

Schools were asked to give their responses to the following questions for publication in the Authority's Local Offer. This information will help parents, carers and young people to understand how we manage Special Educational Needs and Disabilities (SEND) in our school.

Please also read the SEND Information report on our school website:

<http://www.wildridingsprimary.co.uk/page/?title=SEND+Information&pid=39>

Wildridings is a mainstream Primary School and Nursery located in Netherton, Wildridings, Bracknell.

Our mission statement is 'Be the Best that You can Be' which holds true for all children attending our school, regardless of age and ability. All adults involved with the school including parents, staff and governors are encouraged to have due regard to this ethos.

## **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?**

All teachers are responsible for identifying pupils with SEND. Class teachers working in collaboration with the SEND Team (Inclusion Manager and SEND Manager), and where appropriate the Early Years Foundation Stage Inclusion Service (EYFISIS), will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. A pupil's rate of progress is seen as a significant factor in considering the need for additional SEND provision. Listening to parental concerns is an important part of the process as well. Where concerns are raised the Inclusion Manager and class teacher in discussion with parents will consider the need to bring in the support of outside professional agencies (e.g. Educational Psychology, Autism Service (AS), Speech and Language Therapy (SALT)). All of these discussions and professional advice will lead to a clear identification of Special Educational Needs and identification of possible barriers to learning and progress.

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

Talk initially to your child's class teacher, sharing your concerns and agree relevant actions with the class teacher. Plan to meet again with the class teacher at an agreed later date to revisit your concerns and discuss any progress that has been made. If there has been little improvement then the class teacher will refer you on to the school's SEND Team for further discussion and action planning to support your child.

## 2. Support for children with special educational needs

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

The class teacher with the support of the SEND Team will plan your child's educational programme through the use of a Learning Pathway which clearly identifies learning targets for your child, and the additional support they will need in order to reach them.

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

At parent consultation meetings with your child's class teacher. Your child's Learning Pathway will be shared here and you will be able to contribute to this.

If your child has an Education, Health Care Plan (EHCP), a review will be held annually to look at the progress made against your child's identified targets. All of the professionals involved with your child's care will be invited to attend this meeting.

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

We will review at least termly how the interventions and support your child receives impacts on their progress. It is important to us that your child develops their independence and that they are well prepared for the next phase in their education. It is important to facilitate your child through a range of support methods (e.g. group work, 1:1 support, in-class resources and peer support). Your child will be aware of their personal learning targets and will be encouraged to use taught strategies to help them achieve these independently. We encourage all of our children to participate in activities outside of the classroom, for example sporting events and musical productions.

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

Careful monitoring through assessments and teacher liaison meetings will help the school to make the curriculum suitable for your child's needs. Each teacher differentiates their class curriculum to meet the needs of the children they teach with the aim of developing independence and the child reaching their full potential at whichever level they are working at. We also access external support from agencies such as Speech and Language Therapy (SALT), Educational Psychologist, Behaviour Support Team (BST) Support for Learning Service, Autism Service (AS), Occupational Therapy Service (OT) Child and Adolescent Mental Health Service (CAMHS) and the Early Years Foundation Stage Inclusion Service (EYFSIS) who further help to advise and differentiate the learning for your child. Your child's teacher will identify activities that your child may need to practise, e.g. reading at home, occupational therapy activities etc.

### 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?

The teaching strategies used at Wildridings have a multi-sensory approach. Every child is unique and has different needs. The teaching strategies we use are tailored to the child's individual needs. These needs may change across the child's school life; therefore the teaching strategies used may also change over time. When necessary, additional resources such as visual timetables can be used to help support your child through the school day. Staff are advised when necessary about

particular strategies and resources by specialist services such as SALT, AS,(Autism Service) the Sensory Consortium, and in Early Years, the Early Years Foundation Stage Inclusion Service (EYFSIS)

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

The school employs 2 Inclusion Managers, a SEND Manager, 2 FSAs (Family Support Advisers) / ELSAs (Emotional Literacy Support Assistants), specialist teaching staff and teaching assistants to support children with identified needs. These members of staff form a team that works around the child to ensure maximum personalised and targeted support.

### 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?

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Learning Support Groups (Reading, Writing, Maths)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pastoral Support Groups (Social Skills)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Occupational Therapy (Jimbo-Fun)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Speech and Language Support (SALT)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Support for Learning Service (SfL)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Nurture Group		<input checked="" type="checkbox"/>
Specialist Dyslexia Teacher	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

The school seeks resource advice for individual children with SEND from professionals. Resources such as coloured overlays for reading, 'move 'n' sit' cushions, pencil grips and slanted writing slopes are available if your child is assessed as needing these. The school has resources and equipment usually found in a mainstream school. Parts of the school have limited access to pupils with physical disabilities due to steps. Wildridings Primary School has a toilet which is accessible to wheelchairs.

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

A small number of children may need additional arrangements so they can take part in the end of Key Stage tests. Teachers will consider access arrangements before they administer the tests in accordance with guidance published annually by the Standards and Testing Agency.

## 3. My child's progress

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

All children including those with SEND will be regularly assessed and their progress carefully monitored in accordance with the school's assessment procedures. Pupil progress will be discussed termly at Pupil Progress meetings held by the Head teacher and Deputy Head teachers and class teachers. Team leaders monitor the progress of SEND children in their teams. Liaison meetings are also held between class teachers and the SENCo. You will have the opportunity at termly parent consultation meetings with your child's class teacher to contribute to your child's Learning Pathway.

The Inclusion Manager or SEND Manager may also attend parent consultation meetings with you if required.

Additionally, if your child has an Education, Health Care Plan (EHCP), a review will be held at least annually to look at the progress made against the identified needs of your child. You and all of the professionals involved with your child's care will be invited to attend this meeting and make oral and written contributions to the decision making process.

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

Your child's Learning Pathway will be reviewed every term or sooner where necessary. The reviewed and new Learning Pathway will be discussed at parent consultation meetings where you will be invited to contribute. If your child has an Education, Health Care Plan (EHCP), the Annual review process will include target setting. Parental support is considered essential to good progress for all children at Wildridings.

### 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?

At Wildridings we aim to have an 'open door' policy for parents, especially to pass on urgent information, but at busy times only a quick discussion may be possible. If you would like to discuss your child's progress further, please book an appointment with your child's class teacher, FSA, Headteacher or Inclusion Manager at a mutually convenient time.

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

When appropriate, there will be various strategies for regular contact to be set up for example through a home school link book, weekly phone calls home or behaviour report cards. Pastoral Support Plans, which may involve outside agencies, are used when regular home to school contact is crucial in establishing good progress for your child.

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

Parents are given copies of their child's Learning Pathway which may include advice on activities and practice tasks. Please follow the advice on the Learning Pathway and the class home learning timetable. If you want to be involved further with your child's education please discuss this with your child's teacher.

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

The school is strengthening links with parents through regular curriculum sessions and coffee mornings where you can find out more about specific aspects of your child's curriculum at school. You will receive invitations and information about these from the school. The Family Support Advisor is also available to support parents. We facilitate meetings between specialist support services and parents when necessary. The SEND team can also provide advice regarding parenting training and support.

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

Wildridings classroom ethos expects and promotes the concept that pupils evaluate their learning and targets. All pupils are expected to attend their parent teacher consultation meetings, and are able to make their views known there. The children should be familiar with their Learning Pathway which includes a 'pupil voice' section to allow them to express their views about what helps them to learn.

If your child has an Education, Health Care Plan (EHCP) your child's views will also be sought prior to their Annual Review through a child questionnaire. Children are encouraged to attend the Annual review, or nominate an adult to speak on their behalf.

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

The school uses individual Provision Maps and Learning Pathways to record the impact of SEND provisions made for children. Teaching Assistants record the impact of intervention groups at the end of each term.

Class teachers, Team Leaders and Inclusion Manager collate progress and attainment data each half term about the impact of SEND provisions on the progress and attainment of pupils with SEND. Learning Pathways are reviewed each term and progress is evaluated. You will have an opportunity to discuss your child's Learning Pathway at parent teacher consultation meetings and to discuss the effectiveness of current provision. Children can join these meetings and are able to voice their opinions.

## 4. Support for my child's overall well being

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

Specific teaching assistants work with children who have social, emotional and behavioural needs through SALT Social groups and individual 'drop-in' support as necessary. The Family Support Adviser (FSA) and Emotional Literacy Support Assistant (ELSA) work with families to help them to work through problems and find appropriate support.

The school also has links with Behaviour Support Team (BST) and Play Therapists who come into the school to work with identified children and their families. A 'Quiet Club' supported by TAs is available at lunchtime for vulnerable pupils.

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

Where necessary an adapted or individual curriculum programme can be provided for children through Pastoral Support Plans. We request specialist advice from the Behaviour Support Team (BST) and other agencies to support children and families when necessary. Many of our staff are Team Teach (Positive Handling) trained.

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

We have a qualified First Aider on site at all times. Care plans agreed with the school nurse/ specialist nurses can be put into place for children with additional medical needs. Please see the medications section of our Health and Safety policy and our policy regarding supporting pupils with medical conditions

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

The school follows the administration of medicines policy which is in line with the local authority's guidance. We will risk assess and ensure that the child's safety is paramount.

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

If a child has personal care needs we would consult with the child's parents/ social services to produce a Personal Care Plan to ensure adequate provision for that child.

### 5. Specialist services and expertise available at or accessed by the school

#### 5.1 What SEND support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?

We refer to all the SEN support services listed above for advice and support as and when required dependent on your child's identified needs.

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

Speak to your child's class teacher or the SEND team who will review your request in accordance with the school SEND policy.

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

Usually support from outside agencies is provided in school, with school staff being trained in delivery of specific programmes as necessary, with further advice and monitoring from agencies on request. In some cases, if intensive individual support is required, this may be provided at a centre outside the school.

#### 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 your child's class teacher or the SEND team who will review your request in accordance with the school SEND policy. You may be offered supportive advice, a referral may be made if necessary, or you may be signposted to the appropriate agency for further advice.

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

The school liaises with Children's Social Care when individual circumstances require it. The Family Support Advisor, Inclusion Manager, Safeguarding Officer and parents are usually the first points of contact. Joint meetings with school staff, parents and social workers are organised as necessary. They may be held on school premises or at one of the local Children's Centres.

## 6. Training of school staff in SEND

### 6.1 What SEND training is provided for all school staff?

All school staff are aware of the procedures they need to follow when working with SEND children. A variety of appropriate and relevant training is given to meet the needs of all children, including those with SEND. Regular updates regarding specific SEND – e.g. ASD are revisited on a regular basis with the advice of support agencies and the support of the SEND team.

### 6.2 Do teachers have any specific qualifications in SEND?

Some members of staff have undertaken specific training, e.g. Reading Recovery, Success at Arithmetic, SALT for Under 5s (Elklan training), Pyramid for Parents, Autism, Dyslexia and ADHD awareness.

### 6.3 Do teaching assistants have any specific qualifications in SEND?

Some TAs are specialised and have been trained in particular areas where they are delivering specific interventions, e.g. TASS, SALT (Elklan training), Better Reading Partners, Pyramid for Parents, 1<sup>st</sup> Class @Number, and Success at Arithmetic. The SEND Manager holds a Diploma in teaching and assessing learners with Dyslexia/Specific Learning Difficulties.

## 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?

Activities and trips are an important part of all children's education. We make a risk assessment for any children with SEND to ensure that we have the appropriate safeguards in place. Discussions with parents/carers will also help us to ensure SEND children can be included in activities and trips.

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

We value the parent/carers involvement in planning the support required for their children to take part in activities and trips. Parents will be sent information letters and asked to return signed permission for their children to attend activities and trips. Medical concerns and health and safety requirements will be considered as part of this process. Where necessary, the class teacher or a member of the SEND team will discuss the needs of SEND children with parents/carers to ensure appropriate support is provided for children to participate in activities and trips.

## 8. Accessibility of the school environment

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

We have an access ramp into the main entrance, designated disabled parking space and a wheelchair accessible toilet. Some parts of the school are difficult to access due to steps, and wheelchair access would be by an outside route. An independent Access Audit was undertaken in September 2017. The report notes that it is the aim and intention of Wildridings Primary School to fully comply with current legislation and good practice. We wish to make our premises as accessible as possible, in line with local planning policy and the obligations imposed as service providers under the Equality Act of 2010. Our building pre-dates the DDA (Disability Discrimination Act) however we make ongoing efforts to improve access to our site and following the audit the school's accessibility plan was updated in November 2017 and an action plan created for further improvements to the site over the next three years.

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

The Sensory Consortium regularly visits any Wildridings pupils with identified auditory or visual impairments and advises the school on reasonable adjustments that can be made to support these children, such as providing large print texts, accessing a radio microphone for classroom use as appropriate, or modifying the immediate classroom environment to ensure pupils' access to the curriculum is not compromised.

### 8.3 Are there accessible changing and toilet facilities?

We have a toilet with wheelchair access. It is a large room suitable for one person to change in.

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

The Access Audit (Sept 2017) has provided detailed advice to the school on the accessibility of our facilities. For specific pupils with SEND, we would undertake an audit of needs with pupils and their families on admission to Wildridings, and undertake a risk assessment before producing a care plan to ensure access, having made any necessary reasonable adjustments where possible.

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

We would endeavour to communicate in whichever means is accessible to the parent/carer. For example; writing to or texting hearing impaired parents.

The school's FSA (Family Support Adviser) is also available to support the parents/carers and families of all children in the school and can access support from various agencies when the need arises.

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

Where possible, the school will ask for translators to be present at meetings with parents. The school can access interpreters from Bracknell Forest Council (BFC). The Local Authority (BFC) also provides a number of education leaflets and advice in various language formats. We would endeavour to communicate in whichever means is accessible to the parent/carer, for example writing to or texting hearing impaired parents.

## **9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life**

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

We can arrange a careful introduction to the school environment through meetings in advance of admission. In Early Years if your child has a designated social worker, they may support your child's integration to the school. A child of school age will be supported through liaison with you and with previous settings or schools to ensure there is continuity of provision as far as possible. This may well include visits prior to entry. A transition plan would be co-produced by parents and professionals in order to ensure a smooth transition. When appropriate and necessary, support agencies (e.g. BST and AS) may also be involved in individualised transition programmes.

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

At Wildridings we hold transition sessions during the latter part of the Summer Term each year to enable children to meet their new classes, teachers and teaching assistants. We also hold an end of year Celebration Afternoon which provides an additional opportunity for you and your child to meet with your child's new teacher before they move on to the next stage in their education.

### **9.3 How will my child be prepared to move on to his or her next school?**

The secondary schools hold several transition meetings for Year 6 children during the Summer Term to enable children to meet their new classes, teachers and teaching assistants during the latter part of the Summer Term each year. Additionally, SEND children may be able to access a variety of workshop groups, day visits and Summer Schools to aid the transition process. When appropriate and necessary, support agencies (e.g. BST and AS) will also be involved in individualised transition programmes.

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

Transition meetings or conversations take place between Wildridings staff and the receiving school to ensure that information and advice is passed on to your child's new teachers. You can also request to meet with your child's new teacher or SENCo if you feel this will be beneficial. When your child is moving to a new educational setting, advising the school of this transition as soon as possible will help the school in passing on any information/ advice to your child's new school. The school's SEND team will be able to liaise with the new school/setting's SENCo to ensure a transition plan is in place for your child.

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

Your child's Learning Pathway and SEND records will be provided to your child's new setting/school along with the usual information that will move with a child, e.g. school reports, current attainment levels and assessment records.

### 9.6 How will the school prepare my child for the transition to further education or employment?

As a primary school, we discuss with children their hopes and aspirations for the future and encourage them to take an interest in subjects which will help them to achieve their potential.

## 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 child's class teacher would probably be the first point of call. The school's Family Support Adviser (FSA) can also be contacted to support pupils and their families at Wildridings. The school's Inclusion Manager or SEND Manager may also be contacted if you have specific SEND concerns.

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

At Wildridings we have 2 Family Support Advisers and Emotional Literacy Support Assistants who offer advice, signposting and support to families. We can also offer Pyramid for Parents, a series of parenting workshops.

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

The FSA and SEND Team can signpost parents/carers to external agencies which can offer support.

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

A Parent Voice questionnaire is sent out annually to gain feedback from parents of all children including those with SEND. Please also see our complaints policy.