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

**(SEND School Offer)**

At Albemarle, we believe that every child deserves the best possible education. Inclusion is a whole-school responsibility: we aim to identify barriers early, provide high-quality adaptive teaching, and ensure that children with special educational needs and/or disabilities (SEND) are able to participate, belong and make progress academically, socially and emotionally.

Our Inclusion Team works closely with class teachers, support staff, families and external professionals to provide a graduated and personalised response. We place particular emphasis on consistent inclusive classroom practice, strong relationships, communication, regulation and independence, so that children can access learning alongside their peers wherever possible.

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. Our whole-school inclusion approach is also shaped by our Inclusion Hallmarks and 'Golden Threads', which promote consistent adaptive teaching, communication-friendly practice, relational approaches and supportive learning environments across the school.

## Our approach to inclusion

Inclusion is a whole-school responsibility at Albemarle. We want every child to belong, participate, achieve and thrive. We aim to remove barriers through inclusive practice by design: high-quality adaptive teaching, calm and accessible environments, strong relationships, early identification and Wandsworth's Ordinarily Available Provision. Where a child needs more, targeted and personalised support is layered onto this universal offer through the graduated approach.

Our SEND Policy sets out our arrangements for identifying and supporting pupils with SEND and should be read alongside this SEND Information Report, our Equality and Disability Policy and our Accessibility Plan. During Autumn 2026, we are also developing a whole-school Inclusion Strategy, which will bring together our vision, principles and priorities for inclusive practice across Albemarle. The Inclusion Strategy will be published in December 2026.

## Leadership and Contact

Hope Walters is our Assistant Headteacher for Inclusion is also the school SENCo and leads SEND provision across the school, working closely with the wider Senior Leadership and Inclusion Team. You can contact the Inclusion Team by:

- Telephone via the school office: 020 8788 3170
- Email: senco@albemarle.wandsworth.sch.uk

## How does Albemarle decide whether a child has special educational 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, high-quality adaptive teaching is the first response to pupils who have or may have SEND. Teachers use assessment, observation, pupil voice and information from families and professionals to identify barriers and adapt teaching. A diagnosis is not required for a child to receive support. Where a child needs provision that is additional to or different from that ordinarily available to their peers, this is planned and reviewed through the graduated approach.

We think about support as a continuum rather than a set of separate systems. Our universal inclusive offer is available to all pupils and is designed to prevent and remove barriers early. Targeted support may then be added for pupils who need something additional, and personalised or specialist provision is used where individual needs require it. A diagnosis or EHCP is not required for reasonable adjustments or appropriate support to be put in place.

## Our graduated model of provision

At Albemarle, we aim to meet children's needs as early as possible through an inclusive, graduated approach. Support begins with high-quality, adaptive teaching and Ordinarily Available Provision for all pupils, with additional targeted or personalised support introduced according to individual need.

Children do not need a formal diagnosis to receive support. We respond to the needs and barriers a child is experiencing and work in partnership with families and professionals where further assessment or advice may be helpful.

Our provision is flexible rather than a fixed ladder. Children may access different types or levels of support at different times, depending on their individual strengths, needs and progress.

## Universal and ordinarily available provision – inclusion for all

The starting point for every child is an inclusive classroom in which high-quality teaching is adapted to enable all pupils to participate, learn and experience success.

This includes predictable routines, accessible classroom environments, calm spaces, visual support, adaptive teaching, flexible grouping, explicit vocabulary teaching, scaffolding, opportunities for movement and regulation, and a relational approach to supporting behaviour and wellbeing.

Teachers continually assess how children are responding and make reasonable adjustments and adaptations to remove barriers wherever possible.

## Targeted support

Where a child requires support beyond ordinarily available classroom provision, additional targeted support may be introduced. This is selected according to the child's identified needs and may be delivered individually, in a small group or through additional adaptations within the classroom.

- Focused literacy, reading, phonics or language support
- Pre-teaching and overlearning of key concepts and vocabulary, including approaches such as Word Aware
- Communication and interaction support, including Colourful Semantics, Makaton, Attention Autism and child-led interaction approaches where appropriate
- Nurture, emotional literacy, social communication and self-regulation support
- Approaches such as Zones of Regulation, Lego-based activities and ADHD Ambassador work
- Targeted sensory or movement opportunities
- Additional visual and organisational support, including Now/Next boards, task boards and within-task schedules
- Carefully planned adult or peer support, with a continued focus on developing independence
- Personalised resources or assistive technology

Targeted interventions have a clear purpose and are reviewed for impact. The class teacher remains responsible for the child's progress and for ensuring that additional support is connected to the child's learning, participation and experience within the classroom.

### Personalised and specialist support

Some children have more significant, complex or persistent needs and require a more individualised package of provision.

- An individual SEND Support Plan, with agreed outcomes, strategies and provision
- Personalised learning materials, scaffolds or curriculum adaptations
- Structured teaching approaches, including individual workstations, personalised visual timetables and TEACCH-informed approaches where appropriate
- Individual communication, sensory, regulation or independence programmes
- Specialist equipment, resources or assistive technology
- Personalised support at particular points of the school day, including transitions
- Assessment, advice or direct involvement from professionals such as Speech and Language Therapy, Occupational Therapy, Educational Psychology, specialist teaching services or outreach teams
- Targeted outreach or part-time specialist provision where this forms part of an agreed plan for an individual child
- Provision identified within an Education, Health and Care Plan (EHCP) where a child has one
- School staff work closely with families and relevant professionals to ensure that specialist advice is translated into meaningful, consistent provision within the child's everyday school experience.

### Assess – Plan – Do – Review

All additional SEND provision is planned and reviewed through a clear Assess – Plan – Do – Review cycle. Class teachers remain responsible for the progress of all pupils in their class and work with the Inclusion Team to review SEND Support Plans, EHCP provision and the impact of additional support.

Where concerns continue despite appropriate adaptations, ordinarily available provision and targeted support, the school may seek further assessment or specialist advice. Where a child continues to experience significant barriers to learning despite relevant and purposeful action being taken, we will work with parents/carers and professionals to consider whether an Education, Health and Care needs assessment may be appropriate.

### What happens if concerns continue?

Where concerns are ongoing despite appropriate classroom adaptations and ordinarily available provision, the class teacher will complete an 'Initial Concerns' form. This brings together information about the child's strengths, areas of concern, strategies already tried, progress and the views of the child and family. The form is passed to the Inclusion Team, who review the information with the teacher and agree the most appropriate next steps. These may include further observation or assessment, refinements to classroom provision, a period of monitoring, targeted support, a SEND Support Plan, or advice or involvement from an external professional where appropriate. Completing an Initial Concerns form does not automatically mean that a child will be placed on the SEN Register; it helps us make a considered, evidence-informed decision about the support needed.

## How are staff supported and trained to meet children's additional needs?

At Albemarle, inclusion is a whole-school responsibility. We recognise that developing staff knowledge, confidence and expertise is essential to identifying needs early and ensuring that pupils receive effective support within their everyday classroom experience.

Whole-school professional development builds consistent inclusive practice across Albemarle, including adaptive teaching, communication, regulation, relational approaches, inclusive classroom environments and strategies for removing barriers to learning.

Phase and team training responds to the needs of particular cohorts and supports staff to apply agreed approaches consistently across classrooms and year groups.

Individual and child-specific training is provided where staff are supporting a pupil with particular needs. This may be delivered or informed by professionals such as Speech and Language Therapists, Occupational Therapists, Educational Psychologists and specialist outreach services.

Staff are supported to translate professional recommendations into everyday classroom practice so that specialist advice becomes part of a child's consistent provision rather than sitting separately from teaching and learning.

Our professional development offer is reviewed throughout the year in response to the needs of our pupils, staff and wider school priorities. This reflects our commitment to building sustainable SEND expertise across the whole workforce, rather than locating SEND knowledge solely within the Inclusion Team.

## How do we support emotional wellbeing and regulation?

We recognise that children need to feel safe, regulated, connected and understood in order to learn. Our whole-school approach therefore places a strong emphasis on relationships, emotional wellbeing, regulation and belonging. Calm spaces, predictable routines, relational practice and regulation strategies form part of our inclusive classroom offer.

Where children need additional support, our provision includes a school therapist who works in school two days each week, nurture provision and targeted social and emotional support. We currently have one trained Emotional Literacy Support Assistant (ELSA), with an additional member of staff undertaking ELSA training during the 2026–27 academic year. This is increasing our capacity to provide targeted emotional literacy support within school.

Where needs are more complex, the Inclusion Team works collaboratively with families and relevant external professionals and services to identify appropriate support and ensure that approaches are coordinated.

## External Support

Where further assessment, advice or specialist input is needed, we work with a range of external services. The professionals involved will depend on the individual child and may 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, including outreach and Open Playground support
- Early Years Inclusion Service
- Literacy Support Service and other specialist teaching services

We may also work with the Education Wellbeing Service, Early Help and other health, social care or specialist services where appropriate. We aim to coordinate professional advice so that recommendations are translated into practical provision in school and reviewed with families.

## 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: We have a systematic process for tracking attainment, progress, participation and wider wellbeing. Class teachers meet with senior leaders and the Inclusion Team to review pupils and identify barriers. Concerns raised by staff, families or pupils, alongside assessment information and observations, are considered together so that appropriate next steps can be agreed.

Where additional or targeted provision is required, parents or carers will be involved. Teachers also use class profiles and provision maps to maintain a clear overview of pupils with SEND, pupils being monitored, professional involvement and the provision in place.

Parent Consultations & Reports: All families receive the school's usual parent consultations and annual written report. In addition, parents and carers of children receiving SEN Support or with an EHCP are offered three dedicated, in-person SEND/EHCP meetings across the school year. These meetings provide regular opportunities to discuss the child's strengths, needs, progress, provision, outcomes and next steps, and to contribute to the ongoing Assess – Plan – Do – Review cycle.

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

We value parents and carers as partners. We share practical strategies, visuals, resources and professional recommendations that can be used consistently at home and school. We also provide opportunities for SEND-focused parent engagement, including meetings and information sessions, and welcome feedback about our SEND provision.

Review Meetings: Parents and carers can request a meeting with the class teacher at any point. In addition to the three dedicated in-person SEND/EHCP meetings offered across the school year, pupils receiving SEN Support have their needs, outcomes and provision reviewed regularly through the Assess – Plan – Do – Review cycle, with formal SEND Support Plan reviews at least termly. EHCP provision is monitored throughout the year and the statutory Annual Review takes place at least annually.

## How will my child be involved and consulted?

Pupil Voice: Children from Nursery to Year 6 are supported to contribute to decisions about their learning and support in a way that is appropriate to their age and communication needs. This may include discussion, visuals, child friendly targets, observations, choice-making or other accessible methods.

Children receiving SEND Support or with an EHCP are involved in reviews wherever possible. Their strengths, interests, aspirations, views about what helps, and priorities for the future inform outcomes and provision.

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

We use a range of assessment information to understand pupils' strengths, needs and progress. This includes:

- 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 pupils with additional needs, led by the class teacher with support from the Inclusion Team
- Termly review of SEND Support Plans, EHCP trackers and provision maps
- Annual Reviews for children with EHCPs
- Targeted assessment tools where appropriate, alongside observations and specialist assessments. These are used to build a fuller picture of strengths and barriers and to guide provision; no single assessment is used in isolation to determine SEND.

The impact of interventions and adaptations is reviewed as part of the graduated response. We consider not only whether a programme has been completed, but whether it has improved access, participation, independence, wellbeing and progress for the individual child.

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

At Albemarle, inclusion is for all. We aim to meet children's needs first through high-quality adaptive teaching, our whole-school inclusive approach and the Ordinarily Available Provision expected within a mainstream school. Our Accessibility Plan supports pupils to access the curriculum, the physical environment and information. We design classrooms and routines so that inclusive strategies are part of everyday practice for all children, rather than being added only once a child is experiencing difficulty.

Across the school, our classroom environments are designed to be calm, predictable, communication-friendly and supportive of regulation and independence. Examples of whole-school environmental and curriculum provision include:

- Accessible routes, ramps, rails, and disabled toilets for wheelchair users
- Calm, low-arousal classroom environments with consistent visual organisation and reduced unnecessary visual clutter
- Calm spaces and regulation/focus toolboxes, with sensory or movement resources selected according to individual need
- Occupational Therapy-informed equipment and strategies to support fine motor, gross motor, sensory and functional skills
- Assistive technology and accessible recording tools, including iPads, Clicker or other software where appropriate
- Reasonable adjustments to teaching, tasks, recording and assessments, including access arrangements where eligibility criteria are met
- Specialist advice about sensory, communication, physical or environmental adjustments where required
- Consistent visual timetables, Now/Next supports, clear routines, relational scripts and explicit support for transitions and regulation

These approaches form part of our inclusive, ordinarily available provision and benefit all learners, while allowing staff to provide additional or more personalised adaptations where an individual child requires them. We review adaptations with the child, family, staff and relevant professionals so that support remains proportionate, purposeful and promotes increasing independence.

## 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 previous settings and families before entry and, where appropriate, with involved professionals. Enhanced transition may include additional visits, photographs or visual transition information, one-page profiles, phased familiarisation and advance planning of reasonable adjustments.

**In-school transition:**

- At the end of each school year, teachers hold structured transition meetings and share key information, including class profiles, SEND Support Plans, EHCP provision, successful strategies and professional recommendations.
- Discussions include any additional needs and the support required.
- Children who need enhanced transition may have additional opportunities to visit the new classroom, meet key adults, practise routines and use visual transition materials.

**Secondary transition:**

- For children moving to another school or secondary school, we have a detailed transition process.

- This includes liaison with the receiving school, transfer information and meetings where appropriate. For pupils with an EHCP, transition planning is considered through the Annual Review process, particularly in preparation for secondary transfer.
- For pupils with additional needs, we share relevant plans, outcomes, successful strategies and provision information with the receiving setting, with appropriate consent and information-sharing arrangements, to support continuity.

## 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?

Please come and see us. We want parents and carers to feel comfortable talking to us whenever they have a question or concern about their child. You know your child best, and working together helps us to understand what they may need and put the right support in place as early as possible.

**Who should I speak to first?**

Your child's **class teacher** should usually be your first point of contact. They know your child well and can talk with you about their learning, progress, wellbeing and the support already in place.

You can arrange to speak with your child's class teacher by:

- speaking to them at the start or end of the school day;
- calling the school on **020 8788 3170**; or
- emailing **info@albemarle.wandsworth.sch.uk**.

Together, you may agree some additional classroom strategies, adaptations or a period of observation and review.

Where concerns are ongoing despite appropriate classroom adaptations and Ordinarily Available Provision, the class teacher will complete an **Initial Concerns form**. This brings together information about your child's strengths, areas of concern, strategies already tried, progress and the views of your child and family. The form is shared with the **Inclusion Team**, who will work with the teacher to consider the most appropriate next steps.

Completing an Initial Concerns form does not automatically mean that a child will be placed on the SEN Register. It helps us to build a fuller picture of your child and make a considered, evidence-informed decision about the support they may need.

Parents and carers can also complete our **Parent / Carer Concerns Checklist** to share their own observations and concerns. A copy can be collected from the school office or downloaded from our website.

**What if I continue to have concerns?**

We hope that most questions or concerns can be resolved through open communication and working together. If you remain concerned about your child's progress, provision or support, the following people are here to help:

1. **Class Teacher** – your first point of contact for discussing your child's day-to-day progress, needs and support.
2. **Phase Leader** – if concerns remain, the Phase Leader can work with you and the class teacher to review the provision in place and agree next steps.
3. **Assistant Headteacher for Inclusion and SENCo – Hope Walters** – oversees SEND and inclusion across Albemarle. Where further support is needed, the SENCo can review your child's needs and provision and consider whether additional assessment, targeted support or involvement from external professionals may be appropriate.

4. **Headteacher** – if concerns remain unresolved, the Headteacher will work with you to consider your concerns and agree appropriate next steps.

We value our relationships with families and want you to feel able to come and talk to us. Our aim is always to work **with you and your child**, ensuring that their strengths are recognised, their needs are understood and they have the support they need to participate, progress and thrive at Albemarle.

**SEND governance**

**SEN Governor: Kate Bower**

Our SEN Governor works with school leaders to provide oversight and challenge around SEND and inclusion provision.

**Chair of Governors: Ms Annette Watson**

To contact the SEN Governor or Chair of Governors, please email **info@albemarle.wandsworth.sch.uk** and mark your email for the attention of the relevant governor.

If concerns have not been resolved through the school's usual processes, further information about the formal complaints process is available through Wandsworth Council.

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

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

**Ordinarily Available Provision – Parent Guide**
**A guide detailing the support typically provided in Wandsworth mainstream schools for children with SEND.**

Link: Ordinarily Available Provision Guide | Family Information Service

**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: Welcome to Wandsworth's Family Information Service | Family Information Service Thrive Helpline: 020 8871 7899

Email: thrivewandsworth@richmondandwandsworth.gov.uk

**SEND Allkind**
A free service for parents and carers of children and young people aged 0–19 with SEND in Wandsworth, offering practical guidance, emotional support, advice and signposting to SEND-related services.

Website: https://allkind.org.uk/children-young-people-services/send-allkind/

## Looking ahead: SEND and inclusion reform

National SEND reforms are developing during 2026–27. Albemarle will continue to meet current statutory duties while preparing thoughtfully for future requirements. The direction of reform places increased emphasis on inclusive mainstream education, early identification and support, calm and accessible environments, staff expertise, family partnership and clear whole-school inclusion planning. These principles are already reflected in our developing approach. We will review this report, our SEND Policy and our Inclusion Strategy as national guidance and statutory requirements are finalised.

## Reviewing the Report

The information in this report reflects our current SEND and inclusion offer. It should be read alongside our SEND Policy, Equality and Disability Policy and Accessibility Plan and, from December 2026, our published whole-school Inclusion Strategy. We regularly review our provision and update information as practice, pupil needs and national guidance develop.

The report will be reviewed at least annually:

Last Reviewed – September 2026

Next Review – September 2027

## 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