



SEND Information Report, Policy and Local Offer

Aldermaston CE Primary School

Version: 1

Reviewed by: Full Governing Board

Date adopted by FGB: April 2024

Review by: April 2025 (1 year)

Role	Signature	Date
Headteacher	Mrs M Higgs 	April 2024
Chair of Governing Board	Mrs C Watchorn 	April 2024

Local Offer

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1: How does the school identify children/young people with special educational needs and disabilities?

There are several ways in which a child could be identified as having SEND. Observations and tracking of a child's progress in learning, attainment and any particular behaviours seen in school may alert staff to a potential SEND. SEND indicators will be discussed with the SENDCo (Special Educational Needs and Disabilities Co-ordinator). Parents and carers will be involved at the earliest opportunity with discussions about any potential SEND.

1.2: What should I do if I think my child has SEND?

Ensure that you speak to your child's class teacher as soon as possible to arrange an appropriate time to discuss your concerns. Once you have met with the class teacher, it may be arranged for you to speak with the SENDCo to discuss any additional support your child might need.

2. Support for children with SEND

2.1: If my child is identified as having SEND, who will oversee and plan their education programme?

Class teachers plan and monitor provision for all children in their class. Where a child has a SEND, the class teacher will be supported by the SENDCo, and they will also follow any guidance given by any external agencies which may be involved. Children will be added to the SEND register if they receive "provision that is additional to, or different from that generally is made for other children of the same age", SEND Code of Practice 2015.

2.2: How will I be informed / consulted about the ways in which my child is being supported?

You will have the opportunity to discuss support with your child's class teacher at parents' evening appointments. This will give you the opportunity to find out about the impact of any interventions they are accessing. Teachers are always happy to have additional discussions or meetings to update as required.

Where referrals to external agencies are appropriate, these will be discussed and shared with you. Many such referrals can only be made with your consent. These referrals are usually discussed with our SENDCo.

If your child requires individual provision, it will be shared with you on a personalised plan. This will either be a SAP (Support and Achievement Plan) or a TTP (Therapeutic Thinking Plan). It will be regularly reviewed and your views and input will be sought. If we feel that an EHCP (Education, Health and Care Plan) was appropriate for your child, this would require a joint application in partnership with you.

2.3: How will the school balance my child's need for support with developing their independence?

Independence is an important skill developed at our school. Even when a child is receiving one to one support, we ensure they have frequent opportunities to develop their independence and to succeed at tasks independently.

Adults providing support are skilled at recognising when it is appropriate for a child to work independently, with other children or with one to one support.

2.4: How will the school match / differentiate the curriculum for my child's needs?

Work is adapted to allow every child to succeed and to feel included with their peers as far as this is possible. Individual children may be given extra resources to support their learning, additional adult support and/or different learning questions and learning tasks to ensure they can succeed and make progress.

Children may be provided with specific interventions to help them overcome barriers to learning. Planned provision will always consider any external advice received.

2.5: What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Our school is committed to matching individual provision with meeting individual needs. Staff are trained and experienced in providing support for a range of SEND and we're happy to discuss specific strategies which relate to a child's needs with their parents and carers.

2.6: What additional staffing does the school provide from its own budget for children with SEND?

Teaching Assistants (TAs) including those who have received ELSA (Emotional Literacy Support Assistant) training and our SENDCo support children with SEND alongside their class teachers.

2.7: What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Specific interventions, which have been used in our school, include Phonics catch up, precision teaching, ELSA, ECAT (Every Child a Talker), nurture lunch, sensory breaks. Some children may benefit from a small group provision. The decision on whether an intervention will be delivered one to one or in groups will be made based on individual needs.

2.8: What resources and equipment does the school provide for children with SEND?

As an inclusive school, we use advice from professionals and guidance from reports to identify what a child may require to support their learning and look into acquiring appropriate resources and equipment.

Children have access to quiet spaces equipped with items to support them when they are feeling overwhelmed or anxious, e.g. sensory bubble tank, emotional thermometer, weighted blanket, etc.

2.9: What special arrangements can be made for my child when taking examinations?

For some statutory assessments, the school can apply for extra time or adapted arrangements, e.g. support with reading or movement breaks. We will be required to provide evidence of the children's needs and there is no guarantee that our applications will be granted.

3. My child's progress

3.1: How will the school monitor my child's progress and how will I be involved in this?

Each term the SENDCo, class teachers and the headteacher meet for Pupil Progress Meetings where progress is assessed and evaluated. Termly assessments are made to track the progress of all children. At the same time, a review takes place to evaluate the impact of interventions.

In addition, there are two parents' evenings across the school year where progress and interventions are discussed with parents. Levels of support are also shared in the end of year written reports.

3.2: When my child's progress is being reviewed, how will new targets be set and how will I be involved?

When children are added to our SEND register, their targets are decided in collaboration with both parents and teachers. It is vital that both school and home work in partnership. Outside professionals may also offer advice on appropriate targets. These targets will be included on a child's SAP) and/or TTP. An understanding of children's individual plans is embedded in teachers' planning for lessons.

A termly review of children's individual plans will evaluate their progress against recorded targets to determine whether new targets are required. Parents will be involved in discussions about these termly reviews and their views sought on any new targets set.

3.3: In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

If desired, parents can contact the class teacher or SENDCo to arrange a face to face or telephone meeting at a time that is convenient for both parties.

3.4: What arrangements does the school have for regular home to school contact?

To ensure effective communication between home and school is maintained, we have used a range of strategies including home contact books, face to face and telephone conversations. In addition, the parents can view our school website for updates and information.

3.5: How can I help support my child's learning?

Become very familiar with your child's SAP/TTP and plan for opportunities at home to support them.

Follow recommendations from experienced staff and outside professionals. Try to attend all meetings offered by school or arranged through external agencies.

3.6: Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?

Often parents are encouraged to attend network/ support groups or training sessions. When information is received, the SENDCo will share this with relevant parents/carers.

3.7: How will my child's views be sought about the help they are getting and the progress they are making?

Pupil voice is sought appropriately from children to allow them to share/evaluate their own learning experiences. They are also invited to contribute their views for EHCP applications/reviews and attend their EHCP review.

3.8: What accredited, and non-accredited courses do you offer for young people with SEND?

N/A

3.9: How does the school assess the overall effectiveness of its SEND provision and how can parents / carers and young people take part in this evaluation?

All interventions are closely monitored and progress evaluated termly. All adults involved in each intervention are required to record a learning assessment, on each child, for each session.

The SENDCo meets with class teachers every term to discuss the progress and effectiveness of each intervention. Every class teacher creates and shares a provision timetable so all staff are aware of what additional support is being offered. This has proved effective during transition processes e.g. between year groups.

Termly meetings/communication with parents provide the opportunity to share information about the provisions taking place via the SAP/TTP review process.

4. Support for my child's overall wellbeing

4.1: What support is available to promote the emotional and social development of children with SEND?

New programmes are implemented when a new learning need has been identified. Staff have training from a qualified professional to ensure the intervention is delivered suitably. We have members of staff (ELSAs) who are trained in providing targeted support for those who may have emotional or social difficulties.

Other strategies such as nurture lunches, buddy systems and social groups have also been implemented to address particular areas of difficulty and to promote self-esteem and confidence.

4.2: What support does the school put in place for children who find behavioural expectations difficult and how do you support children to avoid exclusion?

In keeping with our Christian foundation and the living out the Christian values upon which the school is founded, our relationships are characterised by compassion, forgiveness and mutual respect. Accordingly

we have adopted a therapeutic thinking school approach to behaviour management and so each individual is given every opportunity to make responsible autonomous choices.

Our aim is that these principles, through education, modelling and promotion, are translated into deeply held values that children take with them into adult life, understanding individuals' rights and responsibilities and the role of rules to support these. Strategies are implemented in the classroom and all staff are provided with information to ensure the strategies are consistent at all times. Those individuals that find it difficult to achieve these expectations can be supported through the TTST (Therapeutic Thinking Support Team). This is not always needed, but the TTST supports us as a school to implement appropriate programmes. A TTP can be put in place and reviewed termly to ensure progress is being made.

Regular communication between school and home is encouraged. Our headteacher is involved in setting up TTPs and is involved in reviewing each child's progress. It is extremely important that parents play a vital role in making decisions.

4.3: What medical support is available in the school for children with SEND?

Staff are trained to meet the medical needs for those children who require it.

4.4: How does the school manage the administration of medicines?

Staff are provided with training to ensure they are fully aware as to how to administer medication correctly. In addition, staff can be supported by outside agencies to ensure medical needs are addressed appropriately.

4.5: How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc?

Staff are provided with training to ensure that the best support is provided. In addition, staff can be supported by outside agencies to ensure all personal needs are addressed appropriately and with care.

5. Specialist services available/accessed by school

5.1: What SEND support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, autism advisory teachers, therapeutic support teachers

Services available and historically used by our school include: -

- Mental Health Support Team
- Cognition and Learning Team
- Therapeutic Thinking Support Team
- West Berkshire Speech and Language Service
- Occupational Therapists and Physiotherapists
- School Nursing Team
- Educational Psychologist Service

5.2: What should I do if I think my child needs support from one of these services?

In the first instance, speak to your class teacher as soon as possible. In addition, you can speak to your own GP for advice.

5.3: How are speech and language therapy, occupational therapy and physiotherapy services provided?

The school can make a referral for speech and language support. Parents must seek advice from their GP if they require any involvement from the other services.

5.4: What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

Speak to the class teacher or SENDCo. In addition, you can speak to your GP for advice.

5.5: What arrangements does the school have for liaison with Children's Social Care services?

The school has a close working partnership with our colleagues in Children's Social Care, particularly in areas around safeguarding, we regularly share information, guidance and support.

6. Training of School Staff in SEND

6.1: What SEND training is provided for teachers in your school?

Continuous professional development and training courses are provided to all staff, including teachers, in response to identified training needs. In addition to this, the school SENDCo provides regular in-house training.

6.2: What SEND training is provided for teaching assistants and other staff in your school?

Continuous professional development and training courses are provided to all staff, including teaching assistants, in response to identified training needs. In addition to this, the school SENDCo provides regular in-house training.

6.3: Do teachers have any specific qualifications in SEND?

School SENDCOs complete additional training to receive their SENDCo accreditation. Our SENDCo is qualified and accredited.

6.4: Do teaching assistants have any specific qualifications in SEND?

We have several teaching assistants who have attended ELSA (Emotional Literacy Support Assistant) training.

7. Activities outside the classroom including school trips

7.1: How do you ensure children with SEND can be included in out of school activities and trips?

A full risk assessment is undertaken for each offsite activity and reasonable adjustments are made to ensure inclusion.

7.2: How do you involve parents / carers in planning the support required for their child to access activities and trips?

Parents are our partners in the planning process where adjustments are required, for all out of school activities and particularly in relation to residential trips.

8. Accessibility of the school environment

8.1: How accessible is the building for children with mobility difficulties / wheelchair users?

The school is all on one level with wide corridors, double doorways and step free access. There is allocated and marked disabled parking available.

8.2: Have adaptations / improvements been made to the auditory and visual environment?

Clear signage is in place and visual timetables are in use. We adapt teaching methods to support those with hearing difficulties.

8.3: Are there accessible changing and toilet facilities?

We have two accessible toilets which have adaptations to allow children with physical disabilities to access this room independently.

8.4: How do you ensure that all the school's facilities can be accessed by children with SEND?

Detailed risk assessments are carried out by staff on an individual basis, as required, to ensure an inclusive environment.

8.5: How does the school communicate with parents / carers who have a disability?

The school has an "open door" policy with respect to parents. It will adapt its procedures in order to facilitate effective communication with parents and carers who have a disability.

8.6: How does the school communicate with parents / carers whose first language is not English?

We will ask parents whether they would like support with communication. We may take advice from the EMTAS (Ethnic Minority and Traveller Achievement Service) team and request support from interpreters and translation services to improve the communication.

9. Preparing my child to join a new school/next stage of education

9.1: What preparation will there be for both the school and my child before he or she joins the school?

Collaboration between parents, school, outside agencies and your child will help to ensure a smooth transition can be made. A transition plan can be put into place, which may include additional visits and/or a transition photograph booklet can be used.

9.2: How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

Transition will be tailored to your child's individual needs. They may make additional visits to their new classroom or be given time to spend working alongside new adults. Within school, teachers and support staff have handover meetings to pass on information about individual children and the strategies which provide them with effective support.

9.3: How will my child be prepared to move on to their next school?

Preparing for secondary school transition is part of our Year 6 planning. Sometimes children benefit from completing extra preparation with an adult and making additional visits to their new setting. Additional meetings may be arranged to support children with SEND.

9.4: How will you support a new school to prepare for my child?

We will pass on all the information we have about your child and discussions with the new school may involve the class teacher and the SENDCo.

9.5: What information will be provided to my child's new school?

Levels of progress and attainment, SAP/TTPs or other individual plans, any reports from external agencies and any EHCP paperwork if relevant.

10. Who can I contact to discuss my child

10.1: Who would be my first point of contact if I want to discuss something about my child or if I am worried?

Your first point of contact is your child's class teacher.

10.2: Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

We can signpost support groups and help with referrals to local agencies who offer support at home.

10.3: What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

The SENDCo will share information about local support groups and agencies whose services are matched to the specific needs of children and their families. Information about specific events and workshops is also shared through our school newsletter and school website.

10.4: What arrangements does the school have for feedback from parents, including compliments and complaints?

The school welcomes feedback through letter, phone call, in person or via email.

Class teachers are always available at pick up time and by appointment made through the school office and regular feedback can be received as part of Parents' Evening appointments. Appointments can also be made with our SENDCo. The normal school complaints procedure would apply if a parent/carer had a specific complaint about SEND provision.