1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

- We cater for a wide variety of mainstream needs, using the expertise and support of outside agencies in accordance with our Special Educational Needs and Disabilities (SEND) Policy.
- We ensure an inclusive ethos through an engaging topic-based curriculum with differentiated strands for all learners.
- Our inclusion and anti-bullying policies prevent children with SEN and disabilities from being treated less favourably by valuing the contribution made by all.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

- Children with special educational needs will be identified at the earliest possible opportunity and will be entered at the appropriate level on the school’s SEN Register through careful monitoring of progress against age-related expectations. At any time in their school career, a child may be identified as having special educational needs.
- We assess on an ongoing basis through a variety of formative and summative strategies. Teacher assessments, collating a range of formative and summative data, are collated on our assessment tracker D Tracker, using information from marking, classroom observations and formal tests such as Rising Stars. Specific year group objectives for reading, writing and Maths are tracked on a key objective tracker.
- Provision maps are completed termly, evaluated and acted upon in regular Pupil Progress Meetings
- Parents of children with Individual Education Plans (IEPs) are invited to regular meetings.
- Children are identified as having special educational needs through a variety of ways including the following:
- Child developing or performing below age expected levels.
- Concerns raised by teacher.
- Concerns raised by parent.
- Consultations between class teachers and members of the leadership team at PPMs (Pupil Progress Meetings).
- Liaison with external agencies.
- Liaison with previous school or setting.

### c. What should I do if I think my child/young person may have special educational needs/disabilities?

- Talk to us – in the first instance talk to your child’s class teacher about your concerns; if you still have concerns you can contact the Special Educational Needs Co-ordinator (SENCO) via the school office.
- As a school, we pride ourselves on building positive and open relationships with parents.

### 2. Support the school provides for children and young people with SEND

#### a. What teaching strategies do you use to support children with special educational needs and disabilities?

- Class teachers plan differentiated activities according to the needs of the class and individuals within it with planned additional adult support according to need.
- Extra provisions are determined by the class teacher and documented on Provision Maps.
- Examples of extra provision include differentiated phonics groups, Emotional Literacy Support Assistants (ELSA) working 1:1 or in small groups, handwriting support (in line with our handwriting policy), Numicon.
- The school uses the Letter and Sounds phonics scheme which operates from Reception until children are meeting age-related expectations at the end of phase 6. Small differentiated groups facilitate more direct support of individuals.
- Beyond normal differentiation, external agencies if required would be consulted and recommendations acted upon.
- A thorough Raising Attainment Plan (RAP) identifies an ongoing programme of monitoring across the school to ensure that consistently good or better levels of teaching and assessment are maintained. Evidence and development areas are sought thorough a range of observations, looking at pupils work and talking with children. Training opportunities are also identified through staff performance management.

#### b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

- 3 Teaching Assistants are employed in each class to support children in English and Mathematics lessons, working in small groups and/or on 1:1 basis, depending on the needs of each cohort.
- One of the Teaching Assistants works as an ELSA two afternoons per week and provides targeted provision for identified pupils.
- We deliver phonics in small differentiated groups using the Letters and Sounds scheme. Children are grouped by ability and stage, not chronological age.
- Precision Teaching is amongst the strategies employed to support some children in English.
- Speech and Language programmes are provided through the Children and Young People’s Integrated Therapies Service.
- Work stations and visual timetables are supplied according to individual need.
- One pupil has his own quiet room to retreat to when the classroom environment is too over stimulating to meet and support his sensory needs.
- Visual prompt cards encouraging good learning behaviour are used according to individual need.
- A variety of software is used on computers and laptops to support learning, mainly supporting those pupils who find it hard to write for a sustained period of time.
- Peer/partner work is encouraged across the whole school to foster metacognition.
- A maths online learning platform (MyMaths) is utilised by the school and provides differentiated learning tasks.

c. How is the decision made about what type and how much support my child/young person will receive?

- Summative and formative assessment data is used on an ongoing basis by the class teacher and forms the basis of discussions in termly Pupil Progress Meetings.
- The SENCo regularly discusses individual pupil needs with class teachers/parents as required. A provision map is completed to identify the level of support needed by the pupil.
- Provision mapping is used to keep track of how resources are used.
- Discussions with parents and other professionals may highlight the need for specific support from an external agency.

d. How will I (the parent) be involved in planning for and supporting my child/young person’s learning?

- There will be a two-way exchange between parent and teacher when/if either is concerned about an individual child’s learning or development.
- Parents will be encouraged to express their concerns to the class teacher or SENCO and make a positive contribution for the benefit of their child.
- Links with health, social services, educational welfare services and any other organisation engaged in work on behalf of children with SEND.
- Teaching staff are invited to identify children causing concern and they may be discussed at these meetings. Any resulting information is passed on to the class teacher and is shared with parents at all stages.
- Targets are discussed during parent consultations.
- We signpost parents, where appropriate, to any relevant parent briefings regarding a variety of school-related topics which include discussions around special needs.
- Regular parent forums encourage the discussion of issues to foster open dialogue and support networks.
- The school actively works with RBWM’s MASH Team and Early Help Hub.
- Informal communication is encouraged through Reading Records. Class teachers have an open door policy and are always contactable via the School Office.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

- In the event of a child needing an IEP or Education, Health and Care Plan (EHCP), he or she will be consulted to help establish relevant targets. Moreover, all children are encouraged to be actively involved with their learning, giving relevant feedback to their teaching and support staff through self-marking comments and discussions.
- Children are consulted regarding the frequency and manner of support they receive.
- Staff listen carefully to children’s views and to use careful questioning skills to probe for and check for understanding.

3. Children and young people’s progress

a. How do you check and review my child/young person’s progress?

- A child’s progress towards identified targets is reviewed on an ongoing basis by classroom staff through a mix of formative and summative assessment. Results are discussed in termly Pupil Progress Meetings with relevant next steps agreed. Additionally, Provision Maps and IEPs are also reviewed termly by the class teacher(s) and quarterly by the SENCo. These reviews include input from pupils as relevant.
- Children with a Statement have a formal review at least annually with all relevant agencies.
b. How do you involve my child/young person and parents in those reviews?

- Children are always given the option of attending reviews and their views are collected as part of the preparation process for any review.
- Copies of plans and, where relevant, minutes or other associated paperwork will be provided.
- Members of staff and the SENCo regularly hold discussions with pupils from across the school regarding their views on learning and progress.
- We are happy for parents to bring other people, including other professionals or family friends, to their child’s review meetings with prior notice.
- Looked-after children will have their own Personal Education Plans (ePEPs) which are managed electronically across all professionals working with the child. An ePEP is written in conjunction with the looked-after child who can elect to attend the Annual Review itself, along with carers and all relevant professionals, including a representative of the Virtual School to which the child is attached.

c. How do you know if the provision for children and young people with SEND at your school is working?

- Pupil progress is discussed formally at half termly Pupil Progress meetings (PPM) – effectiveness of interventions or strategies used to support pupils with SEND are evaluated against progress made.
- When planning interventions a clear success criteria linked to evidence is identified.
- The impact of any provision is monitored informally by the class teacher or Teaching Assistant in the first instance. PPM meetings provide staff the opportunity to evaluate the provision and discuss the impact upon the child. The SENCO reviews provision maps quarterly and may use pupil work, observations or discussions with pupils / staff to evaluate the effectiveness of the support.
- The person delivering the intervention may modify the intervention according to the needs of the pupil/s. The SENCO or external agencies, if involved, may suggest modification to the intervention to ensure that the provision is as effective as it can be.

4. Support for overall well-being

a. What support is available to promote my child/young person’s emotional and social development?

- A number of nurturing opportunities are fostered by the school. Clubs, with the aim of developing children, are run during school break times.
- Mrs Hancox is trained to be our ELSA (Emotional Literacy Support Assistant)
- The school has a behavioural and anti-bullying policies which encourage tolerance and respect – in accordance with British values – of all.
- Children with SEND discuss their progress and individual targets with their class teachers regularly.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- Transition arrangements are put in place to best meets the needs of the individual child, ensuring careful liaison between us, any previous setting and those agencies involved in supporting the child. Through this process we put in place an action plan to ensure that the child’s induction is as seamless as possible.
- We liaise with the child’s previous setting/school and ensure that all appropriate records are transferred to our care.
- Pupils and their parents are actively encouraged to visit the school, to meet staff members and other pupils.
- Depending on the needs of the individual, we will help familiarise them with the layout and rules of the
school in a manner according to their needs, including allocating them a pupil buddy to help with the transition.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

- Children transferring to other settings undergo the same process as those transferring into the school, with us liaising with appropriate settings and agencies.
- The child and their parents would be party to any transition plan, including meetings with the new school and school staff would help support additional visits to the new setting if needed.
- Transition discussions for secondary school potentially start during Year 5, depending upon need.
- The school also draw upon other professionals to support Behaviour Support Service.
- The new setting will receive information regarding academic progress and attainment, details of targets, copies of teacher reports, actioned and pending IEPs/EHCPs and/or ePEPs, review paperwork, professional reports and other associated notes.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

- **Is your school wheelchair accessible?**
  
  All parts of the school are fully wheelchair accessible.

- **Have adaptations been made to the auditory and visual environment?**
  
  Auditory enhancements (such as audio loops) have not been built into the structure of the building. The school's decoration and lighting have not been installed with any particular visual impairment in mind.

- **What changing & toilet facilities does the school have for children and young people with SEND?**
  
  The school has one disabled toilet in the main school corridor. Generally, children change in their classrooms or the toilets. There is no permanent hoist or similar available for changing purposes.

- **Do you have disabled car parking for parents?**
  
  There is no allocated disabled parking at present.

b. What if my child needs specialist equipment or facilities?

- We do not have a sensory room/area or Assistive Technology integrated into the building.
- We make sure children and young people have the equipment and facilities they need by liaison with those agencies supporting them, with appropriate specialist equipment funded in accordance with any relevant EHCP or by external agencies. Any specialist equipment used in school will be maintained and serviced according to the manufacturer’s instructions and by approved individuals as necessary.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

- Every effort is made to include children with SEND in extra-curricular activities. Such activities are planned with the whole class in mind, are risk-assessed accordingly and parents are consulted throughout the planning stages, ensuring that ‘reasonable adjustments’ are made for the needs of the individual.
- Residential trips are also subject to approval by the Borough.
- The before-school Cygnets Club allows for children to arrive from 7:30am and provides a healthy breakfast. The after-school Cygnets Club runs until 6:00pm Monday to Thursday and 5:30pm on Fridays. Children are provided with a cooked meal. Attendance at these school clubs is by arrangement with the
organisers and is subject to limited spaces. Support is provided to enable children with SEND to attend in accordance with any provision made under the terms of an EHCP/ePEP.

### 7. Training for staff, specialist services and further support

#### a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

- Three TA colleagues – at the time of writing – are paediatric first aid trained; all other staff have received general first aid training.

#### b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

- A range of agencies and professionals are involved to meet the needs of our children. This includes the Berkshire Healthcare NHS Foundation Trust (services through CYPIT, including the Speaking & Listening Team), Shine Team (Outreach Autism Service), Behaviour Support and the Local Authority support services (through the RBWM MASH – Multi-Agency Support Hub). Various, we may call on the expertise of Social Services, Speech & Language therapy, RBWM Children and Young People Disability Service, Educational Psychologists, Specialist Teachers (from the School Support Service) and the Berkshire Sensory Consortium Service.
- While accessing these agencies varies from agency to agency – with many now routed through the MASH and Early Help hubs, the school is always happy to provide help and advice.

#### c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

- Tel: 01628 683182
- Email: IAS@rbwm.gov.uk
- Website: [http://ias-rbwm.co.uk/](http://ias-rbwm.co.uk/)

Please follow this link to the Royal Borough of Windsor and Maidenhead’s Local Offer for information about other services that might be available to support your child/young person: [www.rbwm.gov.uk/localoffer](http://www.rbwm.gov.uk/localoffer)

### 8. Policies

#### a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

We are familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001), the Equality Act 2010 and the SEND code of practice.

#### b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

[http://www.bishamcofe.co.uk/policies/](http://www.bishamcofe.co.uk/policies/)
- SEN Policy (February 2016)
- Safeguarding Policy (January 2016).
- Behaviour Policy (January 2016)
- Equality & Diversity Policy (February 2015).
9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

No.

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

- Questions, comments or concerns should be routed initially through the relevant class teacher. If this does not resolve matters, the next Head of School or Executive Head should be approached and then, if the issue remains outstanding, the Chair of Governors should be contacted.
- The full details of our complaints procedure can be found here: [http://www.bishamcofe.co.uk/policies/](http://www.bishamcofe.co.uk/policies/)

11. Glossary

<table>
<thead>
<tr>
<th>Education, Health and Care (EHC) Plans</th>
<th>An EHC Plan is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statements of Special Educational Needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Literacy Support Assistant (ELSA)</td>
<td>Teaching assistants who have received extra training to support the emotional wellbeing of children and young people.</td>
</tr>
<tr>
<td>Individual Education Plan (IEP)</td>
<td>A document drawn up in school which outlines targets for individual children with additional needs and how they will be supported to meet those targets.</td>
</tr>
<tr>
<td>MASH</td>
<td>The Royal Borough of Windsor and Maidenhead’s Multi-agency Safeguarding Hub</td>
</tr>
<tr>
<td>Numicon</td>
<td>Intervention to support children with maths</td>
</tr>
<tr>
<td>PEP or ePEP (electronic)</td>
<td>Personal Education Plans for children and young people who are looked after</td>
</tr>
<tr>
<td>Provision map</td>
<td>A way of a school showing the resources and provision available, including whole class teaching, group work and individual interventions, for identifying and overcoming barriers to learning and meeting the needs of all pupils. It includes provision which is ‘additional to’ and ‘different from’ that which is offered through the school’s curriculum.</td>
</tr>
<tr>
<td>RAP</td>
<td>Raising Attainment Plan</td>
</tr>
<tr>
<td>SEND</td>
<td>Special Educational Needs and/or Disabilities</td>
</tr>
<tr>
<td>Special Educational Needs Co-ordinator (SENCo)</td>
<td>This is the member of staff of a school who has responsibility for coordinating special educational needs provision within that school.</td>
</tr>
<tr>
<td>Children and Young People Disability Service (CYPDS)</td>
<td>A Local Authority service supporting children and young people aged 0-25 with special educational needs and disabilities. This includes social care functions, family working, occupational therapy assessments in the home and the statutory assessment and review process for Education, Health and Care Plans</td>
</tr>
<tr>
<td>Children and Young People Integrated</td>
<td>An NHS team who provide Occupational Therapy, Physiotherapy, Speech and Language Therapy and Specialist Dietetics services</td>
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<tr>
<td>Therapies (CYPIT)</td>
<td>through Berkshcire.</td>
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<tr>
<td>Sensory Consortium Service</td>
<td>Berkshire Sensory Consortium Service is a specialist education support service for hearing impairment, visual impairment and multi-sensory impairment.</td>
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<tr>
<td>Shine</td>
<td>An outreach service who support children on the Autism spectrum in mainstream schools</td>
</tr>
<tr>
<td>School Support Service (EMTAS and Cognition and Learning)</td>
<td>A Local Authority Service that supports schools to meet the additional needs of all pupils by providing schools with the opportunity to purchase qualified specialist teachers with expertise in Special Educational Needs (SEND), Ethnic Minority and Traveller Achievement and English as an Additional Language (EAL).</td>
</tr>
</tbody>
</table>

Date of last update of this document: 14th April 2016

Date of next review: January 2017