



**SEND Policy and Information Report**

**Date adopted by FGB:** July 2020

**Review by:** July 2021 (1 year)

<b>Role</b>	<b>Signature</b>	<b>Date</b>
<b>Headteacher</b>	Mrs M Higgs	
<b>Chair of Governing Board</b>	Mrs S Chaventre	



## **SEND Policy and Information Report**

The aims of our policy and practice in relation to special educational needs and disabilities are:

- To make reasonable adjustments for those with a disability
- To ensure that children with SEND can engage in the activities of the school alongside pupils who do not have SEND
- To reduce barriers to progress and attainment

### **What types of SEND do we provide for?**

We have experience of dealing with a wide range of mild to moderate SEND including specific literacy or numeracy difficulties, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, and attachment difficulties.

We are committed to meeting the needs of all children who attend our school and providing them with an inclusive education.

### **How do we identify and assess pupils with SEND?**

Children may be identified as having SEND either throughout or at any time during their time at school. They may be identified in many different ways including:

- Liaison with a pre-school setting or a previous educational setting
- Concerns raised by parents/carers, external agencies, teachers, teaching support staff or the pupil themselves
- Whole school tracking of attainment outcomes raises concerns about a child
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Observation of the pupil indicates that they have additional needs

### **How will the school support a child with SEND?**

Teaching strategies are personalised for SEND children. The strategies employed will vary depending on the individual's needs, lesson content and context. We seek advice from external agencies as appropriate to support specific needs. Where necessary, we may purchase specialist equipment and adapt the classroom learning environment.

The children on our SEND register have a personalised support and achievement plan (SAP) with individual targets which are reviewed three times a year in consultation with the children and their parents/carers.



Children with medical needs will be provided with a detailed Individual Health Plan compiled in partnership with parents/carers and if appropriate the pupil themselves and any associated medical professionals.

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

### **How are pupils with SEND and their parents/carers involved?**

This school uses a pupil centered 'Support and Achievement Plan' for SEND children. These are completed by the class teachers and shared with individual pupils. Each plan identifies abilities and strengths, personal aims and the actions to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

Attainments towards the identified outcomes will be shared with parents termly through feedback and also through the school reporting system and Parents' Evenings.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo, a member of the leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

The class/subject teacher or SENDCo may also suggest additional ways of supporting a child's learning.

### **How do we support pupils with SEND to improve their emotional and social development?**

All children at our school access our Personal, Social, Health and Economic (PSHE) curriculum which aims to provide children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

We also offer a range of clubs, activities and groups (e.g. nurture lunch) to support children with their emotional and social development. We have an Emotional Literacy Support Assistant (ELSA) who is able to work on a one to one basis with children.



### **What expertise and training do our staff have to support pupils with SEND?**

The SENDCo holds the National SENDCo award.

Staff receive whole school training through staff meetings, training led by our SENDCo or other local authority specialists. Staff are appropriately trained to deliver interventions relating to groups or individuals.

The school also has regular visits from SEND specialist advisory teachers and staff who provide advice.

### **How do we prepare children for moving between different phases of education?**

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and discuss any concerns.

Transition to the next school:

We work closely with local secondary schools to ensure the transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school.

These opportunities are further enhanced for pupils with SEND.

- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase are transferred to their new schools upon notification of enrollment.



**How do we evaluate the effectiveness of our SEND provision?**

The school monitors provision through tracking data, monitoring interventions, lesson observations, learning walks, scrutiny of books and planning, parent/carer and pupil voice work.

**Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact your child's class teacher in the first instance or the SENDCo, Miss Clare Goulding. You are also welcome to make an appointment with the Headteacher. The school also has a complaints policy which is available on the school website.

The school actively seeks parent/carer's responses through feedback forms, SAP meetings and parents' evening appointments throughout the year. We are keen for parents to come and see us at the earliest opportunity before worries or concerns escalate.

**Support services for parents/carers of pupils with SEND**

The school is able to support parents in seeking advice from other agencies and working together in deciding the next steps. We have a good knowledge of local support agencies and share information about workshops and events which may be of interest to parents.

**Local Offer link**

West Berkshire Council's local offer can be found:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0>