

SEND Information report 2023-24

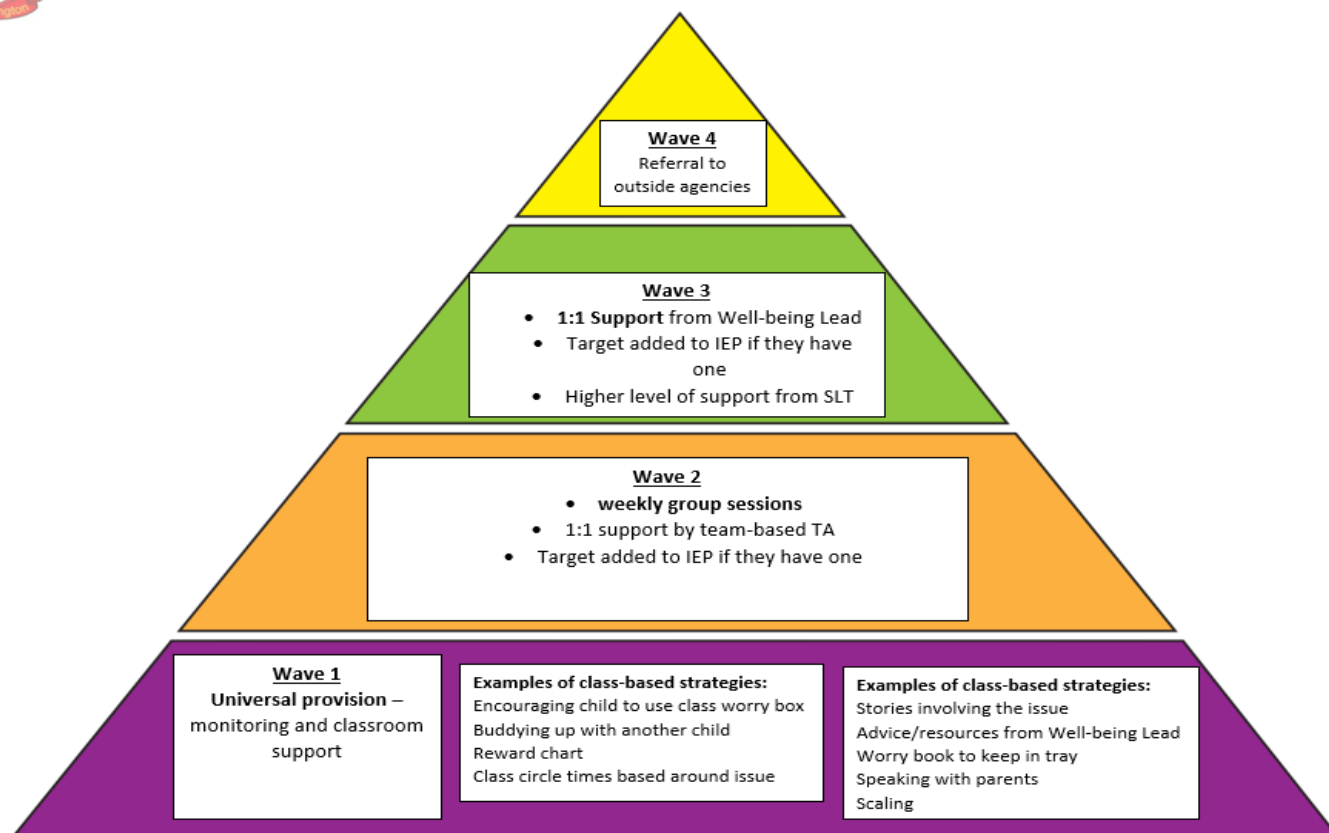


What types of SEND do we provide for?

AREA OF NEED	EXAMPLE OF CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
	Social communication difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Social communication needs
	Mental health needs e.g. anxiety
	Attention deficit hyperactive disorder (ADHD)
Sensory and/or physical	Visual impairment
	Multi-sensory impairment
	Hearing impairments
	Physical impairment

Currently, there are 40 pupils on our Special Educational Needs (SEND) register. 16 of these pupils (5%) have an EHCP (Education and Health Care Plan). This is significantly higher than the national average of 2.5%. 12.7% of the school has some form of special educational needs (SEN) in 2023-24. 72% of those identified with SEN are boys. A further 29 children are on our 'Monitoring and Concerns' list.

We support children with the following needs: Speech and Language, Autism, ADHD, hearing impairment, working memory issues, dyslexia, sensory processing difficulties and medical needs. Children with social, emotional and mental health issues are also supported by our Wellbeing lead. Over 30 children are currently being monitored for wellbeing. Children on the monitoring list receive support dependent on their need:



Which staff will support my child and what training do they have?

SEN Lead: Mrs Emma Blakely ebalakely@aldryngton.wokingham.sch.uk

Qualifications: BA (hons) Philosophy, Early Years PGCE, NASENCO

Wellbeing Lead: Mrs Lyn Boba lboba@aldryngton.wokingham.sch.uk

SEND Governor: Mrs Julia Marshall jmarshall@aldgov.com

Mrs Blakely is the SENCo and joined the school this year. She has around 5 years' experience working as a SENCo. She is a qualified teacher with an Early Years specialism. She works 3 days per week to manage SEND provision across the school.

Mrs Boba is the Wellbeing lead and has undertaken extensive training in mental health including: Mental health champion, Mental health and young people, Therapeutic thinking, Nurture Assistant course and Emotionally Based School Avoidance.

Class teachers and teaching assistants receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Teachers are regularly offered opportunities to

complete courses provided by the speech and language service and occupational therapy depending on the needs in their class.

Our staff has access to training through the Wokingham Schools Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology (EP) Service. Through our school cluster group, we can identify training needs and plan training in a cost-effective way as well as using our cluster meetings as a professional forum to share expertise across schools. Our staff have a variety of experience in working with children with SEND; they are updated with training and SEND issues as needed. Training for teachers and teaching assistants is provided dependent upon current needs and the school's focus.

All staff take part in safeguarding training, prevent training and various medical needs training e.g. epilepsy.

How do we admit pupils with SEND?

We admit pupils with SEND either as part of the normal admission arrangements or following consultation with the Local Authority SEN team if a pupil already holds an EHCP.

How do we identify and assess pupils with SEND?

We identify and assess pupils with SEND through:

- On-going observations and assessments by school staff in class and through-out the school day.
- Conversations with parents and outside agencies and other professionals.
- Information passed on by nurseries and previous schools
- Tracking of data through formal/informal assessments
- Teacher assessment – data collated termly
- Phonics screening test/school phonics assessments
- KS1 and KS2 statutory assessments
- A range of standardised assessments such as PIRA and PUMA tests

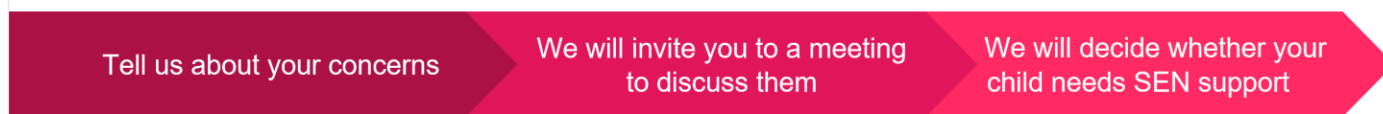
Slow progress and low attainment do not automatically mean a pupil is recorded as having SEND.

We look at the progress of children to see if it:

- Was significantly slower than that of their peers starting from their baseline

- Failed to match or better the child's previous rate of progress
- Failed to close the attainment gap between them and their peers

What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO who will be in touch to discuss your concerns.

You can also contact the SENCO directly.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

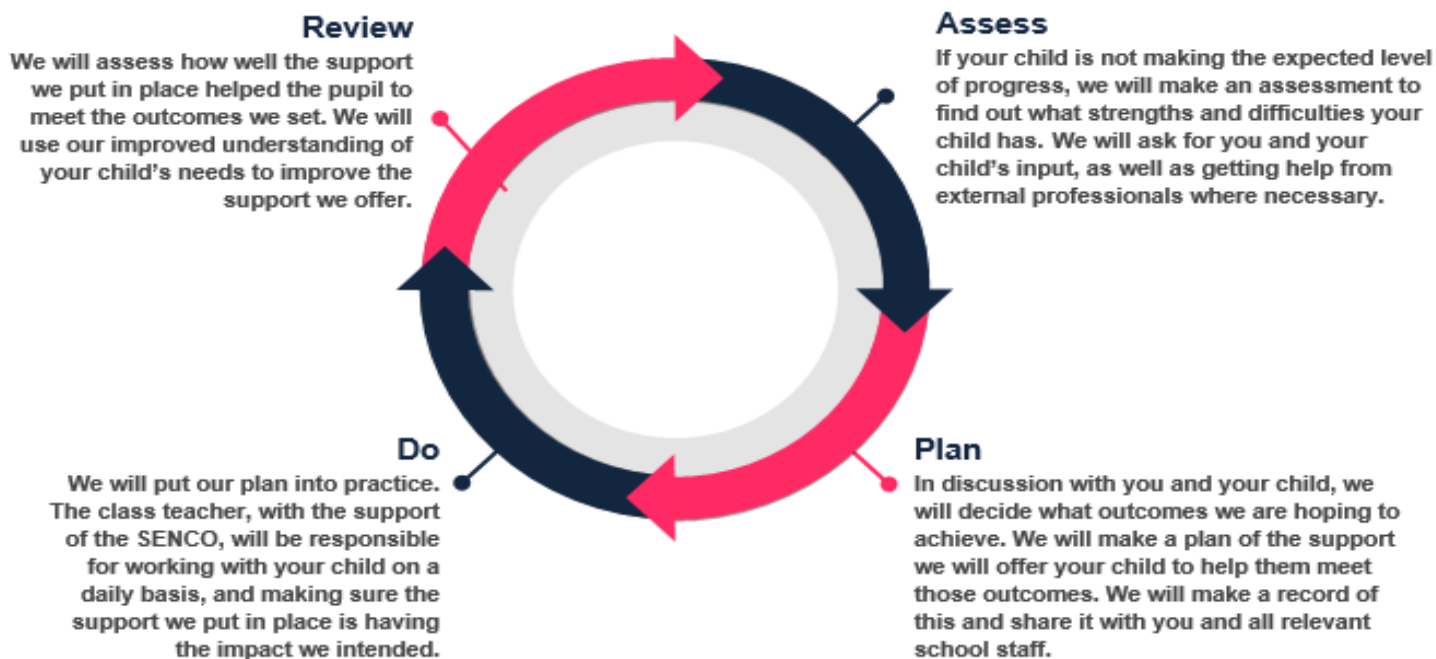
We will make a note of what's been discussed and add this to your child's profile.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Arrangements for discussing progress with parents

Class teachers, phase leaders and the SENCo monitor SEND progress termly and liaise with parents regularly through parent meeting. Progress monitoring is ongoing through reviewing scores achieved in half termly assessments and through reviewing targets in the Individual Education Plan (IEP) 3 times a year.

Progress is also addressed in annual reviews for children with EHCPs. School seek opinions of all adults involved with the child and ask the child for their opinion too.

Parents have access to the SENCo's email and are encouraged to contact staff through the office with any questions or concerns at the time, rather than waiting for meetings. Similarly, staff will contact parents if they have concerns regarding progress or targets.

In cases where a child struggles to communicate, a home/school book may be set up for parents and staff to communicate through.

How do we work with parents of pupils with SEND and involve them in their child's education?

Children on the SEN register have an IEP written and reviewed termly. On-going teacher assessments are shared with parents by the class teacher. For those with an EHCP, annual review meetings are held with parents and the school; external professionals are invited where appropriate. Parents are also kept up to date on progress of their child through regular parents' evenings and can contact the class teacher and/or SEN leader to share any concerns. Both the SEN leader and Wellbeing lead are available on certain days in the playground in the mornings at school drop off.

Supporting transition

- Nursery/setting visits arranged by the Foundation Stage staff and the SEN leader
- Consultation meetings/phone conversations held with the current Nursery/setting
- Extra transition visits to school in place for new pupils
- Meetings with new parents/outside professionals.

- Opportunities for new staff to meet the children
- Opportunities for current/receiving teacher to discuss child's progress/provision/needs etc.
- Additional transition visits to new classroom/teacher for those transitioning within the school between Key Stages or to a new class
- Other provision provided- photo books/social stories
- Y6 Transition projects with feeder school
- Foundry College advice given to support specific children with transition
- Vulnerable children visits arranged by the Secondary schools
- Secondary colleagues invited to school to meet child/be part of Annual review meeting to answer parent/child questions
- Liaison with other schools as appropriate to share any information/reports including details of support and provision, recent IEPs and academic levels.
- Staff in Y6 liaise with secondary staff
- File transfers ensure that a child's history is passed over to the new school.

Approaches to teaching and accessibility of the learning environment

We aim for all our pupils to be fully included within class lessons and differentiate our curriculum according to ability and need; however, we also recognise that some children required provision which is additional to their peers. This can include: adapted timetables, additional provision in the classroom and targeted interventions with the aim of closing the gap.

Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our first step when responding to pupils who have SEND. Some pupils require highly differentiated lessons or a bespoke teaching area. Pupils are supported by teachers, TAs and SEN TAs.

We believe in making children confident learners by setting targets around working on independence skills on their IEPs. We enable this through classroom resources e.g. visual timetables, resources appropriate to the provision required: individual work trays, "handy hints" lists, checklists, work frames, word banks etc. We also provide specific resources and interventions linked to their diagnosis/traits e.g. coloured overlays for dyslexia, sensory equipment etc. We consider the placement of children in the classroom with regard to proximity to the teacher, other children and individual workstations.

Accessibility of the curriculum

We acknowledge that for all children, learning should be planned for according to their individual needs; also offering aspiration regardless of any obstacle or disability. For some children, there is the need to work at a different stage of learning, hence 'stage' not 'age' expectations. Children that have significantly greater difficulty in learning still work towards the year group work that is appropriate for them at their stage of learning. In English and maths, the children access work from the year group which they have been currently assessed as working at. Our wider curriculum is spiral based, and teachers plan for work which can be pitched at the correct developmental stage for the child and supported with appropriate scaffolds. Learning environments are adapted as and when needed. We ensure that all our pupils are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

Evaluating the effectiveness of our provision

Most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used, these will be evidence based and progress tracking, or monitoring of IEP targets, allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention, we will review its efficacy by measuring the outcomes achieved by the pupil and consider the cost of the intervention.

Wellbeing, emotional and social development

The school has a variety of support in place: Wellbeing Lead, scaling, Aldryngton Assistants, Meet and Greet, Social Groups and 1:1 or small group work. We have a 'zero tolerance' approach to bullying and this is covered yearly with pupils.

We use strategies as advised by Educational Psychology and Foundry College. These include:

- Safe spaces
- Communication cards
- My choice, your choice
- Reward time
- 20/20/20 lunchtimes
- An identified adult to talk to /intervene
- Movement breaks
- Now and next boards

External agencies

We work closely with SEND support services and have excellent working relationships. Some of the services accessed includes:

- Parenting support services
- Educational Psychologist
- Foundry College
- Learning Support
- Speech and Language
- Occupational Therapist
- Addington Outreach
- School Nurse
- Assist ASD support
- Educational Welfare Services
- SEND network
- Family Support practitioners
- SENDIASS
- Wokingham EAL support

Arrangements for handling complaints/queries

The staff at reception are able to answer initial queries and concerns about the general running of the school, trips etc. Any concerns about a child's day at school, progress, special needs etc should be discussed with the class teacher or to the SENCo directly.

There is a complaints policy that is available on our school website for formal complaints.

Parents of pupils with disabilities can make disability discrimination claims to the first-tier SEND tribunal if they believe that school has discriminated against their children. This could be about:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

An annual survey offered to all parents to offer feedback in general terms. The school continued to invite open dialogue and parents welcomed to speak to us in person, by phone or by email for this purpose.

Supporting SEN children who are looked after

The school has access to children's social care services as required. The school has a safeguarding policy and staff are trained to manage Child Protection (CP) incidents. The school has designated CP Officers. The designated teacher liaises with the SEN Lead when setting targets and using funding from the PEP for children who have SEN and are looked after.

How do we consult pupils with SEN and involved them in their education?

We recognise that pupil voice is important and we listen to the child's views wherever possible.

Where appropriate, the IEP outcomes /provision are discussed with the child. Parents are encouraged to share the IEPs at home with their child. Pupils with an EHCP complete an annual questionnaire alongside a trusted adult in preparation for their review and where appropriate are invited to the review.

How do we secure equipment and facilities to support pupils with SEND?

Following discussions with school staff and external professionals it may be necessary to purchase equipment to support a child's needs. When budgeted for, and affordable, the school purchase this from their SEND budget. Through funding we have been able to open Rowan room as a bespoke wellbeing room. We purchase additional sensory resources and developmentally appropriate toys for pupils. We also buy dyslexia friendly books to support children struggling following on from RWI. The school also provides any resources which enable children to access the curriculum e.g. fiddle toys, coloured overlays etc.

What support services were available to parents?

Signposting to voluntary agencies and community projects is available on the school's website. Our Wellbeing lead and SEN lead have literature and knowledge of many local agencies and support parents in accessing their services. Parents and carers are signposted to information, workshops, courses, events or local services. We also hold coffee mornings termly for our SEN parents and send SEN updates and details of courses via email.

Where can the LA local offer be found?

The school's Local Offer and Wokingham's Local Offer can be found on the school website under

SEND. The school's Local Offer was reviewed in October 2023. The Accessibility Plan 2021-25, SEND policy, Safeguarding, Child Protection and promoting the Welfare of Children and Public Sector Equality Duty Statement and associated action plan can all be found on our website and should be read alongside this report.