



## **Albemarle Special Educational Needs and Disabilities (SEND) Information Report (SEND School Offer)**

At Albemarle, we believe that every child deserves the best possible education. We know that the adults who work with children have a profound impact on their learning, and we pride ourselves on delivering high-quality teaching and support that enables all children, including those with special educational needs or disabilities (SEND), to make outstanding progress academically, socially, and emotionally.

Our team of highly trained staff work closely with teachers to provide targeted, personalised support. This ensures that all children, including those with SEND, can access the curriculum, achieve their potential, and thrive emotionally throughout their time at school.

Throughout each child's learning journey, we work in close partnership with families and external professionals to provide the right support for children with additional needs. These needs may include:

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

As a Wandsworth school, we follow local guidance on ordinarily available provision for SEND in mainstream schools, alongside our Equality and Disability Policy and Accessibility Plan, to make sure every child can succeed.

### **Leadership and Contact**

Our Deputy Headteacher for Inclusion is Ms Jess Bunker, supported by our SENDCo, Ms Hope Walters. You can contact them by:

- Telephone via the school office: 020 8788 3170
- Email: [senco@albemarle.wandsworth.sch.uk](mailto:senco@albemarle.wandsworth.sch.uk)

### **What should you do if you are concerned about your child's progress or special educational needs?**

Please come in and talk to us. Your first step should be to speak to your child's class teacher. They will know your child very well and be able to discuss any concerns you may have. You can arrange a suitable time to meet with them either by:

- Talking to your child's class teacher directly at the start or end of the day
- Calling the school on 020 8788 3170
- Emailing [senco@albemarle.wandsworth.sch.uk](mailto:senco@albemarle.wandsworth.sch.uk)

When you meet with your child's class teacher, they will make notes of your conversation so that any questions or concerns can be followed up effectively. The class teacher may recommend a period of observation to accurately identify and overcome any barriers to progress and will agree a date with you at which this provision can be reviewed.

To help you gather your thoughts and/or concerns you may have about your child's learning or behaviour, you may also wish to complete our 'Parent / Carer Concerns Checklist'. A copy can be collected at school office or downloaded from our website.

### **How does Albemarle decide whether a child has special education needs and what extra help they need?**

A child or young person has SEND if they have a learning difficulty or disability that requires special educational provision to be made. This includes children of compulsory school age who have significantly greater difficulty in learning than most others of the same age, or who have a disability which prevents or delays them from using facilities generally provided for peers in mainstream schools.

At Albemarle, we pride ourselves on high-quality teaching that meets the needs of every child. This personalised approach recognises that all children have individual learning needs, not only those with diagnosed conditions or disabilities. Support staff work closely with class teachers to enrich, support, observe, and help assess children, ensuring that all make at least good progress.

### **School Based Support**

In addition to quality first teaching, we may put in place targeted interventions to help close any gaps and remove barriers to learning. This additional school-based support may include:

- Flexible grouping arrangements and peer support
- Specifically personalised learning materials tailored to the child's needs
- Pre-teaching of key vocabulary, with prompts in the classroom to support understanding
- Small group focused reading sessions to reinforce literacy skills
- Structured teaching approaches, including visual timetables, clear and concise instructions, and written or visual prompts such as "Now/Next" boards
- ELSA (Emotional Literacy Support Assistant) sessions delivered by a trained member of staff across the school
- Nurture groups led by the SENCo to support social, emotional, and behavioural development
- Support from two Learning and Behaviour Mentors, who work 1:1, in small groups, and in-class across the school
- Social skills groups, such as Lego Therapy
- Access to specialist resources, including technology, accessible materials, or other aids
- Part-time attendance at specialist provisions where appropriate

All interventions are planned and overseen by the class teacher in collaboration with the Inclusion Team, and follow a clear, graduated, and time-limited cycle of **Assess – Plan – Do – Review**.

### **External Support**

If concerns about a child's progress remain, we work with a range of external agencies to provide additional assessment and support. These can include:

- Educational Psychology
- Occupational Therapy
- Speech and Language Therapy
- Child and Adolescent Mental Health Services (CAMHS)

- Health visitors and School Nurse
- Social Workers
- Wandsworth Autism Advisory Service (WAAS)
- Specialist colleagues from local special schools
- Victoria Drive PRU
- Early Years Inclusion Service
- Literacy and Numeracy Support Service

This multi-agency approach ensures that every child has access to the support they need to succeed academically, socially, and emotionally.

### **Education Health and Care Plans (EHCPs):**

Some children with significant additional needs may be supported through an Education, Health and Care Plan (EHCP). EHCPs are integrated support plans for children and young people with special educational needs and/or disabilities, developed through a coordinated multi-agency assessment process.

The EHCP is co-produced with the child or young person, their parents or carers, and relevant professionals from education, health, and social care services. Throughout this process, families and children are supported to ensure that their views, preferences, and aspirations are fully represented.

Each EHCP details the provision required to meet the child's specific needs, as agreed by the Local Authority, and serves as a formal framework to guide support and interventions in school, at home, and across other relevant settings.

### **How will you know how your child is doing?**

**Pupil Progress meetings:** At Albemarle, we have a clear and systematic process for tracking pupil progress. Each half term, class teachers meet with the Senior Leadership Team and a member of the Inclusion Team, to look at progress across the school. Where concerns have been raised by parents or staff, or where tracking data shows that a child is making less than expected progress, this will be discussed at length and a plan of intervention set in place.

If any additional, targeted interventions are required to accelerate progress or to support a child in meeting age related expectations, parents or carers will be consulted.

**Parent Consultations & Reports:** At Albemarle, we report on all children's progress through parent consultation evenings held during the Autumn and Spring terms. We also write individual reports during the Summer term with an optional appointment available following this to meet your child's class teacher to discuss their report.

### **How will we help you to support your child's learning?**

By working closely together with parents and families, we will provide ideas and resources you can use at home to extend and enrich your child's learning.

**Review Meetings:** At any point during the school year you are able to request a meeting with your child's class teacher to discuss any concerns you might have. If a concern about your child's progress has already been raised, the class teacher will agree a suitable review date with you. This will vary from child to child, but you can expect to meet with the class teacher at least once a term if your child is benefitting from a programme of School Based Support.

### **How will my child be involved and consulted?**

**Pupil Voice:** All children at Albemarle, from Nursery to Year 6, are involved in identifying the next steps in their learning. In the classroom, they have regular discussions about their targets and the support they need to achieve them. Their targets are also referred to when children review their work, when teachers are marking and during pupil progress meetings.

Children who need a programme of SEND support or an EHC Plan participate fully in regular progress reviews. Their views are sought when agreeing what outcomes are important to them and the type of help that they need.

### **How do we assess and review your child's progress?**

At Albemarle, we use a range of assessment tools to review children's progress, both within lessons and over time. These include:

- Teacher assessment for learning (AfL) in the class on a lesson by lesson basis
- Termly assessment tasks and tests
- Half termly pupil progress meetings
- Termly moderation of English and maths books led by subject leaders
- Staff meetings at which pupils' English and maths work is moderated
- Individual 'Assess, Plan, Do, Review' cycles for children with additional needs led by the Class Teacher
- Termly reviews of pupil's SEND Support Plans and EHCP trackers
- Annual Reviews for children with EHCPs
- One off assessments tools such as *Rapid*, *Lucid*, *COPS*, and *LASS* – these are used to get a snapshot of a child's skills in specific areas, such as reading, spelling, language, or cognitive processing. These assessments help identify any additional needs and guide targeted support

If an intervention is put in place to support your child this will be part of a graduated response based on an Assess, Plan, Do, Review cycle to make sure we are targeting support in the right way and measuring how effective it has been.

### **How do you make the school environment and curriculum accessible for all children?**

At Albemarle, we have a clear accessibility plan in place to ensure all children can fully access both the curriculum and the school environment. This includes increasing opportunities for pupils with disabilities to participate in lessons, improving physical access around the school, and ensuring information is delivered in ways that are accessible to all.

To support this, we provide a range of environmental and curriculum adaptations, including:

- Accessible routes, ramps, rails, and disabled toilets for wheelchair users
- Sensory-friendly modifications for learners with autism or sensory needs
- Classroom equipment such as sloping desks, move 'n' sit cushions, and sensory toys
- Occupational therapy equipment to support fine and gross motor skills
- ICT tools, including iPads, adaptive software, and Communication in Print
- Additional time in formal assessments for children with SEND
- Specialist support and advice from the sensory support service teachers regarding resources and environmental adjustments
- Autism-friendly classrooms with visual timetables, behaviour management charts, and clear routines and expectations

These adaptations are designed to make the learning environment inclusive, supportive, and accessible, enabling every child to reach their full potential.

### **How will Albemarle prepare your child to join the school or transfer to a new school?**

At Albemarle, we want every child's first experience of school to be positive and welcoming. Before starting at Albemarle, you and your child will be invited to visit the school. This gives you the opportunity to meet the Headteacher and allows your child to spend time in their new classroom, meeting their teacher and the adults who will be supporting them.

#### **New arrivals:**

- Families of Nursery and Reception children will receive a home visit from the Early Years Foundation Stage team.
- This helps staff get to know your child and discuss any concerns you may have.
- For children with additional needs, we liaise with the previous school or setting to ensure a smooth transition and continuity of provision.

#### **In-school transition:**

- At the end of each school year, class teachers hold transition meetings to share information about each child.
- Discussions include any additional needs and the support required.
- Children have opportunities to familiarise themselves with their new classroom and spend time with their new teacher.

#### **Secondary transition:**

- For children moving to another school or secondary school, we have a detailed transition process.
- This includes liaison with the new school, Primary-Secondary transfer day, and Team Around the Child (TAC) or other transition meetings where appropriate.
- Children with additional needs may receive a personal one-page profile, individual targets, and a detailed provision plan outlining the support they require. This information is shared with their new school to ensure continuity of care and learning.

#### **What will you do if my child has medical needs?**

Before starting at Albemarle, all parents are asked to complete a detailed medical questionnaire.

If a child requires a detailed health care plan, this is developed in collaboration with the School Nurse and any relevant outside agencies or professionals. Where necessary, school staff receive additional training to understand the child's medical needs. This ensures they can provide the best possible care and understand how a medical condition may affect the child's learning and daily school life.

It is school policy that all staff working with children with medical needs receive regular training, such as Epipen administration or insulin monitoring. Additionally, Albemarle is a nut-free school to support children with severe allergies.

## **What should I do if I am unhappy with my child's support or progress?**

If you have concerns about your child's support or progress, we encourage you to raise them as soon as possible rather than waiting for the next scheduled meeting. In most cases, concerns can be resolved quickly by following these steps:

1. **Class Teacher** – Your first point of contact, who knows your child well and can discuss day-to-day progress and support.
2. **SENCo** – Our Special Educational Needs Coordinator, who can offer advice on additional support or interventions.
3. **Deputy Headteacher for Inclusion** – Oversees inclusion and support across the school and can provide guidance on complex issues.
4. **Headteacher** – If concerns remain unresolved, the Headteacher will work with you to find a solution.

We value open communication and want to work closely with parents and carers to ensure that every child receives the support they need to thrive.

To contact the Chair of Governors please email [info@albemarle.wandsworth.sch.uk](mailto:info@albemarle.wandsworth.sch.uk) and mark for the attention of Ms Annette Watson. For complaints to the Local Authority visit:

<https://www.wandsworth.gov.uk/schools-and-admissions/schools/how-schools-are-run/school-complaints-process/>

## **Where can I go for further advice and support?**

### **Wandsworth Information Advice and Support Service (WIASS)**

Provides an impartial, free, and confidential service to all parents of children with SEND and young people with SEND. They offer guidance about education, health, and social care issues, including EHCPs, assessments, and appeals.

Website: <http://www.wandsworth.gov.uk/wiass>

Email: [wiass@wandsworth.gov.uk](mailto:wiass@wandsworth.gov.uk)

Tel: 020 8871 8065

### **SEND Parent Carers in Wandsworth (formerly Wandsworth Parents' Forum)**

A parent-led group supporting families of children and young people with SEND (aged 0–25). They provide information, peer support, and opportunities to influence local SEND services.

Website: <https://www.sendpcwandsworth.org.uk>

Email: [admin@sendpcwandsworth.org.uk](mailto:admin@sendpcwandsworth.org.uk)

### **Ordinarily Available Provision – Parent Guide**

A guide detailing the support typically provided in Wandsworth mainstream schools for children with SEND.

Link:

<https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=usypf7qViVI&familychannel=2>

### **Thrive Wandsworth – Local Offer**

The Local Offer website contains information about all services and support for children and young people with SEND in Wandsworth, including education, health, and social care.

Website: <https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

Thrive Helpline: 020 8871 7899

Email: [thrivewandsworth@richmondandwandsworth.gov.uk](mailto:thrivewandsworth@richmondandwandsworth.gov.uk)

**SEND in Mind**

A London-based charity offering information, guidance, and practical support for children with SEND and their families.

Website: [SEND in Mind - West Central London Mind](https://www.sendinmind.org.uk/)

**Reviewing the Report**

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

The report will be reviewed at least annually:

Last Reviewed – September 2025

Next Review – September 2026

**Feedback**

This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email [senco@albemarle.wandsworth.sch.uk](mailto:senco@albemarle.wandsworth.sch.uk)