



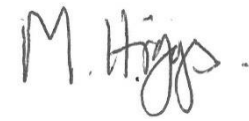
## SEND Policy and Information Aldermaston CE Primary School

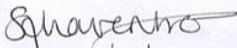
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**Reviewed by:** Full Governing Body

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**Review by:** October 2022 (1 year)

Role	Signature	Date
Headteacher	Mrs M Higgs 	October 2021

<b>Chair of Governing Board</b>	Mrs S Chaventre 	October 2021
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## Aldermaston C.E. Primary School SEND Information Report

**At Aldermaston C.E Primary School we believe that all children should be equally valued. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment or background.** Where a parent wishes to seek a place at the school for a child who has disabilities, we very much welcome the making of a one to one appointment to view the school and meet with the head teacher. In this way, we can ensure that full and careful consideration can be given to meeting the needs of the child's individual requirements.

Depending on the needs, we will do everything possible to make adjustments necessary in order to welcome the child to our school, and to ensure that he or she makes the very best progress possible. This may mean additional staffing, or particular changes to the physical environment, as, whilst we have taken many steps to make it as accessible as possible, our original building gives rise to a few limitations. Where a child's needs are particularly complex, we actively seek and take advice of other professionals and, very importantly, parents.

**The school's SENDCo is Miss Clare Goulding.**

**Miss Goulding can be contacted in school, by telephone: - 01189713362 or by emailing the school office:**  
[enquiries@aldermaston.w-berks.sch.uk](mailto:enquiries@aldermaston.w-berks.sch.uk) .

## What kinds of SEND does Aldermaston C.E Primary School provide for?

We refer to the term “Special Educational Needs” (Special Educational Needs and Disability Code of Practice: 0-25 years) if a child:

- a. Has a learning difficulty or disability which calls for special educational provision to be made
- b. Has a significantly greater difficulty in learning than the majority of others of the same age
- c. Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The most important step that is taken is to carefully consider and take account of each child’s strengths as well as their difficulties, and to put in place an individualised plan to ensure that all children have access to the full range of provision and opportunities that the school offers.

Staff ensure that children with disabilities are given the support they need to participate in and benefit from all school activities.

However, it is also recognised that all children will need to develop independence and positive relationships with their peers. Additional programmes of support or intervention are put in place, where appropriate (for example speech and language programmes) and these are regularly evaluated to ensure that children make progress. In lessons, teachers ensure that the individual needs of children with complex difficulties are met, matching teaching strategies to their understanding of the ways in which each child learns most effectively.

**Special Educational Provision** is that which is **additional to or different** from that which is made generally for most children in school.

Children’s SEND is generally thought of in the following 4 broad areas of need and support. The table below outlines areas of need and examples of support available in our school.

### **The difficulty or disability may relate to:**

- communication and interaction
  - cognition and learning
- social, emotional and mental health difficulties.

- Sensory, medical or physical conditions.

Area of need and what that could look like	Examples of provision within school
<p style="text-align: center;"><b>Communication and Interaction</b></p> <p>Children with communication and interaction difficulties may find it more difficult to talk about their needs and wants. They may find it difficult to understand what is being asked of them (receptive language) or they may find it difficult to find the words (expressive language) and use these words in their writing. They may take longer to respond to questions and have difficulties making friends and understanding friendships.</p> <p>Possible SEND – Speech Language &amp; Communication Difficulties, Autistic Spectrum Disorder (ASD), Asperger’s Syndrome</p>	<ul style="list-style-type: none"> <li>• Differentiated curriculum through quality first teaching. <ul style="list-style-type: none"> <li>• Social Skills Groups</li> <li>• Use of visual symbols and visual timetables</li> </ul> </li> <li>• Assessments and support from a Speech Therapist through referral. <ul style="list-style-type: none"> <li>• Home/School diaries</li> <li>• Nurture Groups.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Cognition and Learning</b></p>	<ul style="list-style-type: none"> <li>• Differentiated curriculum through quality first teaching</li> </ul>

<p>Children with cognition difficulties may learn slower than the rest of the children in their class. They may find it difficult to concentrate, to understand what they are learning even after it has been differentiated and to be able to process information. For some children they may have difficulties with their spellings and organising their work. For others they may have difficulties with their handwriting.</p> <p>Possible SEND – Dyslexia (includes Dyscalculia) , Dyspraxia, Moderate Learning Difficulties, Severe Learning Difficulties</p>	<ul style="list-style-type: none"> <li>• Small teaching groups or 1:1 sessions with Teacher or TA Talking Maths.</li> <li>•</li> <li>• Literacy booster groups / Numeracy booster groups</li> <li>• Individualised spelling programmes</li> <li>• Supported reading/ comprehension</li> </ul>
<p><b>Social Emotional and Mental Health Difficulties</b></p> <p>Some children may show a wide range of needs throughout their lives. They may become withdrawn and isolated, show challenging behaviour, be anxious, easily distractible, have an eating disorder, be depressed. All these may affect a child's learning.</p> <p>Possible SEND – Attention Deficit Disorder (ADD), Attention Deficit Hyperactive disorder (ADHD), Attachment disorder.</p>	<ul style="list-style-type: none"> <li>•</li> <li>• Rewards and Motivators</li> <li>• Clear and concise instructions</li> <li>• Consistent staff approach</li> <li>• Safe 'go to' place/ person in school</li> <li>• Transition plans</li> <li>• Designated member of staff or 'go to' person</li> <li>• Nurture Groups</li> <li>• Referral to Therapeutic Team</li> <li>• ELSA 1:1 or small group support</li> </ul>

	<ul style="list-style-type: none"> <li>• Therapeutic 'Small Gardens' intervention</li> </ul>
<p><b>Sensory , medical and/or Physical Needs</b></p> <p>Some children may have a disability that hinders or affects their learning. These children may need extra support and equipment in order to access all the opportunities that are available to them.</p> <p>Possible SEND - Cerebral Palsy, Spina Bifida, Visual/Hearing Impairment.</p>	<ul style="list-style-type: none"> <li>• Specialised equipment e.g. ICT , fidget resources, specialised furniture</li> <li>• Scribe support</li> <li>• Movement breaks</li> <li>• Coloured overlays</li> <li>• Adaptations to the school environment if necessary.</li> </ul>

**Pupils with medical needs (Statutory duty under the Children and Families Act)**

Pupils with medical needs will be provided with a detailed Individual Health Plan, compiled in partnership with the parents and if appropriate, the pupil themselves and the School Nurse.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent (E.g. epipen administration)

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

### What support will there be for children's overall well-being?

Aldermaston school offers a wide variety of pastoral support for pupils. This includes:

Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

Pupil and Parent voice mechanisms are being developed, e.g. School Council, parent representatives

Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups where specific needs have been identified. These are tracked on the provision maps and aim to support improved interaction skills, emotional resilience and wellbeing.

Pupils who find breaks and lunchtimes more challenging are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

### How can I let the school now I am concerned about my child's progress in school?

Class teacher

- If you have concerns about your child's progress you should contact your child's class teacher in the first instance. It is best to try to see them **at the end of the school day** or email them via the school office at [enquiries@aldermaston.w-berks.sch.uk](mailto:enquiries@aldermaston.w-berks.sch.uk) . Please make sure you mark the email **for the attention of** and it will be forwarded to the teacher concerned.

SENDCo

If, after a period of discussions and reviews with the class teacher, you still have concerns, you can contact the schools Special Educational Needs Coordinator, Miss Clare Goulding. See page 1 or below for details of how to contact her.

**Who are the best people to talk to in this school about my child's Educational Needs and/or Disabilities (SEND)?**



<p><b>(In the first instance)</b></p> <p>The class teacher</p> <p>THEN</p> <p><b>The Special Educational Needs and Disabilities Coordinator:-</b></p>	<p><b>He/ She is responsible for:</b></p> <ul style="list-style-type: none"> <li>Ensuring that all pupils have access to good or outstanding teaching and that the curriculum is adapted to meet your child's individual needs. <ul style="list-style-type: none"> <li>Knowing the needs of the pupil and planning lessons accordingly to meet those needs.</li> </ul> </li> <li>Checking on the progress of the child and identifying, planning and delivering any additional help, (this could be things like targeted work, additional support).</li> <li>Communicating specific targets to the pupil and sharing and reviewing these with parents at Parents Evenings or at other meetings.</li> <li>Providing specific feedback to the child on what they have achieved and how they can progress through regular marking of your child's work.</li> <li>Ensuring all members of staff working with the pupil in school are aware of his/her individual needs and/or conditions and what specific need to be made to enable them to be included and make progress. <ul style="list-style-type: none"> <li>Requesting training that is relevant to the needs of groups or specific pupils.</li> </ul> </li> </ul> <p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>Coordinating all the support for pupils with special educational needs and/or disabilities (SEND)</li> <li>Arranging the involvement of outside agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...</li> <li>Updating the school's SEND register, (a system for ensuring all the SEND needs of pupils in this school are known) and making sure</li> </ul>
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Miss Clare Goulding 01189713362

[enquiries@aldermaston.wberks.sch.uk](mailto:enquiries@aldermaston.wberks.sch.uk)

### **SEND Governor**

The named SEND

Governor at Aldermaston C.E. Primary  
School is Mrs Patricia Boud.

She can be contacted via the school  
office.

that there are records of your child's progress and needs.

- the implementation of the SEND policy
- Advising school staff of recommended strategies to support individual pupils with SEND
- Assisting in the organisation of training for staff on SEND matters.
- Assisting in the research of and purchase and deployment of resources. Prepare and deliver INSET and monitor the efficient and effective use of these resources.

The SEND Governor is responsible for:

- Ensuring that all SEND policies and practices are in place in the school.
- Monitoring the SEND needs and procedures via Governors' Meetings and visits.
- Making sure that the necessary support is made for any child who attends the school who has SEND, through regular contact with school staff.

**How will school measure the progress of my child?**

- All pupils' progress is continuously monitored and tracked by his/her class teacher/s. Their progress is entered termly onto the school's tracking system.
- At the end of each key stage the pupils are required to be formally assessed. This is something the government requires of all schools. Regular formal assessments are carried out during the school year to inform staff and parents of children's progress.
- For pupils accessing additional intervention, progress is measured against specific targets. This is reviewed termly or at the end of a specific intervention.
- The progress of pupils with an EHCP is reviewed as above and also formally at an Annual Review with all adults involved with the child's education, the pupil and the parent/carers.
- The School Management Team will also review the progress of cohorts of pupils with SEND to inform staff training needs.
- Parents/ carers are involved with this termly monitoring of progress and the pupil is involved when appropriate. At this point SAPs (Individual Support and Achievement Plan) will also be reviewed and rewritten for the term ahead. Wherever possible the pupil will also be involved in the review of their progress and the setting of new targets.

### **How will the school let me know if they have any concerns about my child's learning in school?**

If school is concerned that your child is not making progress the school will contact you to discuss this in more detail.

This is to:

- Seek your views and listen to any concerns you may have
- Plan or review any additional support your child will receive
- Discuss with you any appropriate referrals to outside professionals to support your child's learning.

**What are the different types of support available for pupils with SEND in this school?**

Types of Support	What could this mean for your child?	Who can get this kind of support?
<p><b>Class teacher input via good/outstanding classroom teaching</b></p>	<ul style="list-style-type: none"> <li>• Ensuring that the teacher has the highest possible expectations for your child and all students in their class.</li> <li>• Ensuring that all teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or pair work.</li> <li>• Putting in place specific strategies to support your child's learning.</li> <li>• Staff will have carefully monitored your child's progress and will have</li> </ul>	<p>All pupils receive this provision.</p> <p>Any child who has specific gaps in</p>

<p><b>Specific small group work or individual support</b> . These are called Interventions e.g.</p> <ul style="list-style-type: none"> <li>• Literacy booster groups</li> <li>• Numeracy booster groups <ul style="list-style-type: none"> <li>• Social skills work</li> <li>• Supported reading</li> </ul> </li> <li>• ELSA (Emotional Support – 1:1) They may be: <ul style="list-style-type: none"> <li>• Run in or outside of the classroom.</li> <li>• Run by a TA, class teacher, or outside professional who has had training to run these groups.</li> <li>• SEND is an agenda item at all staff meetings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identified that your child has a gap in their understanding/learning or social development and needs some extra support to close the gap.</li> <li>• Staff will plan sessions for your child with targets to help your child to make more progress.</li> <li>• Staff have been trained in carrying out these interventions. The school evaluates the effectiveness of interventions and seeks new resources and training as necessary.</li> <li>• Your child will have been identified by the class teacher/ SENDCo as needing more specialist input instead of or in addition to class teaching and intervention groups.</li> <li>• You will be asked for your permission for the school to refer your child to an outside professional e.g. an Educational Psychologist or Child and Adolescent Mental Health (CAMHS). This will help the school and yourself understand your child's</li> </ul>	<p>their understanding of a subject/area of learning or social development.</p> <p>Pupils with specific barriers to learning that cannot be overcome through whole class</p>
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- Specialist Advice and support is accessed by teachers and T.A's

**Specialist monitoring and**

particular needs better and be able to support them most effectively in school.

teaching and intervention groups.

**assessment by outside agencies**

Educational psychologists are available for EHC Plan support and for children at risk of exclusion in a free capacity. They can be called in for a fee for other cases however.

- The outside professional may work with your child to understand their needs and make recommendations, which may include:
  - † Making changes to the way your child is supported in class
  - † Support to set targets which will include their specific expertise
  - † A group or individual work led by the outside professional (or by school staff under the guidance of the outside professional)
- The school will tell you how support will be used and what strategies may be put into place.

**What happens for children whose learning needs remain severe and complex?**

This is usually detailed via an Education, Health and Care Plan; EHCP)

This means your child will have been identified as needing a particularly high level of support or provision which cannot be provided from the resources normally available in the school.

- The school (or you as a parent) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find out more about this by talking to the SENDCo, Mrs Kearn.
- Parenting Support services is also able to provide support and guide parents through this process. They can be accessed via : <https://www.parentingspecialchildren.co.uk/>
- The local authority will gather information from school and from you. They then decide whether they think your child's needs are complex enough to need statutory assessment. If this is the case, they will ask you and all professionals working with your child, to write a report outlining your child's needs. If they do not think your child needs this they contact you to explain why and will ask the school to continue with the support currently available.
- After all the reports have been submitted, the local authority will decide if your child's needs are severe and complex. If this is the case they will write an Education, Health and Care Plan (EHCP).
- The EHCP will outline the support your child should receive and what strategies should be put into place.
- This can be a lengthy and confusing process. At every stage, Miss Goulding is available to guide you.

**How is extra support allocated to pupils?**



The funding for SEND is contained within the schools budget and is managed carefully to ensure that pupils in need can be supported as best the school can. Vulnerable pupils in specific categories also have some extra funding available to meet their needs.

Other additional funding can be applied for, by the school, for individuals whose needs are severe and complex but this extra funding is only allocated through stringent applications.

**What support do we have for you as a parent of a child with SEND? What extra support can we signpost?**

e SENDCo ,  
Miss  
Goulding,  
is available  
to signpost  
parents  
and carers  
to  
appropriate  
support  
groups or  
outside  
agencies.

- Prior to your child joining our school the class teacher/ is available to meet with you to discuss your child's needs and any concerns you may have.
- All information from outside professionals will be shared with you. The school will also contact you to discuss any new assessments and ideas suggested by outside agencies for your child.
  - This service offers a wealth of advice and practical support - <https://www.parentingspecialchildren.co.uk/>
    - This website is also very useful: [https://www.autism.org.uk/advice-and-guidance/what-isautism?qclid=Cj0KcQIA962BBhCzARIsAlpWEL1x8o8RVTkeC3OYq77VT41d8r4MhTK8Z8IbM1YLvX9aa7p2JKimy5UaAnbOEA\\_w\\_wcB](https://www.autism.org.uk/advice-and-guidance/what-isautism?qclid=Cj0KcQIA962BBhCzARIsAlpWEL1x8o8RVTkeC3OYq77VT41d8r4MhTK8Z8IbM1YLvX9aa7p2JKimy5UaAnbOEA_w_wcB)
- The ASD Advisory Service/ Therapeutic Thinking Team/ Educational Psychologists are West Berkshire outreach services that can be accessed by mainstream schools to support the inclusion of pupils on their roll with a diagnosis of Autistic Spectrum

Support for  
parents of  
children  
with  
Autistic  
Spectrum  
Disorder

(ASD),  
including  
Aspergers  
syndrome.

Disorder (ASD) or those that are at risk of exclusion. Access to this service is strictly by a referral process via the school.

Its aims are to:-

- support mainstream schools in promoting the inclusion of ASD pupils
- improve the skills, knowledge and understanding of staff working with ASD pupils
- enable schools to provide high quality education for ASD pupils that meets their needs

**How accessible is our school for pupils with SEND?**

The school is all on a single level. There is an accessible toilet.

We monitor school and site development to ensure that, within the resources available to us, all new equipment or buildings are accessible to all pupils, regardless of their needs.

## Aldermaston C.E Primary School SEND Local Offer (School's Contribution)

Outlined below are examples of support available through the school and Local Authority offer

<b>Schools Local Offer</b>	Universal	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Broad and balanced curriculum, appropriately differentiated to meet with needs of individuals</li> <li>• Home school communication</li> </ul>
	Additional	<ul style="list-style-type: none"> <li>• Access to a TA in identified lessons</li> <li>• Interventions run by TA , Class teacher or SENDco               <ul style="list-style-type: none"> <li>• Support at break and lunchtimes.                   <ul style="list-style-type: none"> <li>• Differentiated curriculum.</li> <li>• Literacy booster group</li> <li>• Numeracy booster group</li> </ul> </li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>• Supported reading</li> <li>• Individualised spelling programmes</li> <li>• Self-esteem and self-confidence programmes</li> <li>• Positive behaviour programmes</li> </ul>

		<ul style="list-style-type: none"> <li>• Small group work supported by the TA</li> <li>• Enhanced ICT access with access to specialist software</li> <li>• Enhanced home school communication via email or home school contact book.</li> </ul>
	Exceptional	<ul style="list-style-type: none"> <li>• Individual TA support</li> <li>• Enhanced ICT access with access to specialist hardware</li> <li>• Adapted environment including provision of specialist equipment and seating</li> <li>• Highly modified curriculum</li> <li>• Individualised programmes, working towards independence and enhancing self-care</li> </ul>
<b>Local Authority Local Offer</b>		<ul style="list-style-type: none"> <li>• Therapeutic Team</li> <li>• EMTAS – support for GRT and English as an additional language.</li> <li>• Looked After Children’s Education Support Service</li> <li>• Educational Psychologists – see above restrictions.</li> <li>• Integrated Team (CAF/TAC process)</li> <li>• Advisory Teachers for Learning Support</li> <li>• Advisory teachers for Sensory Impairments</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Educational Welfare Officer</li><li>• Speech and Language Therapy Service</li><li>• Occupational Therapy Service</li><li>• CAMHS (Child and Adolescent Mental Health Services)</li></ul>                                     |
|  | <ul style="list-style-type: none"><li>• Physiotherapy</li><li>• Emotional Wellbeing - Targeted ELSA support (Emotional Literacy)</li><li>• Special Schools outreach Service, including ICT assessments – SISS (Support from Brookfields Specialist School)</li></ul> |

**How will we support your child when they are moving to another class or leaving this school?**

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

When moving classes each September, information, including data and SEND paperwork, is shared with the next teachers. If your child is moving to another school we make sure that all records about your child are passed on as soon as possible. SEND records are passed directly to the SENDCo of the appropriate receiving school.

### **Primary to Secondary School transition**

- The Secondary School SENDCO or designated TA meets with primary school SENDCOs during the summer term to ensure that information is shared between schools.
- Year 6 pupils with SEND may be invited to attend an additional transition day to meet with the SEND team.
- SEND pupils are supported by the Secondary School SEND team on the 'main' year 6 Induction days and summer sessions.

### **COVID 19 Impact.**

The impact of the 2020 pandemic will have far reaching consequences for many, but particularly for vulnerable children or children with SEND. Aldermaston C.E Primary School will make reasonable adjustments for those children finding the transition back to full time schooling difficult. These measures may not be used for every pupil and it is not an exhaustive list until more is known about the actual impact on our young people and their families.

Possible reasonable adjustments:

- Offer varied attendance – soft / phased starts.
- Additional take up time in class to allow for information to be processed.

- Communication – introduce visuals or other alternative communication aids for those who are finding communication difficult on return.
- Support for fire alarms / use of classroom evacuation plans for anxiety and special needs.
- Expectations for work – allowances may be given initially for adjustments for pupils experiencing severe anxiety.
- ELSA – targeted 1:1 support for children experiencing high anxiety and behavioural difficulties.
- Behaviour policy – may need bespoke provision to be put into place to ensure return to previous behaviour in school and adherence to rules.
- Pre-teaching of original rules and acceptable behaviour in school and new rules for COVID 19 changes.

### **Complaints**

We hope that school and parents work together for successful outcomes for pupils on the SEND register and that any complaints about SEND provision will be rare. If there should be a concern, the process outlined in the school's complaints procedure should be followed. This procedure can be found on the school's website.

Alternatively, the school office will provide you with a paper copy of the procedures.

**Updated May 2021.**