



## Local Offer at Albert Pritchard Infants and Wood Green Junior Federated Schools – June 2026

Albert Pritchard Infants and Wood Green Junior Federated Schools is a fully inclusive school, which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils. Children are identified as having SEND when their progress has slowed or stopped and the interventions, resources etc. put in place do not enable improvement.

Universal Offer	Additional SEND Support	Education Health Care Plan (EHCP)
<p>This is what the school offers to <b>all</b> children including those who may have difficulties in learning or difficulties with behaviour or physical/medical needs. As a parent/carer or young person you can expect that:</p> <ul style="list-style-type: none"> <li>• Quality first teaching delivered by teaching staff who receive regular training on SEND through the school's CPD programme.</li> <li>• Teachers use attainment and progress data to track underachievement and address it in a timely fashion.</li> <li>• High expectations.</li> <li>• Regular monitoring of progress by the Senior Leadership Team.</li> <li>• Parents' evenings held each term.</li> <li>• Written school report annually.</li> <li>• Care Plans for pupils with medical conditions.</li> <li>• Extra-curricular clubs and trips.</li> </ul>	<p>The Department for Education provides every school with funding that is different for each school but is to support children with SEND. The amount of funding means that most children's need for support and interventions can be met without the need for an EHCP. What you could expect to see in school is set out below in addition to the universal offer.</p> <ul style="list-style-type: none"> <li>• Small group or 1:1 work with Learning Support or a Teacher on the targets set for each child.</li> <li>• Access arrangements testing and implementation for Year 6 pupils.</li> <li>• Referrals to external agencies (e.g. Inclusion Support, Educational Psychologist and Children's Therapies) in partnership with the school for further support and recommendations to support your child's progress.</li> <li>• Provision may include a range of programmes to help children who need extra support to read, write, learn maths or support their SEMH needs.</li> </ul>	<p>The school may seek an Early Health Care Plan in order to provide additional support for children with severe and complex needs.</p> <p>Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need a Education and Health Care Plan (EHCP).</p> <p>If the LA agrees to begin the process; a EHCP takes 20 weeks to complete. Your child will continue to be supported from the school's SEND resource while the EHCP is completed.</p> <ul style="list-style-type: none"> <li>• For most children this is likely to be initiated following the assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will still require a EHCP due to the complexity of their need.</li> </ul>

<ul style="list-style-type: none"> <li>• Read Write Inc. (RWI) Phonics programme.</li> <li>• The Write Stuff English sessions</li> <li>• Mastery Maths sessions</li> <li>• A feedback culture where pupils are guided to reflect on what they are doing well and what they need to do to improve.</li> <li>• A range of strategies, resources and teaching methods to take account of any barrier to learning, this may include offsite educational visits.</li> <li>• The school will put into place short term or small group or individual programmes (interventions) that may help your child to 'catch up'.</li> <li>• School will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning.</li> <li>• We will also signpost you to support, advice and any extra-curricular activities that may be available.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted short term 'catch up' interventions.</li> <li>• Learning Mentor.</li> <li>• The Inclusion Manager will support and advise teachers so that your child can learn in the best way.</li> <li>• Regularly monitor progress.</li> <li>• Talk to you if we think we need to consider asking the local authority to make a Statutory Assessment of your child's needs because more advice/resources are needed to help your child to make progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The EHCP will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.</li> <li>• Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child.</li> <li>• Your child will also have access to all the provision detailed in the Universal Offer and Single School Based Category of SEND which are appropriate to their learning needs.</li> <li>• Many children who need a statement will be educated in a mainstream school, but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the EHCP is developed.</li> <li>• The school will keep you informed about the progress your child is making through the Annual Review of the Plan.</li> </ul>
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Albert Pritchard Infants and Wood Green Junior Federated Schools are a fully inclusive school, which ensures that all pupils achieve their potential. We believe that additional experiences, provided by offsite educational visits, enhances the learning and social experience of the child. We endeavour to ensure that all children regardless of their SEND need are able to participate, this includes residential visits.

Review Date: June 2027