

SEND Local Offer 2026

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy, which is available on our website at www.aldergrange.com

If you would like a paper copy of the policy, please contact reception, and one will be printed for you

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he/she/they

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

Our school has experience in supporting pupils and young people in the following areas

AREA OF NEED	EXAMPLES OF CONDITIONS
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health Sensory and/or physical	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD) Hearing impairments Visual impairment Multi-sensory impairment Physical impairment

At Alder Grange we meet the needs of all our pupils by using the graduated approach, the advice and support of other specialist professionals and practitioners and by ensuring that we have appropriate resources available.

2. Which staff will support my child, and what training have they had?

It is really important that pupils with special education needs, and disabilities, are properly identified, assessed and supported – and that support is tailored to each child's specific and individual needs

In deciding what the needs are we will work closely and in partnership with parents, carers, and pupils.

For more complex and specialist needs we will seek to obtain support from specialist teachers, and educational psychologists.

If your child has an EHCP which requires specific teaching assistant support, we will follow the provision documented in the EHCP

Our SENDCOs are Mrs Rachel Huddart (Years 7, 8, 12 & 13) and Mr Josh Emmott (Years 9, 10 & 11)

Mrs Huddart is an experienced teacher and is working towards her SENCo NPQ. Mrs Huddart teaches business studies. Mr Emmott is a maths teacher who has experience in primary as well as secondary teaching. He will be completing the SENCo NPQ.

Form/Subject teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO, specialist teachers and outside agencies to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of several TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to support our SEND provision.

TAs work as a team, and will support pupils across different year groups.

We also frequently employ TAs through staff agencies – to support time-limited and specific interventions as advised by the EHCP.

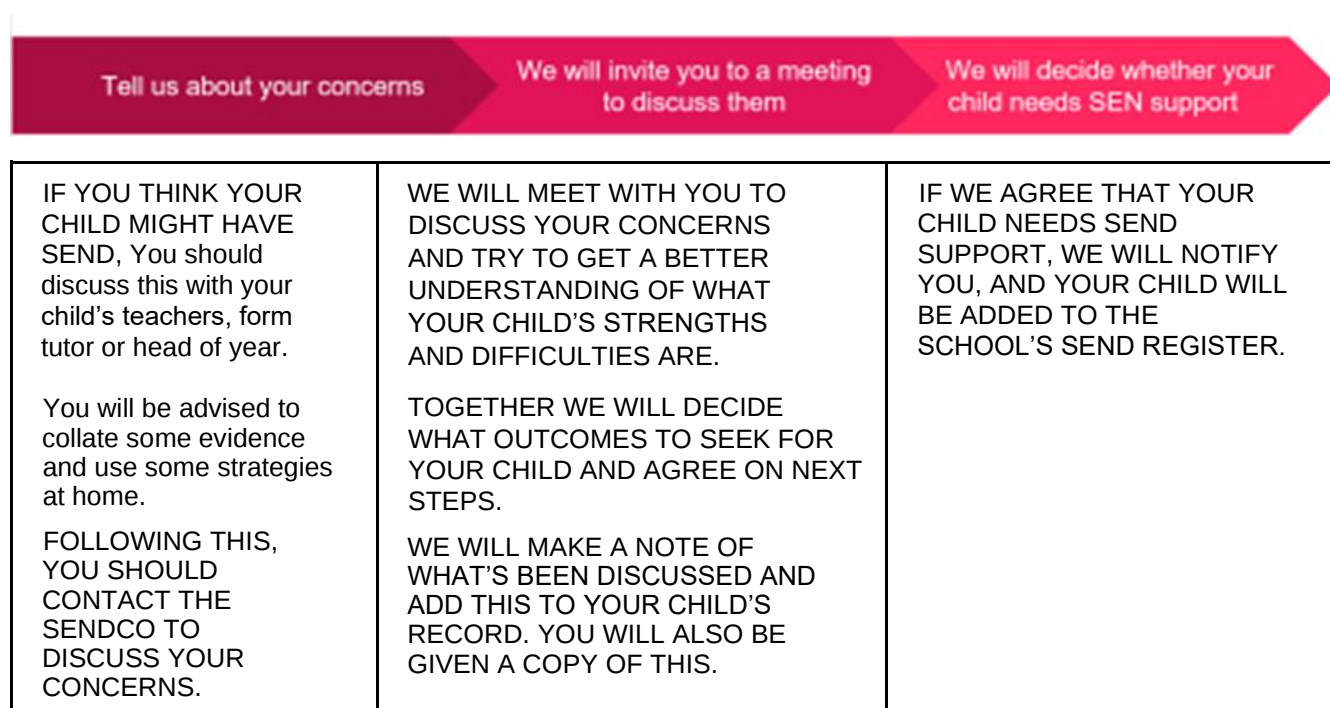
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers

- Social services and other LA-provided support services

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEND support?

All our teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give advice and support to close the gap. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will liaise with their subject colleagues and arrange interventions within the department to support the pupil. If after these interventions have been evaluated, the pupil is still not making the expected progress, a referral will be made to the SEND department.

The SENDCo will have discussions with your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCo will decide whether your child needs SEND support. You will be told the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of assess, plan, do, review.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice.

The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education? We will provide annual reports on your child's progress

Your child's form teacher will meet you during parents' evenings, to:

- Set clear outcomes for your child's progress
 - Review progress towards those outcomes
 - Discuss the support we will put in place to help your child make that progress
 - Identify what we will do, what we will ask you to do, and what we will ask your child to do
- The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's form teacher, by contacting the main school office in the first instance.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

Examples of adaptations we may use:

- Differentiating our curriculum to make sure pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis or small groups basis as agreed and required (subject to EHCP need)

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child? It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

Where resources, including additional TA support, are specified in an EHCP, these will be fully funded by the local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra and wider curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our school trips, including our residential trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The Local Authority manages and co-ordinate all Alder Grange School's admissions.

13. How will the school support my child's mental health and emotional and social development?

We provide support for all pupils to progress in their emotional and social development and provide the following additional support for pupils with SEN

- encouraged to be part of the school council
- We run a nurture club for pupils who need extra support with social or emotional development
- We have strong Positive Behaviour and Anti-Bullying Policies to ensure all pupils feel safe at school

14. What support will be available for my child as they transition between schools or in preparing for adulthood?

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for secondary schools)

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

Onto adulthood (for secondary schools)

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

15. What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher for Looked After Pupils will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy, which can be found on our website, or paper copies can be obtained from reception.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your Local Authority local offer (for most people this will be Lancashire)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

18. Glossary

- Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams
- Annual review – an annual meeting to review the provision in a pupil's EHC plan
- Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- CAMHS – child and adolescent mental health services
- Differentiation – when teachers adapt how they teach in response to a pupil's needs
- EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

- Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- SENCO – the special educational needs co-ordinator
- SEN – special educational needs
- SEND – special educational needs and disabilities
- SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND Page 10 of 11

- SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

- SEN support – special educational provision which meets the needs of pupils with SEN ● Transition – when a pupil moves between years, phases, schools or institutions or life stages

This report is based upon information, guidance, and requirements of the following pieces of legislation

- Schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 ● Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice
- Section 69 of the Children and Families Act 2014