



SEND REPORT AND POLICY



Special Educational Needs and Disability (SEND) Information Report for Children with SEND 2021-2022

ALLEN EDWARDS PRIMARY SCHOOL AND RESOURCE BASE FOR AUTISTIC SPECTRUM CONDITION

At Allen Edwards Primary School, we are committed to the United Nations Convention on the Rights of the Child (UNCRC) and have achieved our Gold accreditation through the dedicated work that our community has committed to and will continue to do. We strive to ensure that we are fulfilling the rights of all children by providing them with an inclusive environment where they feel safe and confident enabling them to reach their full potential and prepare them for an ever-changing world.

Article 2	Non-Discrimination	At Allen Edwards, children, staff, parents and governors guarantee that children are not discriminated against because of their abilities. All staff work closely together to ensure that strategies and interventions are in place to support children so that they can achieve their full potential and can access a curriculum that allows them to flourish.
Article 6	Life, Survival and Development	At Allen Edwards, children, staff, parents and governors ensure that we provide a tailored curriculum that meets the needs of all children so that all children develop to their full potential.
Article 23	Children with a Disability	At Allen Edwards, children, staff, parents and governors work tirelessly to increase our children’s independence, promote skills that will allow all of our children to develop to their full potential and treat every child with the dignity that they deserve.
Article 29	Goals of Education	At Allen Edwards, children, staff, parents and governors recognise that every child has talents and abilities that need to be encouraged and developed.

In his speech announcing the 2018 Special Educational Needs and Disabilities (SEND) Inquiry, Robert Halfon, the chair of the Education Select Committee, stated: “All children deserve to access a good quality education that meets their needs and supports them to learn, to ensure that they are able to thrive and climb the ladder of opportunity.” At Allen Edwards, we want all of our children, regardless of their additional needs, to access



the best possible education for them as individuals, which enables them to meet their full-potential. We have high expectations and aspirations for all of our children and ensure that the provision that we put in place provides the scaffolding for them to achieve their goals.

Allen Edwards Primary School is a two-form entry school based in the heart of Stockwell, Lambeth. We take children from 3-11 years old. We have a specialist Autism Base, which provides pupils with a variety of specialist teaching, interventions and resources.

We are an inclusive school which values the contributions made by each child and their family and are proud of the cultural and linguistic diversity of our school and its community. We believe in developing strong links between our staff, children, parents and local community to provide the most supportive environment for our children to learn and develop. Our school values: honesty, respect, tolerance, kindness and trust, promote the inclusive learning environment that we endeavour to instil in our children.

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Need/s and/or Disabilities being met in a mainstream setting wherever possible with the support of families. Through our mainstream offer and resource base, we are able to effectively meet the needs of children with the following Special Educational Needs and Disabilities:

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

Further information about the support offered by the Local Authority can be found on the Local Offer website for the authority where the child is resident:

Lambeth – <https://www.lambeth.gov.uk/send-local-offer>

Wandsworth - <http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>



The information below details the offer within the school and ways in which parents, children and young people may access the support that we provide.

WHO HELPS MY CHILDREN IN SCHOOL?

SCHOOL BASED INFORMATION

Who are the best people to talk to at Allen Edwards about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?
How can I talk to them about my child if I need to?



PEOPLE	SUMMARY OF RESPONSIBILITY
<p>CLASS TEACHER</p> <p>We would always recommend that your child's class teacher is the first point of contact if you have any concerns.</p>	<p>Your child's Class Teacher is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and a curriculum which, where necessary, is adapted to meet your child's individual needs (also known as personalisation or differentiation). • Observing and assessing the progress of your child, and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) • Offering advice, encouragement and strategies to your child in order to encourage them to work independently. • Meeting with the Inclusion Team to discuss any support needed. • Meeting with Therapists and outside agencies to ensure that all children's needs are met. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be fully included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/ programme for your child, in order that they can make the best possible progress. This may involve the use of additional adults, outside specialist help and tailored learning and resources. • Ensuring that the school's SEND Policy is followed for all the pupils in their class with any SEND. • Attending Annual Reviews for EHCP children. • Liaising with the Inclusion Team to discuss the progress of the pupils in their class with SEND and, where relevant, to draft and review any Focused or Individual Target Plans. These will be discussed with parents at least once each term. Where appropriate, these will also be discussed with the child. <p>The class teacher can be contacted by:</p> <ul style="list-style-type: none"> • Checking in with them at the end of the day. • Messaging them on Class Dojo to arrange a meeting. • By telephoning the school office, who will be able to arrange for the teacher to call you at a convenient time. • At parent's evening.



THE INCLUSION TEAM

The Inclusion Team at Allen Edwards is made up of Miss Nicola Harris (Assistant Head teacher for Inclusion); Ms Claire Harvey (SENCO); Lauren Carrington Deputy Mental Health Lead and our Learning Mentors.

They are responsible for:

- Observations and assessments of children who have been identified as having difficulties within their learning and/or development.
- Co-ordinating and overseeing all the support for children in the school who have Special Educational Needs and or Disabilities (SEND)
- Making any necessary referrals to outside agencies (Speech and Language Therapists, Occupational Therapists, Paediatricians) in order to access assessments or any additional support which may benefit your child.
- Developing the school's SEND Policy to ensure the most appropriate responses and the highest quality provision, tailored to meet the individual needs of children in school with SEND.
- Working with you, your child and their class teacher (and any other relevant adults) to try to identify and overcome any barriers to your child's learning.
- Making sure that you are:
 - Fully involved in supporting your child's learning.
 - Informed about any additional support that is available for your child.
 - Kept informed about the support your child is receiving.
 - Involved in reviewing your child's progress.
 - Involved in compiling a profile of your child and their specific needs.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy Service, Educational Psychology etc.
- Updating the school's SEND record of need (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are up to date records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school to enable them to help your child (and all other pupils in the school with SEND) to achieve their potential.



- Supporting your child’s class teacher to write Focused or Individual Target Plans that specify the personal targets set for your child to achieve.
 - Working with you, the Class Teacher (and any other supporting adults) and, if appropriate, your child, to draft a SEND Support Plan, where it is considered necessary.
 - Preparing an Education, Health and Care Plan where needed.
 - Organising training for staff so they are aware of, and confident about, how to meet the needs of your child and others within our school.
 - Developing a whole approach to supporting children with Autism.
 - Creating a SEND friendly, consistent learning environment across school that supports the children to manage their needs both physically and emotionally.
- The Inclusion Team can be contacted by:
- Speaking to them at the end of a school day to arrange an appointment at a mutually convenient time.
 - Emailing directly nharris@allenedwards.lambeth.sch.uk or charvey@allenedwards.lambeth.sch.uk.
 - Telephoning the school office and leaving a message on 020 7622 3985.
 - Sending a message on DOJO.



<p>ADDITIONAL ADULTS</p>	<p>Additional adults are responsible for:</p> <ul style="list-style-type: none"> • Working with a pupil or group of pupils with special educational needs and/or disabilities or may provide specialist support in a particular area, for example speech and language. • Leading and supporting the activities of the larger group, whilst the Class Teacher is the adult in the 1:1 or small group setting. The class teacher and Inclusion Team are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and interventions offered. It is their role to then direct additional adults to provide the support and interventions that allow your child to access an inclusive, tailored education. • Liaising with therapists e.g. S and L therapist, to receive training and targets so that specialised interventions can be carried out to support your child. • Following and reviewing focused and individual intervention plans alongside the class teacher. <p>Additional adults will be able to feedback to you regarding specific interventions. Please liaise with the class teacher to arrange to speak with them.</p>
<p>THERAPIST AND OUTREACH WORKERS</p>	<p>Therapists and outreach workers are responsible for:</p> <ul style="list-style-type: none"> • Supporting the Inclusion Team and class teachers to set targets for children with SEND. • Working with children in school with specific needs to ensure interventions are in place to support their need. • Training staff so that they can carry out specific interventions to support the needs of the children e.g. Lego Therapy. • Attend Annual Review and Multi-disciplinary meetings to share information so that we are providing the best possible care for every child at Allen Edwards. • Observing lessons and providing feedback to staff to support the provision for all children in school and children with specific needs. <p>Therapists can be contacted via the assistant head teacher for Inclusion at nharris@allenedwards.lambeth.sch.uk</p>



**THE
HEADTEACHER**

The Head teacher at Allen Edwards is Mrs Louise Robertson. She is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND. She delegates responsibility to the Inclusion Team and class teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress.
- Alongside the Inclusion Team, she ensures that the Governing Body is kept up to date about all issues in the school relating to SEND.

The head teacher can be contacted via:

- Personal request made before school in the playground;
- Telephoning the school for an appointment;
- Email: office@allenedwards.lambeth.sch.uk



THE GOVERNORS

The Link Governor for SEND at Allen Edwards is Vaila McClure and she is responsible for:

- Review SEND provision including staff and other resourcing.
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- Understand how the SEND notional budget is used and what impact it has on the progress and attainment of learners. In order to ensure these reviews are conducted in a robust and critical way, governing bodies should consider their expertise in the SEND area as part of governor recruitment or seek external advice during these meetings.
- Monitoring the SEND notional budget and what impact that spending has had on Learner progress and attainment
- Revise and update the school's SEND information report to reflect the changing nature of your SEND cohort
- Acting as the champion for children with SEND and inclusion needs.
- Ensuring that the school is fulfilling its duties to children with SEND.
- Undertaking the required training, including school-specific induction with the SENCo
- Meeting the SENCo in the Autumn, Spring and Summer terms as a minimum
- Asking questions and raising awareness relating to SEND and inclusion provision at Governing Body meetings
- Working with the assistant head teacher for Inclusion and SENCo to produce a SEND Annual Report to Governors
- Confirming that the school's duties have been fulfilled

The Link Governor for SEND can be contacted by:-

- office@allenedwards.lambeth.sch.uk who will direct the email onto the governors.



HOW MIGHT MY CHILD BE SUPPORTED IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be provided entirely by the class teacher and the Inclusion Team or may involve staff from outside agencies to provide specialist support. Where this is deemed appropriate you will be informed for consent, your views and concerns.



WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR ALL CHILDREN, CHILDREN WITH SEND CONCERNS AND CHILDREN WITH SEND?		
TYPES OF SUPPORT PROVIDED	What would this mean for your child?	Who can get this support?
WAVE 1 OUR UNIVERSAL OFFER: QUALITY FIRST TEACHING	<p>Quality first teaching is in place including highly differentiated teaching strategies targeting child's area of need & removing barriers to learning. Teachers have high expectations, set aspirational targets, give purposeful feedback & set appropriate homework. They liaise with school staff and professionals with areas of expertise.</p> <p>Staff inform parents of any concerns, track progress & feedback to parents at a parents evening, in reports or in an additional meeting. Plan next steps, recording actions taken and impact: what works well / not so well.</p>	All children at Allen Edwards Primary School
WAVE 2 SMALL GROUP/ INDIVIDUAL INTERVENTIONS.	<p>Class teacher uses assessments to inform next steps/areas of weakness & strength/unmet needs. Monitored at pupil progress meetings. Children's progress is monitored through termly pupil progress meetings with our leadership team to ensure no child fails to meet their full potential.</p>	Additional intervention for children not meeting expected progress or attainment.
WAVE 3 FOCUSED SUPPORT	<p>Class teacher and the Inclusion team meet to discuss the child and the needs that they are presenting. A focused plan is written and shared with all adults involved. This is reviewed each term and a copy will be provided to parents. Parents are met with to discuss the schools concerns and the possibility of their child moving onto the SEND Register if the Implementation of rigorous interventions within the classroom does not support the child.</p> <p>Specialist may be consulted, with parental consent, for their professional opinion and guidance to support the child.</p> <p>SEND Inclusion Funding requested from Lambeth.</p>	For children we want to monitor more closely to support special educational needs that have become apparent.



<p>WAVE 4</p> <p>FOCUSED SUPPORT</p>	<p>The class teacher and Inclusion Team monitors the impact of interventions and reviews targets set on the focused plan to ensure that the child is making progress from their starting point.</p> <p>The continuation of rigorous interventions within the classroom as required using entry and exit data to evaluate impact. Specialist interventions with OT and Speech and Language therapist.</p>	<p>Children who are on the school's SEND register</p>
<p><u>Wave 5</u></p> <p>Individual Target Plans</p>	<p>Class teacher and the Inclusion Team create an individual support plan to include: small step targets to achieve outcomes, strategies, time allocation & resources in line with the four areas of need in the EHCP plan:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, mental and emotional health • Sensory and physical <p>Plans to be revised, revisit and refined each term to support the application of an Educational Health Care Plan referral. Highly differentiated tasks within the classroom and specialist interventions to support the children to reach their full potential.</p> <p>We will meet with you each term to review and set new targets. Assessments will be undergone by professionals such as EP or the Autism Outreach Worker to support the children in school and to create reports to support the EHCP request.</p>	<p>Child who are undergoing the SEND Support cycles in preparation for an Educational Health Care Plan (EHCP).</p>
<p><u>Wave 6</u></p> <p>Individual Target Plans</p>	<p>Individual support plans are created by the class teacher and Inclusion team using the long term outcomes from the EHCP and the short term targets from the plan to ensure a tailored curriculum and support is provided for your child that meets the requirements of the EHCP. We will meet with you each term to review and set new targets. There will be an Annual Review to discuss your child's progress against targets set in their Annual Review. Multi-disciplinary meetings will be held bi-annually to ensure that all professionals working with your children have the opportunity to share insight so that the provision for your child is constantly monitored and improving.</p>	<p>Children with an EHCP.</p>



In addition to our whole school offer set out above, there are also additional provisions in place to meet the needs of particular children with Educational Health Care Plans and ensure that the learning environment and teaching is further tailored to meet their needs.

<p><u>Mainstream Plus</u> Nurture Class</p>	<p>Specific children, who have more complex high needs and benefit from a school group setting to support them to access the curriculum and manage their emotional needs, are taught in our Nurture Class. The children in this provision are working significantly below age related expectations and require social and emotional support throughout the day to develop their independence and allow for them to emotionally regulate. The learning in this classroom is tailored to meet the specific needs of each child with 121 and small group interventions throughout the day.</p> <p>Our Nurture Classroom is made up of children within our school community.</p>
<p><u>Specialist Provision within a Mainstream School</u> Autism Resource Base</p>	<p>Our Autism Spectrum Conditions Base opened in January 2021. There are currently 12 commissioned places in the base. For children to meet the criteria for the base, they must have a diagnosis of Autism and have an EHCP.</p> <p>Our resource base aims to support children who benefit from additional specialist support in order to achieve full inclusion in a mainstream school and access the curriculum at a level that is appropriate and challenging for them, whilst offering specific therapeutic services and provision that develops their social, emotional and independence needs allowing them to thrive in a mainstream school.</p> <p>For further information about the base, contact the Assistant Head Teacher for Inclusion, Nicola Harris via email: nharris@allenedwards.lambeth.sch.uk</p> <p>To apply for a place for your child in the Autism Base, you will need to go through Lambeth SEND Admissions and can find out more by visiting: https://www.lambeth.gov.uk/send-local-offer/education/special-schools-and-resource-bases-in-lambeth or consulting with your child's current school, who will support you to apply.</p>



How will you support your child with identified SEND when starting school?

If your child has been allocated a place in our school by the local authority and they have a special education need or disability, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.

- We will invite you to visit the school with your child to have a look around, meet the Inclusion Team and ask questions about our school's provision.
- If other professionals are involved, a Team around the Child (TAC) transition meeting will be held or contact will be made with these professionals to discuss your child's needs, share strategies used and ensure necessary provision is put in place before your child's admission.
- In the nursery and reception, staff will offer a Home Visit prior to your child's admission.
- If your child is already attending a school or nursery, a member of the Inclusion Team and, where possible, the class teacher will visit your child in their current setting.
- We may suggest adaptations to provision, to help your child to settle more easily but these will be agreed between you and the staff at the TAC transition meeting.
- If they have not already visited, your child will be invited into school in advance of starting, to meet the staff they will be working with and their peer group. This may include a staggered start approach if we deem it appropriate.
- Following the settling in period, the class teacher will arrange an early meeting with you to review your child's settling, learning and progress.
- Targets will then be completed for your child and provision put in place to support them. You will be involved in discussion around this at every stage. The staff will have regular contact with you to monitor the progress of your child and invite you into school at least once a term to review this with you.



How will the school let me know if they have any concerns about your child’s learning and additional needs?

When a teacher or you have raised concerns about your child’s progress and high quality, personalised teaching has not met your child’s needs, the teacher will raise this with the Inclusion Team. We will then invite you in to discuss this further so that we are working together to support your child to meet their full potential.

- The teacher will discuss your child’s progress with you at our Parent’s Evening meeting when you will be informed of your child’s progress and the progress of any additional support being given.
- If your child is identified as not making expected progress, with you, the school will make a decision about how to monitor this and what interventions need to be set up to bridge the gap and support their needs. The intervention will likely take the form of regular small group work. Any such intervention may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups, in their normal class routine, (sometimes with the support of teaching assistants) in order to support their learning. This does not mean there are concerns about the progress of all children working in small groups.
- If your child is still not making expected progress the school will discuss with you: any concerns you may have; any further interventions or referrals to outside professionals to support your child’s learning and how we could work together, to support your child at home and in school.

Who provides specialist services to children with SEND at Allen Edwards?	
Services directly funded by the school through notional funds and high needs top up	<ul style="list-style-type: none"> • Speech and Language Therapy input • Educational Psychologist Service • 1:1 or small group support teachers • Teaching Assistants • Music Therapy • Breakfast Club and After School Club • School clubs • Art Therapy • Nurture Classroom • Occupational Therapy • Nature Garden Forest School • Kid’s Network Mentoring • Emotional Literacy Support Assistant (in training)
Services centrally funded by the Local Authority but delivered by school	<ul style="list-style-type: none"> • Autism Advisory Service • Educational Psychology Service • Sensory Service for children with hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority) • Occupational Therapy • Professional training for school staff to deliver medical interventions • Early Help • Physio Therapy • Autism Base Provision



	<ul style="list-style-type: none"> • Mental Health Support Team
Services provided and funded by the health service	<ul style="list-style-type: none"> • School Nurse • Dietary Nurse • CAMHS (Child & Adolescent Mental Health Service) • Paediatrics
Voluntary services	<ul style="list-style-type: none"> • Independent Advice and Support Service (IASS) – independent advice for parents of children with SEND • Kids Network Mentoring • Art Therapy

What support is offered to you as a parent of a child with SEND?

At Allen Edwards, our parents are involved in every decision that is made as we feel that this is the best way for our children to get all the help and support they need whilst recognising that there is a community around them helping with this.

- You will get an opportunity to meet with The Inclusion Team regularly in school: there will be formal meetings but there will always be the option for informal drop-ins and conversations at the start and end of the day when needed.
- Regular meetings will be arranged between you and your child's class teacher and, if appropriate, a member of the Inclusion Team, in order to share information regarding the progress of your child in their home environment and at school. This way we can ensure that there is consistency in the nature of the support your child receives, and discuss what has worked well and what needs to be revised.
- All information from outside professionals (Speech and Language Therapist or Educational Psychologist) will be discussed with you by the person involved directly or, where this is not possible, presented in a report. The Inclusion Team will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- The external professionals involved with your child will be happy to meet with you on request.
- Focused plans and individual plans will be written and reviewed each term following, where possible, discussion with you and your child. A focused or individual plan will include targets and strategies for how you can support your child at home. We will be happy to consider any ideas you may suggest in order to support your child in school.
- Where considered helpful, a home/school contact book may be used to support communication between school and home.
- Workshops for parents of all children in the school are held, when considered necessary, for example in relation to reading, phonics or maths.
- Your child's class teacher will be happy to discuss any necessary adaptations for your child.
- Relevant information from the Local Authority, outside agencies or parent support groups, may be forwarded to you by your child's class teacher and/or the Inclusion Team.
- The Inclusion Team (or Head Teacher) is available to meet with you to discuss your child's progress or any concerns / worries you may have.
- If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.
- School will support Disability Living Allowance documents where appropriate.



How is the school physically accessible to children with SEND?

We ensure that we adapt the physical surroundings of the school to meet the needs of children within our care.

- Where appropriate, specialised equipment is available to meet the individual needs of all children on-roll.
- Members of staff have undergone a range of training in order to meet the children's varied needs.
- Individual workstations and specialised spaces are provided to meet the needs of individual children where specialists have identified this as beneficial.
- A toilet for those that need specific access arrangement is available on every floor.
- Medical areas are available for First Aid needs.
- After school provision is accessible to all children including those with SEND.
- A lift is available to allow access to all areas of the building.

How we support children's transition?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.
- We will liaise from your child's new school to visit Allen Edwards, meet your child and their class teacher and talk to a member of our Inclusion Team.
- Where possible we will support a visit to the new school in advance of the move.
- We will make sure that all records about your child are passed on as soon as possible.
- Transition books will be provided to support children in their transition.

When moving classes in school:

- Children will be provided with a social story including photos of the adult that they are working with to prepare them for the change.
- Whenever possible, you will be invited to meet with the new teacher before the move takes place.
- A planning meeting will take place with the new teacher. Support plans will be shared with the new teacher. o If your child would be helped by a book to support them understand 'moving on' then it will be made for them.
- Staff working with your child will meet with The Inclusion Team to discuss support needed and have an opportunity to read through all appropriate paperwork pertaining to your child.



In Year 6:

- Our Inclusion Team will discuss the specific needs of your child with the SENCO of their secondary school.
- Your child will be involved in specific activities to support their understanding of the changes ahead. This may include creating a transition booklet, which includes information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and, whenever possible, staff from the new school will visit your child in this school.
- Where children have an EHC Plan, the process of transition will begin at the Year 5 annual review with consideration of the secondary setting that may be most suitable for the child. A planned transition programme will then be implemented throughout Year 6 to support children to feel ready for the move. The Secondary SENCo and Head of Year 7 will be invited to a child's Year 6 Annual Review.



How is a child's mental health and wellbeing supported at Allen Edwards?

- The Emotional Health and Wellbeing of all our pupils is very important to us and a sound PSHE curriculum using the Jigsaw Scheme combined with our intrinsic values, underpin all aspects of school life.
- Our commitment to the United Nations Convention of Children's Rights ensures that children recognise the rights of children and their own voice in decision making. Through the Rights Respecting School's Award our children recognise what is needed to ensure emotional and physical wellbeing and who the duty bearers responsible for ensuring this happens for all children is.
- We have a robust Safeguarding and Child Protection Policy in place, which follows National and Local Authority Guidelines. All staff and volunteers working with our children have read understand the signs of abuse and neglect and work collaboratively with families and safeguarding partners to care for our children and promote well-being for our vulnerable children.
- We have a mental health team within school led by Nicola Harris and Lauren Carrington.
- We have a Mental Health Support Team working within school to support children and families with their mental health and wellbeing through parent workshops, individual and group work.
- We are currently training an Emotional Literacy Support Assistant, who will support the mental health and wellbeing of children across school.
- Children in reception, year one and the Autism Base attend weekly Forest School sessions at Oasis Nature Garden.
- All staff continually monitor the Emotional Health and Wellbeing of all our pupils.
- We have a robust Positive Behaviour and Anti-Bullying Policy.
- We work with Action Breaks Silence to deliver Self-Empowerment and Gender Based Violence workshops to promote safety, respect and equality.
- We are working with Agents in Change to develop our Conscious Curriculum to ensure a diverse curriculum is taught across school to promote empowerment to all of our children.
- We have a Friendship Group to support children who are finding it difficult to make or maintain relationships.
- We have a Chill Out Zone at lunch times so that children can choose whether to play inside or outside.
- Our learning mentors works closely with specific children through daily check-ins and interventions such as Zones of Regulation and Lego Therapy.
- There is a Worries' Box available to all children that is monitored by the Inclusion Team.
- We have worked closely with the charity, Metro, to ensure that our school and policies are inclusive.
- Children take part in the Cues, mental health programme.
- Children attend a range of therapies including Art Therapy with Art4Space, Music Therapy and Play Therapy.
- We have a house system in school to allow older children to support children with SEND in the playground and around school.
- We have a sensory room to support the emotional needs of all of our children.
- Every classroom has a reflection area to support children to regulate their emotions.
- All classrooms use Zones of Regulations to encourage the children to identify their feelings.
- We work with Kid's Network to support self-confidence and resilience in preparation for secondary school.
- We have a Health Mentor through Evolve who works with children to support their emotional and physical health.
- Weekly Park Run with children and families.
- We have Mental Health and Wellbeing Ambassadors that support every class within school to promote positive mental health. The ambassadors run weekly sessions with their allocated classes to talk about ways to support positive mental health and wellbeing.
- We have termly mental health newsletters to support children and families.



- We have regular mental health and wellbeing coffee mornings to provide information about different mental health and wellbeing support.
- Children take part in regular Mental Health Awareness sessions to ensure that children know that they have a voice and how to access support.
- We take part in Mental Health Awareness Week, Children's Mental Health Week and Out Right Campaigns focusing on the rights of children to support children's understanding of mental health and wellbeing.

Support Given During the First Covid-19 Lockdown to support Mental Health and Wellbeing

"It is very clear that the school is committed to supporting children's physical and mental health. The support the school has made available to families during the school closure due to the Covid 19 pandemic has been exemplary."

Rights Respecting Gold Award feedback, July 2020

- Weekly phone calls from The Inclusion Team to all vulnerable families including those with an EHCP.
- Daily posts from class teachers on our Dojo platform with videos and private messages to support children and maintain relationships.
- Weekly wellbeing monitoring was undertaken by all class teachers and for those children who had not accessed learning that week, contact was made by the class teacher or The Inclusion Team.
- Art in a Box boxes were delivered to support emotional needs for vulnerable and EHCP children.
- Art in a Box resources was provided to key worker children in our in-school provision.
- Music Therapy videos were sent to children having therapy.
- Weekly Lunch Boxes were provided to vulnerable families from Chefs in School.
- Food Bank deliveries organised fortnightly for our most vulnerable families.
- Fortnightly Breakfast Boxes were provided to all families that needed support from School Food Matters.
- Wellbeing packs were given to all children to support their emotional wellbeing with resources and strategies to use at home.
- Links were developed with Hyde Housing to support families with their housing needs and seek advice.
- Links created with Thriving Stockwell, our local community group, to work to improve the green spaces in Stockwell so families have outside space to support their wellbeing.
- All staff were trained by Trauma Informed Schools to provide support for trauma for our children on their return.

Support Given on the Return to School after the Summer to Support Mental Health and Wellbeing

- Increased Art Therapy provision through Art4Space to support 30 children in school.
- Increased Music Therapy provision.
- Introduction of Zones of Regulations in all classrooms.
- Introduction of emotional regulation choices for all children to access in the classroom throughout the day.
- Wellbeing week on the return to school to support children to recognise strategies to manage their mental health and wellbeing and reconnect with their class mates.
- Sensory Room created in school.
- Weekly lunch boxes are provided to vulnerable families from Chefs in School.
- Kid's Network Partnership created to provide 10 children with a mentor.



Support to be Given if there is a Second Lockdown or Bubble Closures to Support Mental Health and Wellbeing

- Weekly phone calls from The Inclusion Team and class teachers to all vulnerable families including those with an EHCP.
- Daily posts from class teachers on our Dojo platform with videos and private messages to support children and maintain relationships.
- Weekly wellbeing monitoring was undertaken by all class teachers and for those children who had not accessed learning that week, contact was made by the class teacher or The Inclusion Team.
- Music Therapy videos were sent to children having therapy.
- Weekly Lunch Boxes were provided to vulnerable families from Chefs in School.
- Food Bank deliveries organised fortnightly for our most vulnerable families.



Complaint's Procedure

- If your child has SEND and your complaint is about the support that your child is receiving to help them with their SEND, then you should first raise any concerns you have with the Assistant Head teacher for Inclusion at the school; at Allen Edwards, this is Nicola Harris.
- If you aren't happy with the school's response to your complaint, the next step is to raise it with the school governing body following the school's complaints policy.
- You can also contact the local authority because they have a responsibility to make sure that schools meet the needs of your child.