

ALAMEDA MIDDLE SCHOOL



Ambitious ■ Motivated
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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT SEND REPORT 2025

HEAD TEACHER	Jacqueline Ross
SENDCO	Esther Horner
ASSISTANT SENDCo	Abby Hiscocks
SENCO ADMINISTRATORS	Leni Demmers-Derks Lucienne Mann
SEND Governor	Lisa Griffin

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Assistant SENDCo - Abby Hiscocks Email ahiscocks@alamedamiddleschool.org.uk
EHCP ADMIN - Leni Demmers-Derks Email hdemmers-derks@alamedamiddleschool.org.uk
SEND ADMIN - Lucienne Mann Email lmann@alamedamiddleschool.org.uk

Tel: 01525 750900

Educational Needs Disabilities) Information Report ('School Offer')

Welcome to Alameda Middle School's Information Report. The intent of this document is to give you an overview of SEND* (Special Education Needs and Difficulties) support at our school and this document should be read alongside our SEND Policy which is available on our website.

Alameda Middle School, at time of writing has 78 children on the SEND register which represents 10% of children attending our school. This is below the national average. Of those 78 children, 28 have Education Healthcare Plans.

This offer has been compiled in consultation with all relevant stakeholders: staff, parents and governors. We always welcome comments and feedback which can be shared with Mrs Horner - contact details below.

Alameda is a mainstream middle school with an inclusive ethos. We cater for a wide variety of pupils with varying needs and aim to ensure that these needs are fully met. Our SEND Policy (available on our website) provides further details about our approach to meeting the needs of pupils with SEND. We work closely with families and external agencies to design and implement personalised support to promote both academic and personal development.

*Definition of SEND: "A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age." (Code of Practice June 2014).

The SEND (Special Educational Needs and Disabilities) Code of Practice (2014)

The code covers children and young people from 0 – 25 years. Here are some key points from the document:

- It involves Health, Social Care and Education.
- It states that the views, wishes and feelings of the child and the child's parents/ carers are taken into account.
- The Code highlights the importance of the child and the child's parents/carers participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.
- The Code emphasises the need to support the child and the child's parents/ carers, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

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The Code identifies 4 Broad Areas of Need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory / Physical.

Under the Code of Practice, Behaviour is not identified as SEND, as there must be an underlying cause to the behaviour.

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

If you have any concerns about your child, raise them with the class teachers/heads of Year in the first instance. A teacher may raise concerns or get advice at any point in the term from the Special Educational Needs and Disabilities Coordinator (SENDCo), form (Please see Appendix 2). Alternatively, you can contact Mrs. Horner directly on the details supplied below.

If you have any concerns about your child:

Teachers can be contacted via telephone – 01525 750900

Emails can also be found on our website for Teachers, Form Tutors and Heads of Year:

https://www.alamedamiddleschool.org.uk/contact_us/contact_details.html

Mrs Horner can also be contacted via the telephone number above, or email below

ehorner@alamedamiddleschool.org.uk

2. How will school staff support my child?

The SENDCo coordinates and facilitates SEND provision around the school in accordance with our SEND Policy. This includes:

- Working with School Governors, Senior Leadership and Year/Subject Leaders to identify areas for improvement in whole school SEND policy and practice and ensure that the school meets its responsibilities under the Equality Act (2010).

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- Line managing support staff, providing training and ongoing support and advice to teaching staff in identifying and supporting children with SEND using the graduated approach (Assess, Plan, Do, Review).
- Carrying out assessments and observations of children to help identify and understand their individual needs.
- Organising Person-Centred meetings with parents, teachers and, where appropriate, the child to plan support. Gaining children's view.
- Writing and updating SEND Support Plans.
- Recommending reasonable adjustments for children whose needs can be met in the classroom (Ordinary Available Provision)
- Referring to and working with outside agencies (see below for further details)
- Planning interventions for children who need personalised support.
- Applying for and maintaining EHCP assessments (alongside SEND Admin).
- Keeping SEND records and the SEND Register up to date, and working with other providers to facilitate transitions between settings i.e. moving to Upper School.

Pastoral Support

Supports children's pastoral needs and works with families experiencing challenges.

Class Teachers

Are responsible for the progress of children with SEND – with guidance and support of the SENDCo-. They plan accessible lessons which are appropriate to children's needs.

Teaching Assistants

Work under the direction of the Subject Leaders/SENDCo to support the needs of children in the class. Teaching Assistants carry out interventions, in class support and varied support.

SEND Policy and Procedures (please also see our SEND Policy)

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If your child is identified as possibly having a SEND or are not making expected progress in any area of their development, the school will react in accordance with the policies and practices we have in place (Please see Flowchart in Appendix 1):

If your child's progress is not as it should be, they could, in the first instance be offered reasonable adjustments in the classroom (Ordinary Available Provision OAP). Your child will be put on the SEND Monitoring (OAP) list and adjustments will be recommended by the SENDCo and will be organised by your child's subject teachers/form tutor and could include: small group work; extra adult support; focused adaptive teaching; extra resources provided for your child. Your child's progress will be monitored at Pupil Progress Meetings termly.

Following this, further options are available:

- Your child will be making reasonable progress and will remain on the OAP list with reasonable adjustments in class. These will not be reviewed unless there is a change in circumstances and during transitions.
- Your child will be considered for SEND Support.

If it is felt that a child's needs are not being met through reasonable adjustments (OAP) the SENDCO will decide whether;

- there is strong evidence that your child needs further support (SEND Intervention/Outside agency referral).
- more investigation/monitoring needs to be carried out.
- your family's needs will be better met by the Pastoral Lead/Family Support Worker.

If it is decided that your child needs further support, an Initial Review Meeting will be held with the SENDCo, yourselves, your child - if appropriate, and possibly Class Teachers and any professionals involved with your child to decide the next course of action. This could include your child being placed on the SEND register and the creation of an Assess, Plan, Do, Review document called a SEND Support Plan.

Further reasonable adjustments will be made and targets set for your child which will be reviewed termly.

Progress is then reviewed termly at a person-centred meeting organised by the SENDCo.

Speech Language and Communication Needs (SLCN) Offer

We work closely with our link Speech and Language Therapist to support the needs of children with SLCN.

Mrs Esther Horner (SENDCo) has Level 3 Elkan training and supervises all SLCN support in school. We also have a Communication Champion trained TA.

Autism Spectrum Condition Offer

SENDCo - Esther Horner Email ehorner@alamedamiddleschool.org.uk

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Mrs Horner, the SENDCo, is our Setting/School Autism Lead. This is your initial point of contact if you need information about services available.

Our staff are trained by the Autism Education Trust to ensure that everyone who comes in to contact with your child has a greater understanding of their individual needs.

We ensure that there is a positive 'Transition Pathway' that will support transitions within the setting/school and when your child moves on to their next School.

We ensure that we have strong Parental partnerships so that any changes in your child's circumstances, are quickly responded to and needs are met. This relies on open parental communication.

We endeavour to listen to the child's views, we take into consideration that children have different ways of communicating, and we will need appropriate strategies to support them.

3. How will I know how my child is doing?

We use a variety of assessment methods to track children's learning and formally record our assessments termly, which are shared in two formal parents' evenings in the school year and annual written reports. However, we do have an 'open door' policy at Alameda Middle School, and all parents are encouraged to discuss their children's progress regularly with their child's Class Teachers.

If your child is on the SEND register and is involved in an intervention for Literacy or Maths, they will be assessed on the Baseline Literacy and/or Numeracy Assessment termly and the results will be shared with you at termly Person-centred planning meetings.

We ascertain the views of children by talking to them regularly and building good relationships. We also utilise numerous resources to gather children's voices for person-centred meetings including resources developed by Helen Sanderson. Classroom staff encourage children to be reflective about their learning and give regular verbal feedback and target setting.

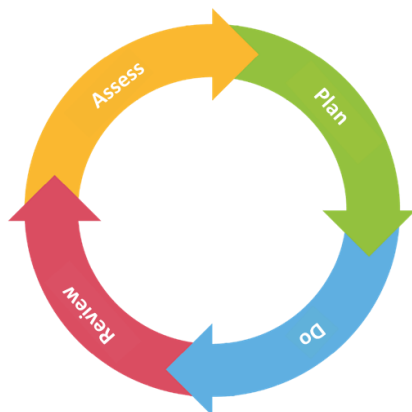
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4. How will the school's approach to teaching and learning be matched to my child's needs?

Class teachers have ultimate responsibility for the progress of children with SEND and will meet your child's needs through high-quality teaching. Children's work, whilst following the national curriculum, will be appropriate to their level of need and will be scaffolded with resources/support etc. In addition to this, children may be involved in 'out of class' groups and interventions and other SEND provision.

We work within the graduated approach using the Assess, Plan, Do, Review cycle.



Assess

This could/will include:

- Carrying out observations, formal assessments (e.g. Baseline Assessments)
- Holding discussions with key staff and parents/carers to identify and analyse the child's needs.
- Agreeing on the child's strengths and areas for development.
- Reviewing assessments from outside agencies and existing data.
- Gathering children's voice information.

Plan

Outcomes for the child with SEND will be agreed at the Person-Centred Planning Meetings with parents, colleagues or any specialists who are involved. Provision and reasonable adjustments for each Outcome - what do we all want the child to improve, develop or achieve? - will be agreed and recorded in a SEND Support Plan which will identify the interventions and support required and the expected impact on progress, development and behaviour. These meetings will happen termly.

Do

The support planned will be implemented by class teachers, support staff and any other staff members working together with support from the SENDCo. Observations and formative assessment will be ongoing to see how the child responds to the support.

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Review

In the run up to, and at the following Person-Centred Planning Meeting we will discuss with all involved about how effective the support has been and the impact on the child. This will include checking back against observations and planned outcomes. The next steps should be carefully planned with parents, outside agencies and the child themselves before the cycle begins again.

5. What support will there be for my child's overall wellbeing?

At Alameda Middle School, we are committed to encouraging the Mental Health and Well-Being of all. We are a Therapeutic Thinking school and are committed to a holistic method of behaviour management (please see our behaviour policy for further details).

We also run brick therapy, art therapy, anger management, social communication and emotional regulation/wellbeing groups and have a trained ELSA (Emotional Literacy Support Assistant) Mrs. Taylor to support children's wellbeing.

Please note that there is also a Pastoral Team separate from the SEND Team who may be involved in supporting children with SEND (see above).

6. What training have the staff, supporting children and young people with SEND, had or are having?

All teachers are teachers of SEND through high quality whole class teaching.

All staff training needs are identified on a regular basis and those relating to SEND are addressed by the SENDCo, sourcing the most appropriate training method. The training can be given in-house or externally, for the whole staff or individual teachers/support staff. Training has been given this year on adaptive teaching and scaffolding for children with SEND, Autism and ADHD.

The Teaching Assistants on the High Needs Team have been given training on

- Understanding ADHD and Autism
- Zones of Regulation Training
- Success with Social Stories

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- Baseline Literacy/Numeracy Training and training in supporting maths and phonics interventions.
- Brick Therapy Training.

The SENDCo, Mrs Esther Horner, has successfully completed the SENDCo National Award (2015), The Advanced SENDCo Award (2021) and the SENDCos as Leaders Award (2022), has a PGCert in Child Development, is trained to support children with Specific Learning Difficulties, is a trained Senior Mental Health School Practitioner, a trained Drawing and Talking Therapist, is Tier 4 trained with the Autism Education Trust, and has an Elkan Level 3 Speech and Language qualification.

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

A Service Request Form (SRF) is made to an external agency requesting support for the child. Some of these services include:

- Speech and Language Therapists
- Educational Psychologist
- Central Bedfordshire SENDIATTs and Specialist Teachers.
- CAMHs/PALMs
- Child Services
- Jigsaw/Umbrella – Behaviour Outreach
- Ivel Valley/Weatherfields Outreach

The external agency visits the school/child and consults with the SENDCo/parent/carer.

Following external agency advice, outcomes on the SEND Support Plan are adjusted and reviewed. See Section 4.

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8. How will you help me to support my child's learning?

We will offer regular Parent Meetings on a variety of SEND subjects from Autism to behaviour management. Homework is set weekly, and parents can contact class teachers to discuss its suitability for their child.

We encourage parents to:

- Be involved – come to meetings and feedback information. Share any important information or developments with teachers and the SENDCo.
- Be proactive – Do extra work at home – this could be extra reading, mental maths, speech therapy exercises, spelling. Please ask your child's teacher or the SENDCo for details or support.

9. How does the school enable constructive partnership working with families?

Parents/Carers will be active participants in the Person-Centred-Planning meetings detailed above. Also, referrals to external agencies will be planned with direct involvement from Parents/Carers.

The SEND Team will send out Termly Newsletters and will offer opportunities to consult on policy and practice in the school on our child/parent panels.

Our SEND Governor is also a parent and will be working with us to develop our constructive partnerships with parents this academic year. Our SEND Governor is:

Lisa Griffin

We always welcome support and input from our families. If you would like to be more involved, please contact Mrs Horner on the details above.

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

We go above and beyond to ensure that children with additional needs have access to the same extra-curricular opportunities.

We make every effort to make reasonable adjustments in order for children with SEND to enjoy and get the most out of our extra-curricular opportunities. This will include planning for their individual needs. Where there is a safeguarding concern, a risk assessment will be carried out with input from the SENDCo and other relevant stakeholders.

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We regularly hold extra-curricular events and opportunities for children with additional needs. For example, last year children with SEND were given extra sporting opportunities and extra-curricular visits.

11. How accessible is the school environment?

We work hard to make sure that children with mobility issues can be accommodated at our school. We have a disabled toilet and wheelchair access to all the main areas of the school. Our classrooms are roomy and our corridors wide. There are stairs to some classes in the 'F Block', but in the past we have reallocated classes to areas without stairs to accommodate children with mobility issues. Only the sports hall is not currently easily accessible via wheelchair.

Our outside area is accessible with ramps to higher areas and wide pathways. We support our children with physical needs wherever possible and have a wide variety of physical support groups and interventions. Children with medical needs and/or mobility issues will have a Health Care Plan which details steps to support children including routes around the school and mobility advice where appropriate.

For children with visual or hearing impairment we look at individual cases to put reasonable adjustments in to ensure accessibility and, where appropriate, source and maintain specialist equipment such as Soundfield systems. etc.

We are always looking for ways to improve the school environment for all our children. For further details, please see our Equality Policy and our Accessibility Plan, available on our school website.

12. Who can I contact for further information?

Please see above for staff contacts.

Neurodiversity Support Pack

Together with parents and carers we have developed a 'Diagnosis Support Pack' on our website for families and children with a neurodiversity. It contains a wide range of information, resources and support in a variety of formats, on topics such as sleep, sensory processing, supporting communication, and mental health. Our webpages are available in easy read formats and can be translated into many different languages using the recite me toolbar at the top of the page.

<https://www.cambscommunityservices.nhs.uk/beds-luton-community-paediatrics/diagnosis-support-pack>

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Local offer

You can find lots of helpful information for families and children with special educational needs and disabilities (SEND) on your local authority 'Local Offer' website.

- For families in **Bedford Borough** this can be found here:
<https://sendguide.bedford.gov.uk>
- For families in **Central Bedfordshire** this can be found here:
<https://www.centralbedfordshire.gov.uk/localoffer>
- For Families in **Luton** this can be found here:
<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page>

Parent Carer Forums

Parent's/Carers may also want to sign up to their local **parent carer forum**, for parents and carers of children with special educational needs and disabilities. To find out more about what they do please find the contact details below:

Bedford Borough Parent Carer Forum:

- Website: <https://www.bbpcf.co.uk/>
- Email: communications@bbpcf.org.uk
- Telephone: 07943524553

Central Beds Parent Carer Forum (SNAP):

- Website: <http://www.snappcf.org.uk/>
- Email: admin@snappcf.org.uk
- Telephone: 07984 545044

Luton Parent Carer Forum (EPIC Luton):

- Website: <https://www.facebook.com/epicluton/>

SENDIASS (Special Educational Needs and disability Information, Advice and Support Service) offers a free, confidential support service for young people with SEND and their parents and carers.

- For families in Bedford Borough: <https://bedfordsendiass.org/>
- For families in Central Bedfordshire: <https://cbsendiass.org/>
- For families in Luton: <https://sendiasluton.co.uk/contact-us/>

Local Authority Early Help Services

Beds Borough Early help:

<https://www.bedford.gov.uk/social-care-health-and-community/children-young-people/help-for-families/>

Luton Borough Council Early Help:

https://www.luton.gov.uk/Health_and_social_care/children_and_family_services/family-support-guidance/earlyhelp/Pages/EHA.aspx

Central Bedfordshire Council Early help:

<http://www.centralbedfordshire.gov.uk/school/professionals/information-practitioners/early-help-offer.aspx>

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For further information on Sensory Differences:

<https://www.cambscommunityservices.nhs.uk/Bedfordshire/services/occupational-therapy/sensory-processing-awareness-training>

Further information on Speech, Language and Communication Needs:

<https://www.cambscommunityservices.nhs.uk/beds-luton-community-paediatrics/diagnosis-support-pack/supporting-social-communications-development>

and

<https://childspeechbedfordshire.nhs.uk/information-and-advice/>

We would appreciate any feedback you have on using the online referral portal, your feedback enables us to develop the portal to ensure it is effective. Please click this link to fill in our feedback

form [https://www.oc-](https://www.oc-meridian.com/cambsCommunityServices/completion/custom/default.aspx?slid=1780&did=)

[meridian.com/cambsCommunityServices/completion/custom/default.aspx?slid=1780&did=](https://www.oc-meridian.com/cambsCommunityServices/completion/custom/default.aspx?slid=1780&did=)

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

For a child with SEND all transition is planned for involving the child, Parent/carer and school.

Year 4 children coming up from Lower Schools will all have the opportunity to visit our school and, information sharing meetings will take place between schools. The SENDCo will visit children with EHCPs in their Lower Schools where possible.

At the end of each academic year staff will pass on educational information to the children's new teachers. When children move from Alameda Middle School in-year, their new school is contacted, and the appropriate information is passed on.

Children moving from Year 8 to Upper School have a thorough transition programme including visits from Year 8 staff and additional visits to their new Upper School (where applicable) and PSHE lessons. The SENDCo will create Transition Reports for the Upper Schools involved and will pass on any relevant paperwork.

The SENDCo will hold an annual Transition Evening for parents to support them with this process.

14. How are the school's resources allocated and matched to children's special educational needs?

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Once a child's SEND have been established and a SEND Support Plan has been drawn up, the SENDCo then feeds this into the Whole School Provision Map where necessary.

All schools are given a fixed budget for SEND regardless of how many children are on the SEND register. This money is used towards employing several teaching assistants to work with individual children for limited times in the week. Where possible, the budget is also used to purchase resources. Money is also allocated to children who have an Education Health Care Plan (an EHCP)

The school can apply for top up funding where it is felt that the school's funding cannot meet the requirements of the child with an EHCP.

The staff at Alameda Middle School continue to be extremely resourceful with the management of limited resources.

15. How is the decision made about how much support my child will receive?

This will be discussed in the Person-Centred Planning Meetings and agreed by the SENDCo, parents and Class Teachers. Please see section 4 for details.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Local offer

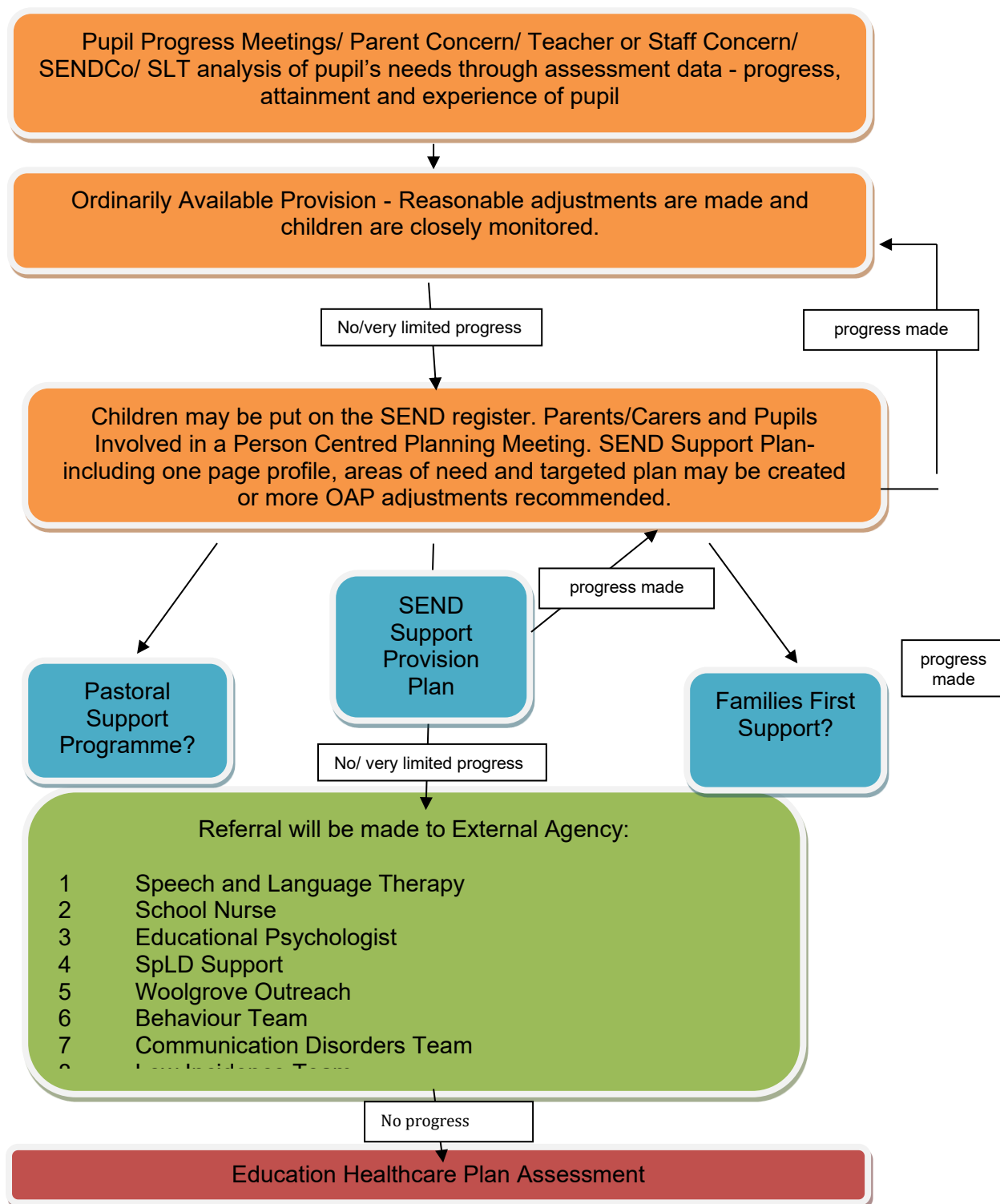
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