



# The Aldgate School

## SEND Information Report September 2024

### • What kinds of SEND are currently provided for at The Aldgate School (including the Children's Centre)?

The identified additional needs of children in school during the 2023-2024 academic year included but were not limited to:

- SpLD (including dyslexia, dyspraxia and working memory)
- Autism spectrum disorders (ASD)
- Sensory integration difficulties
- Speech, language and communication difficulties
- Moderate learning difficulties
- Severe learning difficulties
- ADHD (Attention deficit hyperactivity disorder)
- Social, emotional and mental health difficulties, including behavioural difficulties
- Hearing impairment
- Visual impairment
- Motor integration difficulties
- Global Developmental Delay

### • What policies and processes for identifying children and young people with SEND and assessing their needs, have been in place?

Children with SEND have been identified in a number of ways including but not restricted to;

- Staff concerned about academic progress or achievement, behaviour, wellbeing or social interaction skills.
- Parent concern at academic progress or achievement, behaviour, wellbeing or social interaction skills.
- School nurse visits.
- Children's needs and pupil progress meetings
- Referrals to and identification by external SEND or Health professionals.

Please refer to the SEND policy available on the school website for full information. You may also wish to refer to the school's behaviour policy, which is also available on the school website.

For this academic year, Phil Watkins is leading on SEND and Craig Leither supports SEND in the Early Years. They are both contactable in the first instance via the school email ([office@thealdgateschool.org](mailto:office@thealdgateschool.org)) or by phone (0207 283 1147). The SEND governor for 2024 - 25 is Mr Rob Moye. Rob can be contacted via the school email ([office@thealdgateschool.org](mailto:office@thealdgateschool.org)).

### • What are the arrangements for consulting parents of children with SEND and involving them in their child's education?



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- All parents/carers are invited to school to discuss their child's progress and education at 3 points throughout the academic year and receive termly reports that offer the opportunity to feedback their comments to teachers.
- All parents/carers are welcome to arrange further meetings with their child's class teacher, SENDCo or another member of senior staff to discuss concerns and devise new strategies to support their child.
- All parents are invited to curriculum workshops and information sessions. In the last academic year workshops were held on: understanding behaviour, supporting behaviour, wellbeing and mental health, managing transition and change, speech and language and supporting children's challenges with eating.
- If staff in school have concerns about a child's education, or social and emotional development they contact parents/carers to arrange additional opportunities to discuss concerns.
- Parents are invited to feedback on the quality of support annually.
- Where children have an annual review, this is usually pupil-centred and allows for the child and family to lead the process.
- Parents/carers of children with an Individual Education Plan (IEP) or Education Health and Care Plan have receive a termly update and suggestions of strategies for support at home.
- Parents/carers of children identified as having barriers to their learning are invited in to meet with external SEND specialists during the process of assessing their child's needs – such as speech and language, educational psychology, a MHST practitioner, a CAMHS practitioner.

### **What arrangements are made for consulting young people with SEND and involving them in their education?**

- All children at The Aldgate School are actively involved in their own personal and academic development. Through target setting and dialogic marking, children know their next steps in learning and how to achieve them. At the end of each lesson, all children are encouraged to reflect on their achievements and assess their own learning.
- Each term all children comment on their report and set themselves targets.
- A cross-section of children throughout the school are invited to meet with subject leaders to discuss their learning termly.
- All children with IEPs are encouraged to think about their own progress and what they think their strengths are.
- Children are given multiple opportunities throughout the year to share how they find the learning and provisions in school (those of an age to be able to do so).
- Each class has a representative on the school council (Y1 upwards). All children have the opportunity to offer ideas and raise concerns they have. Representatives include children who have SEND.



- Each class has a worry box and prayer book that children can contribute to when they wish (Reception upwards).
- Many children in the early stages of identification of SEND have met with their class teacher or SENDCo to discuss their personal likes, dislikes, strengths and perceived areas for improvement.
- Children with additional needs are involved with every aspect of school life – including trips, clubs and special events. We recognise that in some instances, children may need additional explanations, taster sessions and support in order to encourage full participation.

- **What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?**

This is part of the consultation process and cycle of planning support, implementing support and review. See the SEND policy for further information.

The school provides pupils with high-quality teaching that is adapted to meet the needs of all learners. The school's teaching and learning policy is inclusive and designed for children with SEND to succeed. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include but are not limited to:

- Classroom observation by senior leaders, the SENDCo and other external professionals
- Ongoing assessment of the progress of pupils with SEND
- Termly meetings between the teacher and SENDCo
- Attendance and behaviour records

- **What arrangements are in place for supporting children and young people in moving between phases of education?**

- Pre-School to Foundation Stage
  - All children joining the school at the Foundation Stage level have had the opportunity to visit the school and their new classroom.
  - All children new to the Foundation Stage received home school visits.
  - Pre-school settings of the children are contacted or visited to meet with keyworkers to discuss children's learning styles and needs - where children with additional needs have been highlighted.
  - Children already identified as having an Educational Health and Care Plan have the support of transition meetings between key adults and photos and routines are given to the setting to help prepare them for their change.
  - The start to children's schooling is tailored for any children who find the transition challenging.
  - Children moving from our childcare to the Nursery class undergo a period of supported transition between rooms and introduction to key workers.



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- All children in the childcare and Nursery class are allocated key workers. Where a specific need and additional adult support was required, this is offered.
- Foundation Stage to Key Stage 1
  - All children gradually participate in the full life of the school (eg assemblies) as the year progresses.
  - Teaching and group work remains tailored to children's needs with a gradually developing structure from Easter in Reception to December in Year 1, or as necessary to the needs of the children.
  - Children visit new classrooms and meet new staff prior to changing the year group.
  - Staff discuss children's strengths and areas of need with new teachers and teaching assistants.
- Key Stage 2 to Secondary School
  - All Year 6 children have had PSHE sessions about changing schools. These are enhanced by having our MHST and SaLT deliver sessions around transition.
  - All Year 6 children have had access to worry boxes and prayer boxes in class and an online concern form. Through the school's Gmail system, they have access to support from staff as requested.
  - Some children work with support staff to undertake additional transition activities.
  - Some children take additional visit days or summer camps to support their transition to secondary school.
  - Children's records of SEND are sent to secondary schools.
  - The Year 6 teachers, leadership team and SENDCo at The Aldgate School liaise with the SENDCo and year leaders at some secondary schools to ensure that the school has a full picture of the child and their strengths and needs in advance.

### ● What is the approach to teaching children and young people with SEND?

The school has high expectations for all children and for most children, quality first teaching has been sufficient to fully include them in class. This includes adapted, scaffolded, carefully chunked or targeted work and resources so that all children can access their learning in the class.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings. Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

To increase the rate of progress of some pupils, some children have also participated in small group booster sessions or 1-2-1 additional support in targeted areas. Children with additional plans, such as



speech and language, participate in these at times when their classroom learning will be least disrupted. In some instances these take place before and after school.

Pupils with a disability are provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught learning.

Action relating to SEND support follows the assess, plan, do and review cycle and progress towards these outcomes will be tracked and reviewed termly.

- What is the expertise and training of staff to support children and young people with SEND, including how specialist expertise is used?**

Children with external speech and language involvement have had specific plans created and then additional training has been given to relevant staff.

The Headteacher or SENDCo attend EHCP decision-making panel meetings.

The Headteacher or SENDCo attend locality board meetings.

The Headteacher has the NASENCo qualification.

Phoenix Outreach Autism team works with targeted teachers to devise and implement support plans for individuals.

The Speech and Language therapist works with whole staff groups to develop their understanding and use of the programmes such as Zones of Regulation and colourful semantics.

A senior TA with the Speech and Language therapist to develop their support for children with some speech and language needs.

A senior TA is a qualified ELSA and delivers sessions.

A senior TA works with children to support specific maths and literacy difficulties.

A senior TA is undertaking training to further develop expertise in supporting neurodiversities.

A senior TA works with children to support their speech and language development.

One of our EYPs has completed their Early Years SENCo training.

We have a family support worker in school who works with parents and staff to ensure children are well supported.

The Hearing Impairment team works with targeted staff members as required.

An external Visual Impairment team has supported staff to work with a child.

Makaton is used in some classes to support the learning of some children with SEND. All Early Years staff have at least basic Makaton training.

Some staff are trained in Makaton to a higher level.

Provision mapping has been embedded alongside the use of strategy sheets and Individual Education Plans (IEPs) for some children.

A trained school counsellor and art therapist work with targeted children on a one-off and ongoing basis.

A CAMHS specialist works with staff to offer support and advice for staff in working with children with SEMH needs.

An MHST trainee works with staff and groups of pupils / classes to support where additional nurture is required.



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NHS fine motor skills programmes are used by TAs who have been guided on the efficient delivery of sessions.

External agencies have also been used to carry out assessments and offer additional support. These include:

- The Educational Psychologist
- Speech and Language Therapy services
- Early Help team
- School Nurse
- Local Authority Early Years SEND team
- Child and Adolescent Mental Health Services (CAMHS)
- Health Visitor
- An SLA with the TH behaviour support team

### ● How is the effectiveness of the provision made for children and young people with SEND evaluated?

All children are assessed in several ways on an ongoing basis and progress is measured at least termly. When children's progress is of concern, the provision is then altered and monitored closely by the class teacher, SLT and SENDCo.

Children with an Individual Education Plan have had their personal targets evaluated termly and the outcomes for provision on the provision map was measured.

Progress and performance of children were monitored on a termly basis.

A local authority SEND advisor visits and met with the SENDCo and Assistant SENDCo in order to discuss the provision on offer for the pupils.

Information about pupils' progress is shared with Governors at the termly Curriculum committee.

Information about the spending of SEND funding is shared annually with the Governors.

### ● What support for improving emotional and social development has been put in place?

- The Aldgate School maintains a flexible approach to PSHE which allows for lessons to react to the needs of the children.
- The school has extended its use of social stories to introduce children to new situations and discuss appropriate social and emotional behaviours.
- Worry boxes and prayer books are in all classes and children are encouraged to use them whenever they need to.
- Teaching support staff take on lunchtime supervisory roles. This allows for children to have familiar role models available all of the time.
- Roles of responsibility for Year 6 children, such as playleaders and prefects mean that children in the younger years have peers and buddies they can seek if they want to support.
- The school has a counsellor and art therapist who works with children on a one-off and longer-term basis.



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- Behaviour and SEND specialists may work with some children to support their social and emotional needs.
- Philosophy 4 Children has been introduced as an initiative for children in Reception to Y6 as a support tool for developing effective social communication and emotional awareness.
- Launchpad for communication and language is embedded in the Nursery year and Reception.
- Zones of Regulation is used as a whole school approach.
- Key staff have been identified where appropriate for children to approach when they have concerns.
- The school has continued to develop their wellbeing and mental health programme in school (WAMHS), in collaboration with CAMHS and Hackney Learning Trust. They have introduced a MHST practitioner into school who has supported pupils by delivering nurture groups.
- The school has supported parents by offering sessions around children's mental health, emotional and social development as well as signposting to programmes, information sessions, webinars etc.
- The CAMHS practitioner is supporting the school staff in an Emotion Coaching approach.
- An ELSA has been trained up to deliver sessions in 2023-24.
- The school has continued to pay for additional Speech and Language services, to further support the emotional and social development of children.
- A broad range of extra-curricular activities and residential opportunities on offer for all children with a focus on supporting children's emotional and social health.

### **How has the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?**

In the last academic year, The Aldgate School has sought advice and support from several services including but not limited to:

- Phoenix Outreach Autism team
- Speech and Language Services
- Early Years SEND services
- Early Help
- Hearing Impairment team
- Visual Impairment team
- Educational Psychology Services
- Child and Adolescent Mental Health Services (CAMHS)
- Behaviour services
- School Nursing

These services have been invited to meetings with some families and have worked with staff, children and their families to help create the most suitable education plans.

The City of London has been working with families to develop the SEND Local Offer. This can be found at <https://www.fis.cityoflondon.gov.uk/send-local-offer>



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This report has been prepared in line with SEND Code of Practice 2015 (January) and should be read in conjunction with the school's SEND, Equality, Accessibility and Medical policies.

If you would like to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please arrange a meeting with your child's class teacher in the first instance and then the SENDCo. For complaints, please follow the school's complaints policy.