Considerable emphasis is put on the teaching of Personal Social and Health Education and pupils are given many and varied opportunities to enjoy a range of Spiritual, Moral, Social and Cultural experiences during their time at school.

How will my child's health and well-being be supported? (cont.)

For those children who might have additional needs, we support them in the following ways:

- Identification and assessment in school
- Additional advice and support from outside agencies
- Interventions are implemented, reviewed and revised
- Work with parents to refer to CAMHS
- Targeted intervention to promote social skills and emotional resilience
- Adaptations to the physical environment e.g. time out
- Monitoring and support in unstructured time e.g. breaks/ lunch

What training do staff at the School have?

All teachers at Alexandra have a recognised teaching qualification. As a school, we invest in whole school and targeted training for all staff. There is annual training in core areas: safeguarding, working with ASD, behaviour management, supporting communication. Alongside this annual timetable of training, each year there is targeted training in line with the school development plan and in response to the current needs of the pupil population.

How does the School support families?

The school aims to ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all pupils. This communication takes the form of phone calls, email, Fronter and opportunities to meet. Parents are regularly invited into school for class and whole-school assemblies, parent activity sessions in class, coffee mornings and afternoons, parent workshops and family learning courses.

When additional, external support is needed, for example from CAMHS or the Educational Psychology service, then school staff will support families through the process of referral. School staff are experienced at working with a range of other agencies and helping families to communicate their needs, for example to social services, health or housing.

What activities are available to children outside of the school day?

The school provides after-school clubs each term, tailored for the needs of the pupils. There is a high staff to pupil ratio and transport home afterwards, if the child normally receives transport. These clubs include activities like trampoline, swimming, yoga, multi sports, sensory exploration, drama and cookery.

At the end of the school year, in the summer term, children in Year 6 are offered the chance to go on a week-long residential trip to France. Years R-5 have the opportunity to take part in a day of outdoor and adventurous activities, followed by the option to camp overnight at a local campsite.

During the school holidays we are able to offer some holiday club provision, supported by school staff.

How will the School support my child at times of change?

Pupils who join Alexandra School will be given the opportunity to spend half a day at the school before they start and will be provided with a transition booklet of useful photos. They will meet with key staff so that they will know some familiar faces on their first day.

Pupils who leave Alexandra will have a transition timetable. For pupils in Year 6, this means staff from high schools being invited to Alexandra to meet with the pupils. This is followed by a short programme of managed visits where the Year 6 pupils visit high school with a decreasing amount of Alexandra staff support. This runs alongside a Year 6 PSHCE curriculum which focuses on change and moving on.

Staff at Alexandra School work hard to ensure good links with the schools that our pupils come from or move on to, whether those schools are within Harrow or further afield.

What might my child do when they leave school?

Most pupils at Alexandra remain at the school until the end of Year 6, unless an annual review indicates at an earlier stage that this is no longer the best placement for the child. Pupils at Alexandra tend to move on to a special needs high school, either within Harrow or in another borough. Occasionally parents decide that they would prefer their child to go to a mainstream high school. Alexandra School offers support to parents throughout the transition process, beginning with the Year 5 annual review meeting.

Who was consulted about this Local Offer?

The Local Offer has been consulted upon with Trustees, the Local Advisory Board, staff and representatives from the local community.

What can a parent do if they feel that The Local offer is not being delivered or if their child's needs are not being met?

Parents are encouraged to make an appointment with the class teacher in the first instance if they have concerns about attainment, achievement, progress or happiness in school. If parents and the class team, working together, cannot address the problem, then there would be an opportunity for parents to meet with the Headteacher and discuss next steps.

Where a child with SEN continues to make little progress despite the support provided by the school, including external support and advice, and there is evidence that the child has needs that cannot be met within the resources ordinarily available to school, we would ask the Local Authority to undertake a statutory re-assessment of the child's EHC plan.

Where parents had a complaint about the school, they would follow the complaints procedure. Copies of the procedure are available from the school on request.

How will The Local Offer be reviewed?

The Local Offer will be formally reviewed and updated on an annual basis each July to ensure that it is relevant for the following school year. Members of the Local Advisory Board, parents and staff will be invited to take part in this process.

Who can I contact for further information about the School?

If you require any further information please contact the school office on 0208 864 2739.