



SONNING CE PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Information Report

Aim of Policy: The SEND regulations (DfE, 2014a) require schools to have a SEN Information Report which must be published on the school’s website. The report includes information on the types of SEN for which provision is made at Sonning CE Primary School; this is a statutory duty.

This document follows the SEN and Disability Regulations (2014) Part 3 Duties on Schools and works in line with Wokingham Borough Council guidance, aiming to outline procedures to help and support children with SEND at Sonning CE Primary School.

Description: This document details the procedures, aims and objectives for our school and staff to recognise and support children (and their families) with SEND requirements.

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1.0 Aims

At Sonning CE Primary School, we aim to provide a happy and stimulating working environment for all our children. We welcome children with special educational needs as part of our inclusive approach and we aim to ensure that all children have an equal access to the curriculum. We seek to fully involve parents and carers and actively maintain close links with all agencies working with the child to support the individual child's education and development. We endeavour to ensure that no child is disadvantaged either by physical access or curriculum needs. Our aim is to provide a transparent system with a child-centred focus, and a robust evidential trail.

This SEND Information Report utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

2.0 Objectives

- To allow each child to benefit as fully as possible from his/her education.
- To raise the self-esteem of each child and help them to feel valued.
- To give each child access to a broad and balanced curriculum.
- To be aware that each pupil's needs will change.
- To be open and responsive to the concerns and views of the parents.
- To involve the child appropriately in developing and tracking their progress.
- To ensure appropriate resources are available within the constraints of the school's budget.

3.0 Identification of SEND

3.1 Our Approach to Teaching Learners with Special Educational Needs and Disabilities (SEND).

It is the responsibility of all schools to provide a high standard of teaching and holistic support for all pupils. We believe that it is particularly important that pupils who have most difficulty with their learning are taught using Quality First Teaching. In our school we believe that all teachers, are teachers of pupils who have special educational needs.

For all pupils we carry out termly assessments. Where our assessment has identified that a pupil is experiencing difficulties we follow a cycle of '**assess, plan, do, review**' (Appendix A) which leads to an ever increasing understanding of needs and how to address them. This is known as the '**graduated approach**'.





Figure 1: The Spiral of Support and Graduated Approach, *Source: NASEN (2014: 16)*

If teachers are concerned about a pupil, they will complete an ‘Individual Needs’ Profile (Appendix B) which enables them to carry out a clear analysis of the pupil’s needs supported by the SEND Lead.

Identifying a child’s needs involves using a range of information such as:

- Professional experience of working with children displaying SEND including displaying learning behaviours that are of concern.
- Discussion with you on entry to the school where you or we have a concern about your child or at any subsequent point.
- Tracking of both the academic and social progress that your child is making. This allows us to be better placed to pick up any potential areas of weakness that may need support before they become too significant.
- Following up and working with other professional agencies and implementing any recommendations from their reports.
- Where you have already informed us of a family history of some learning weakness that may have an impact on your child’s learning, such as a family member with dyslexia.
- Information from previous schools/settings your child has attended.

3.2 What types of SEND does Sonning CE Primary make provision for?

Sonning CE Primary School is a small single form mainstream primary school with 7 classes from EYFS up to Year 6. The [Code of Practice 2015](#) uses **four main categories of need**, and the needs of children often cross more than ‘one area of need’. As of March 2021 we have 16 children in receipt of additional SEND provision including 3 children with an Education, Health and Care Plan (EHCP). The four main ‘areas of need’ are as follows:

1. Communication and Interaction.

- Speech, Language and Communication Difficulties.
- Autistic Spectrum Disorder (ASD)



2. **Cognition and Learning.**

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD) – Literacy (Dyslexia), Numeracy (Dyscalculia) or Motor Coordination (Developmental Coordination Disorder – DCD)

3. **Social, Emotional and Mental Health.**

- Anxiety
- Low Mood/Depression
- Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD)
- Attachment Disorder

4. **Sensory and/or physical needs.**

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Many children experience difficulties in learning at some time during their education. If these difficulties are significantly greater than the majority of children of the same age, or they have a disability which hinders their use of educational facilities provided for the age group, then they are considered to have Special Educational Needs. Some children may need support over a long period of time, while others may only need a temporary boost.

3.3 [How do we identify and assess children with SEND?](#)

Recognising a child's needs involves using a range of information such as:

- National Curriculum expectations
- Scores from standardised reading, spelling or mathematics tests
- Other diagnostic assessment scores
- Year 1 phonics screening check outcomes
- Analysis of the pupil's work
- Observations of the pupil
- Feedback from discussions with parents, pupils and staff
- Attendance and behaviour data
- Information from external agencies
- Evidence of the impact of provision already tried.

The SEND Lead may carry out some further formal assessments to identify key areas to target and to support the process of evaluating the effectiveness of any interventions that are put in place. Such assessments used by our school include:

- Speech Sounds Articulation Screener
- Phonological Assessment Battery.
- RWI Phonics Assessment.
- Common Exception Word Assessment (Reading and Spelling)



- Neale Analysis of Reading Ability (NARA).
- Single Word Spelling Test (SWST).
- Sandwell Early Numeracy Test.
- Dyscalculia Assessment (not diagnosis but identifying areas of weakness)
- Stirling Children’s Wellbeing Scale and Emotional Literacy Assessments.
- Other bespoke assessments tailored to the child’s needs.

These assessments are sometimes repeated following an intervention programme to evaluate whether progress has been made.

4.0 Support for children with SEND

4.1 Who supports children with SEND at Sonning CE Primary School?

Sonning CE Primary School has a part-time SEND Lead (2 days per week).

Name of SEND Lead	Email Address	Telephone Number
Mrs Sarah Combe	scombe@sonning.wokingham.sch.uk	0118 9693399

Mrs Combe is based in a dedicated, welcoming room which has been created for the delivery of small group and 1:1 interventions and support. It is the central hub for SEND resources and activities. We also use the library break out space which is used to do some additional work with smaller groups of children. We have a highly experienced and knowledgeable team of teachers and teaching assistants at Sonning with a wide range of skills and expertise in SEND.

4.2 How do we support your child?

If a pupil is identified as requiring SEND support, we will make provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning. A graduated response is adopted as part of the **“Assess, Plan, Do, Review”** highlighted as part of our **Five Step Plan for the Identification of SEND** (see Appendix C) as outlined in the SEND Code of Practice.

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

A vast range of Quality First Teaching strategies specific to your child will be employed by all those in the school that work with your child. These may include:

- Visual timetables / Task Planners
- Visual and/or verbal prompts
- Seating position in the classroom
- Modelling of the spoken word
- Use of modified texts which might include coloured overlays, enlarged texts, large pieces of work ‘chunked’ into smaller, more manageable pieces



- Therapeutic Thinking Approach, Emotion Coaching and modelling of behaviours and feedback/debrief when responses to situations have been misinterpreted
- Social skills groups to support making and keeping friends and problem solving scenarios that are regularly seen in school
- Clear expectations and boundaries for children that might be very literal in their understanding.
- Option of a quiet space where sensory overload is likely to happen.
- Social stories to support children that find change hard to cope with or require additional training in social situations.
- Small stepped approach with achievable targets.
- Multisensory approach.

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

Any specific resources and equipment will be considered based on recommendations made by specialist services and on the teachers' expertise in identifying a specific resource that will support your child. These may include:

- Pencil grips/Stabilo Pencils
- Sloping desk
- Coloured overlays
- Sit and move cushions
- Workstations
- Theraputty
- Concentrators (fiddle toys)
- Timers

4.8 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one or in a small group?

Some examples of the interventions that Sonning may provide where appropriate and necessary is listed below and are used when indicated, therefore not all interventions will be running simultaneously.

Type/title of intervention	One to One	Small Group
Speech and Language Support	X	X
Read Write Inc One to One Tutoring	X	
Phonic Books - Reading and Comprehension	X	
NESSY Reading and Spelling	X	



Plus 1 Maths Coaching	X	
Power of 2 Maths Coaching	X	
LEGO Therapy		X
Social Skills including Friendships, Anger Management and Respect.	X	X
Cognitive Behavioural Therapy - KS1 – Fun Friends. - KS2 – Think Good, Feel Good	X	X
Relax Kids	X	X
Advanced Drawing and Talking Therapy	X	X
Creative Wellbeing and Nurture including Bereavement, Divorce, Anxiety and other areas of SEMH.	X	X
Maths Intervention Groups – pre-learning and over-learning maths skills.	X	X
Dynamo Maths	X	
Sensory Circuits / Sensory Diets	X	X
Reading Between the Lines/ Reading and Thinking - Inference Skills in Reading		
Precision Teaching	X	

5.0 My child's progress

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

All our children including those with SEND are informally monitored on a daily basis through marking of work, discussion with the child and observation of their learning. As a parent of the school, you will receive regular feedback about your child's performance in class. More formal means of monitoring their progress include:

- Ongoing teacher assessments – a copy of the levels your child is working at will be sent home termly.



- Individual Support Plan (ISP) meetings with the class teacher and SEND Lead. You will be invited to a termly review of the targets and any changes will be recorded and the plan amended to reflect them. Where changes have occurred between reviews, e.g. new information from outside agencies or a change in type/level of support your child receives, these will start with immediate effect and a note made on the school copy of the Support Plan: we may not wait for a termly review to implement a change to support.

5.2 How can I help support my child's learning?

You play an integral part in the delivery of your child's support plan.

- On the report you receive from the outside agency there will be recommendations of exercises/activities that you can do with your child.
- Ask the class teacher's advice on how to support your child with their specific area of need.
- There are some organisations that can support you and your child in specific areas. e.g. Wokingham ASSIST run some social skills groups for ASD children. Signposts to this and other useful support websites are on the schools' website under the SEND tab.

As with all children in years 1-6, targets in reading, writing and maths will be made available on a termly basis as part of the assessment update/end of year report.

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

- The school runs Parenting Information Sessions over the course of the year.
- Signposting to other agencies/support networks.
- Opportunities to speak to staff about your concerns.

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

The key adults who are supporting your child will make comments in their file on what they have completed and how well they worked/achieved in the session. Your child will always be informally talked with about what they are doing and how they feel about it and where relevant will be fed back to the teacher/SEND Lead. Each term the SEND Lead meets more formally with children to discuss their views through pupil conferencing.

When their Individual Support Plan is reviewed, the teacher will talk your child through the changes and before the review, the child will have the chance to feedback on how they feel it is going. This will either be informally with the teacher or teaching assistant or more formally on a feedback sheet.



5.5 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?

- Monitoring via Teacher assessments and standardised scores.
- Outside agencies reviews and amended objectives.
- Impact of interventions.
- Discussion with the pupil and parents/carers.
- Children being aware of their targets and next steps.
- Inclusion Governors give regular updates to the Governing Body after attending meetings with the SEND Lead.

6.0 Support for my child's overall wellbeing

6.1 How is a Child's Emotional and Social Development and Wellbeing Supported at Sonning CE Primary School?

At Sonning CE Primary School, we believe that pupils achieve best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes children also experience setbacks or challenges and we are committed to supporting them with these.

a. **Social Development Within the Classroom:** We have many strategies embedded within our everyday classroom practices to help children to become aware of how they are feeling and how their choices impact on the emotional wellbeing of others. For example, all children take part in PSHCE and Wellbeing lessons to promote social skills and social development. Our House Point Reward System is used consistently across the school, and promotes and celebrates social development as well as other achievements. For children who need some extra support, we explicitly model and teach social skills such as turn-taking and sharing. We follow expert guidance to support the social development of children with autism and social communication difficulties. This includes strategies such as individual visual timetables, specific support with recognising emotions and providing visual cues.

b. **Emotional Support:** Our SEND Lead is highly experienced in the area of mental health and wellbeing and regularly plans and delivers bespoke emotional support across the school. This can include supporting children to recognise and manage their emotions, to talk about how they are feeling, or to cope with difficult events in their lives. Sessions can also be used to help children to improve their peer relationships and to learn to resolve conflicts effectively.

c. **Pupil Nurture:** Pupil nurture provides children with an opportunity to talk openly and confidentially to a trusted adult, we call this 'Bubble Time'. Bespoke Nurture Sessions can be provided by the SEND Lead. The sessions can take many forms including playing games, drawing and simply talking. The focus is on raising children's self-esteem and belief in themselves as learners, and to develop an 'I can do it' attitude. The children will be helped to think about themselves and their learning from new perspectives and to find their own solutions. The aim is to raise their confidence so that they can reach their individual learning potential.



6.2 What 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?

- Therapeutic Thinking
- Clear expectations and consistent consequences.
- Safe spaces.
- Behaviour/Therapeutic support plans so that all staff aware of the support strategies being used.
- Support from the Educational Psychologist and Behavioural Support Team at Foundry College.
- Educational Welfare Officer.
- Visual supports and social stories.
- ‘Catch them being good’ to encourage positive behaviours.
- Working with home to support positive behaviours.
- Access to external support and signposting to training and courses in this area.

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

- All staff are trained annually on administering Epi Pens such as Jext and their equivalent.
- Specific specialised training where appropriate for medical conditions such as diabetes and epilepsy.
- Staff are qualified first aiders under the lead first aid officer.
- Any additional training that is required will be undertaken.

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

- Please refer to the ‘Personal/Intimate Care Policy’.
- Referrals can be made via your GP to Occupational Therapy. Unless your child has an EHCP and then the referral can be made via the SEND Lead.

7.0 Specialist services and expertise available at or accessed by the school

7.1 What SEN support services does the school use, e.g. specialist support teachers, educational psychologist, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers, etc?

We have access to and use, all the above support services for specific children as appropriate with the necessary parental consent, plus:

- Educational Psychologist (EP)
- Learning Support Service (LSS)
- Education Welfare Officers (EWO)
- Child and Adolescent Mental Health Service (CAMHS)



- Occupational Therapists (OT)
- Speech and language therapists (SALT)
- School Nurse
- Sensory Consortium
- ASSIST – Parenting Support for families with children who have Autism
- Behaviour Support Team at Foundry College
- Adoption Team
- Physiotherapist
- Traveller Education Service

7.2 What should I do if I think my child needs support from one of these services? Speak to the class teacher who will arrange a meeting with the SEND Lead who will advise on next steps and make a referral as necessary.

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

- School staff follow programmes created by specialised services.
- Where indicated, specialists will come into the school to review and monitor the support.
- Any programmes recommended by these services are implemented during the school day.

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

- Drop-in clinics for under 5's at Starlings Children's Centre.
- Speech and Language referrals are made by the SEND Lead.
- Unless your child has an EHCP then you need to refer to Occupational Therapy and Physiotherapy via your GP.

8.0 Training of school staff in SEND

8.1 What SEND training is provided to all school staff?

- Staff meetings with a SEND focus.
- Staff have undertaken a large amount of training on all the common SEND that are in school and training is provided dependent on current need.
- Training outside school is cascaded to staff in school.
- SEND is on the agenda of every Senior Leadership Team meeting and Full Governing Body meeting.
- Wokingham are also offering a wide range of free online training in specific areas of SEND which is available to all staff. This is under the guidance of a tutor and is undertaken over the course of a term to embed the principles into the classroom.



8.2 Do staff have any specific qualifications in SEND?

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school in the following areas:

- LSA has gained the Elklan Accreditation
- All staff have had basic awareness level training in autism and precision teaching
- We have staff who have received enhanced training in autism
- LSAs are trained to support the particular needs of the children they work with such as ADHD support
- All staff have attended safeguarding training
- Epilepsy training has been delivered to selected staff
- All staff have received Prevent training – online training for anti-radicalisation
- ASSIST Training - Autism Awareness course.
- RWI Phonics Training.
- All staff have received Attachment Disorder training run by the EP.
- SEND Lead has undertaken specific training courses to enhance our wellbeing provision:

Accredited Relax Kids Coach Training, Advanced Drawing and Talking Therapy Practitioner, Mental Health First Aid Training, Confident Hearts Creative Wellbeing and Mindfulness Coach Training, Story Massage Instructor, Psychological First Aid Training, Place2Be Mental Health Champions Training.

9.0 Activities outside the classroom, including school trips

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

We will have a discussion with parents around support for their child in these areas. A risk assessment will be undertaken in line with Local Authority guidelines to ensure that all children are included in all school trips. Where indicated, 1:1 support may be given or parents may be invited to accompany their child.

There is also a local charity which offers support to children with SEND to enable them to access clubs and activities, further information can be found here:

Me Too Club Wokingham

<https://me2club.org.uk/>

10.0 Accessibility

10.1 How accessible is the building for children with mobility difficulties/wheelchairs?

- The school is on one level.
- Modifications will be made as indicated on discussion with the Local Authority, parents and specialists.



10.2 Have adaptations/improvements been made to the auditory/visual environment?

- All areas except the hall and corridors are carpeted.
- Advice from specialist agencies will be sought where indicated.

10.3 Are there accessible changing and toilet facilities?

- There is a disabled staff toilet which can be used if required.

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

- Specialist equipment from specialist agencies are used as needed.
- Support for educational access as communicated in earlier sections.
- Access for children with mobility/physical needs would be supported by discussion with the Local Authority.

11.0 Preparing my child to join school or to transfer to a new school or to the next stage of education and life

11.1 What preparation will there be for both the school and my child before he/she joins the school?

- Visits to the school are actively encouraged.
- The child will receive a book that has pictures of their new teacher, classroom and specific areas that they will be using.
- Where a child is moving school the class teacher and SEND Lead liaise with the receiving school to produce an information book with pictures and written information.
- Where the child is transitioning from a preschool setting, a home visit is made by the Reception class teacher.
- The SEND Lead will attend any Team Around the Family (TAF) meetings, annual reviews etc. if appropriate before the child enters the school.

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

- Each year the child will receive a book that has pictures of their new teacher, classroom and specific areas that they will be using.
- Transition Handover Meetings take place in the Summer Term to pass on key information.
- There will be a transition visit to the classroom and opportunities for the child to develop a relationship with new staff members.



11.3 How will my child be prepared to move on to his/her next school?

- Specific work on transitioning onto secondary school is incorporated into the year 6 curriculum, we use 'Smart Moves' as part of our bespoke wellbeing unit in the Summer Term.
- The child may be eligible to attend a transition group facilitated by the receiving secondary school.
- Individual transition work may be done on a 1:1 or small group basis should this be deemed appropriate.
- Secondary teachers are invited into the school to meet with all the children and get to know them.
- The SEND Lead/Class Teacher has a separate meeting with the receiving SENCo to discuss more fully the needs of your child.
- Where the child is moving schools within the primary sector, similar support as above will be given.

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

- The SENCO will be invited to the Annual Review meeting if they have a Statement or EHC Plan.
- Meet the new teacher/Head of Year in the child's setting.
- Share information with the SENCO and teacher of the new setting. □ Attendance on the transition programme run by the school.

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

The school will share records of interventions, assessments, reports from specialists that have been made available to the school by parents, strategies that have been developed and are successful. We use provision mapping as part of the Individual Support Plans which outlines the key information in one document, this will also be provided to the new school.

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

N/A

12.0 Who can I contact to discuss my child?

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

- Class teacher
- SEND Lead
- Headteacher



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

The Local Authority have services that parents can contact:

The Special Educational Needs Service have a dedicated SEN Team.

sen@wokingham.gov.uk

The Children with Additional needs (CAN) Network provides information, advice and support for children and young people with additional needs and their families:

can.network@wokingham.gov.uk

The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS). They provide confidential, impartial advice and guidance to parents of children with additional needs.

0118 908 8233

sendiass@wokingham.gov.uk

For more information or services please refer to the [Useful Resources](#) under Inclusion and Special Needs Tab on our School Website.

The LA Local Offer

The Children and Families Act 2014 came into force on 1st September 2014. From this date, Local Authorities and schools have been required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25.

This is the Wokingham LA 'Local Offer'

<https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

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

- Contact the Class Teacher, SEND Lead, Head teacher or SEND Governors
- Feedback form included with your child's annual report
- School's complaint procedure/policy available from the school website



