

# Sonning Church of England Primary School

## SEND Information report and local offer



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## Introduction

At Sonning Church of England Primary School, our vision is to build strong foundations for the years ahead. Supported by our school values of love, courage, respect, aspiration and curiosity, we seek to help pupils make positive choices in all they do. Like the wise man who built his house upon the rock (Matthew 7: 24-25), we follow our Christian values to build strong foundations for the years ahead.

Supporting pupils with additional needs is essential to helping them build strong foundations for their success, both at Sonning and in the future. At Sonning Church of England 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

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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 document identifies our local offer, and details the procedures, aims and objectives for our school and staff to recognise and support children (and their families) with Special Educational Needs and Disability (SEND) requirements.

It should be noted that all references to 'parents' should be read as 'parents or carers'.

### Aims

Our aims are as follows:

- To allow each child to benefit as fully as possible from their 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 his/her progress.
- To ensure appropriate resources are available within the constraints of the school's budget.

### How does the school identify SEND

Sonning Church of England Primary School identifies SEND in the following ways:

- 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 difficulty or issue 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.
- Seeking support and reports from outside agencies or in-school/in-Trust expertise.

### Our Approach to Teaching Learners with 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'.

The diagram below (figure 1) is 'The Spiral of Support and Graduated Approach' (Source: NASEN (2014: 16)).

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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 the following:

- 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.

### What types of SEND do we make provision for?

Sonning CE Primary School is a small, single form mainstream primary school with 7 classes from EYFS (Reception) up to Year 6. The Code of Practice 2015 uses four main categories of need, and the needs of children often cross more

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than 'one area of need'. As of January 2023 we have 23 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 Condition (ASC).

### 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.

## How do we identify and assess children with SEND?

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

- 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 the following:

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- Speech Sounds Articulation Screener
- Phonological Assessment Battery (PhAB).
- 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.

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

If you believe your child may have SEND, speak with the class teacher who can either put your mind at rest or investigate your concerns further. The teacher will discuss your concerns with the Special Educational Needs and Disabilities Coordinator (SENDCo). If further investigation needs to be undertaken, the SENDCo will meet with you and explain what happens next.

If your child is currently in preschool, contact the preschool and new school to arrange a meeting with the receiving class teacher and SENDCo.

### Support for children with SEND

The information in this section answers some key questions that parents/carers may have regarding our support for pupils with SEND:

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

Sonning CE Primary School has a part-time SEND Lead. The email address is [SENDCo@sonning.wokingham.sch.uk](mailto:SENDCo@sonning.wokingham.sch.uk), and can also be contacted via the school office.

Our SENDCo 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.

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

The class teacher in consultation with the SENCO will work together to develop a plan of support for your child which will help them maximise their potential whilst aiming to support their SEND.

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

In the first instance we will contact you personally or by phone to ask to meet with you. We may also create an Individual Provision Plan (IPP). These documents are a list of targets and support strategies to enable your child to meet their target. The plan will take a written form that will record what type of support your child will receive, what resources/strategies will be employed to support them and the timescale after which the impact of the support will be reviewed. It will also include what you must do at home to support your child's SEND as well as supporting the school in helping your child be as successful as they can be.

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As a parent, your involvement and support is very important in developing your child's confidence in themselves and their abilities and supporting them in partnership with the school to reduce the effect of their SEND. To this end, you will be invited to regular meetings with the SENCO and class teacher to review how well the strategies being used are working and what adjustments need to be made to the new plan once the old has been reviewed. You will be given a copy of the plan for your records and be asked to sign a copy to show that you accept the support the school wishes to give your child.

Finally, there may be the following:

- Meetings with outside agencies to which parents are usually invited.
- Annual reports and sharing of progress at parent discussion meetings.
- Annual reviews if your child has an Education, Health and Care Plan.

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

Developing independence is our main goal for all children. Where your child is receiving support, we aim to make this specific, targeted and goal centred. This is tailored to individual need and may be different through the day. Teachers identify appropriate levels of support in their planning.

Where your child may have social difficulties, they may undertake a social skills group which will help them learn how to respond and problem solve in situations they find difficult. As they become more adept at applying these skills, the level of support will reduce.

Where learning behaviour is an area for support, we will use a range of strategies that will enable your child to access the curriculum which may include the use of an identified learning space or a designated adult to monitor your child and to offer support and praise immediately. These may include the following:

- Planners from Years 3-6.
- Home school link book, where indicated in Reception to Year 2, to help a pupil organise themselves and their equipment.
- Visual timetables/supports.

### **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.

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

Teachers are adept in differentiating the curriculum for every child in their class and children with SEND are no different. Your child may be withdrawn or work in a small group and use may be made of resources from other year groups as appropriate.

The teachers and SENDCo have a large amount of experience in working with a wide variety of SEND. We use a variety of resources, techniques and specific interventions personalised to your child's needs.

We do not believe in placing a 'glass ceiling' on your child. Our passion is to bring out the potential of ALL our children. Where professionals outside the school are involved, such as speech therapists, often resources are provided for school and home use. We will always endeavour to undertake these activities but as always, where home and school work together, progress is significantly quicker. Sometimes there are some activities that it is not possible for school to offer



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e.g. OT sometimes suggest activities that would be unsuitable to undertake in a school environment, and the onus remains with you to ensure these aspects are undertaken.

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

A vast range specific to your child will be employed by all those in the school that work with your child. These may include (but are not limited to) the following:

- Visual timetables.
- 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.
- Modelling of behaviours and feedback/debrief when responses to situations have been misinterpreted.
- Circle of friends/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.
- Small stepped approach with achievable targets.
- Multisensory approach.
- Emotion-Coaching Techniques

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

- Well trained and experienced Teaching Assistants work leading individual/group interventions under the direction of the class teacher.
- Experience and expertise of the SENDCo.
- Specific interventions where indicated to support an identified area of weakness. The use of a Welfare Assistant as appropriate.

### 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	
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	X	X
- KS1 – Fun Friends.		
- KS2 – Think Good, Feel Good		

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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
Sensory Circuits / Sensory Diets	X	X
Reading Between the Lines/ Reading and Thinking - Inference Skills in Reading		
Precision Teaching	X	

### 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 the following:

- Pencil grips/adapted pencils.
- Sloping desk.
- Coloured overlays.
- Weighted jackets.
- Sit and move cushions.
- Work stations/Privacy Partition.
- Thera-putty.
- Concentrators (fiddle toys).

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

This is something that will be discussed on an individual basis depending on your child's needs. Provision may include:

- Extra time.
- Readers.
- Scribes.
- Quiet area.
- Movement breaks.
- Modified/enlarged scripts.
- Visual timetables/timetables/social stories in advance of assessment.

These provisions may be made available in order for us to establish your child's 'true' level if we feel that your child would not be able to fully access the tests they are sitting. This does not indicate that they would automatically qualify for the same provision under formal test situations such as SATS where National criteria may change yearly.

## My child's progress

The information in this section answers some key questions that parents/carers may have regarding understanding a pupil's progress:

### 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. The Graduated Approach is used continually as a way of monitoring specific progress against targets outlined on IPPs. As a parent of the school, you will receive regular

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feedback about your child's performance in class. More formal means of monitoring their progress include the following:

- Ongoing teacher assessments: a copy of the levels your child is working at will be sent home termly.
- Individual Provision Plan meetings with the class teacher and SENDCo.
- Standardised tests and comparative ages for school use to track progress and impact of any support your child is receiving.

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

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 Individual Support Plan. We may not wait for a termly review to implement a change to support, in order to ensure no time is lost in supporting your child most effectively.

### **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?**

- Termly Support Plan meetings.
- Teachers and the SENDCo are always happy to discuss issues; please book a time with them.
- Annual review where your child has an EHCP.

### **What arrangements does the school have for regular home/school contact?**

- Planners from Years 3 to 6.
- If it is felt useful, a home-school diary is introduced in Years Reception to 2.
- Parents may contact the school office to be put through to the staff member (phone or email).

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

Parents 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.
- You can ask the class teacher's advice on how to support your child with their specific weakness.
- 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 Sonning Church of England Primary School website, under the [SEND and Inclusion](#) tab.

As with all children in Years 1 to 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.

### **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 curriculum events over the year.
- Parenting courses are also offered.
- Signposting to other agencies/support networks.
- Opportunities to speak to staff about your concerns.

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

The adult 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/SENDCo.

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When their Individual Provision Plan is reviewed, the teacher will talk them 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.

### What accredited and non-accredited courses do you offer young people with SEND?

N/A

### 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 agency reviews and amended objectives.
- Impact of interventions.
- Discussion with the pupil and parents/carers.
- Children being aware of their targets and next steps.
- Inclusion / SEND governors give regular updates to the governing body after attending meetings with the SENDCo.

## Support for my child's overall wellbeing

### 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.

- 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.
- Emotional Support:** Our SENDCo is trained in Emotion-Coaching, a technique recommended by Educational Psychologists to support pupils reflect on their emotions and have to manage difficult situations in the future. Support is given to children to recognise and manage their emotions, to talk about how they are feeling, or to cope with difficult events in their lives. Emotion and social interventions can be planned and delivered to help children to improve their peer relationships and to learn to resolve conflicts effectively.
- 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.

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### 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.
- Emotion Coaching techniques.

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

- Protective behaviours training through PHSEE.
- Specific interventions e.g. circle of friends, social skills, social stories.
- 1:1 time with a trusted adult where indicated.

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

- All staff are trained annually on administering 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.

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

- Medicines policy which includes essential consent forms.
- Clinical Procedures Policy (Berkshire PCT policy).
- Personal/Intimate care policy.
- Trained first aiders.
- Specifically-trained adults according to the needs of the individual child.

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

Please refer to the 'Intimate Care Policy'.

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

### 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:

- Parenting and Family Services.
- School's allocated Family Support Worker.
- Education Welfare Officers.
- CAMHS.
- Occupational therapists (only if a child has an EHCP).
- Speech and language therapists.
- School nurse.

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- Berkshire Sensory Consortium.
- Learning Support Service.
- ASSIST.
- Foundry College.
- Adoption Team.
- Physiotherapist.
- Traveller Education Service
- Addington School Outreach Service.

### **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 SENDCo, who will advise on next steps and make a referral as necessary.

### **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.

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

- A referral can be made by the SENDCo for Speech and Language, CAMHS, Occupational Therapists (for children with EHCPs) and Physiotherapists. Your GP might also be able to make a referral for some of these agencies.
- Drop-in clinics for under 5s at Starlings Children's Centre.

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

The school's designated staff member can access this service, should the need arise.

## **Training of school staff in SEND**

### **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.

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

The SENDCo has a NASENCO qualification.

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

No, although we have Teaching Assistants trained in delivering social skills and circle of friends groups. They have also been trained in identifying and supporting children with speech and language needs. Some staff have been trained in the Alert Programme for OT.

## **Activities outside the classroom, including school trips**

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

A discussion with parents, a risk assessment undertaken in line with Local Authority guidelines 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

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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/>)

**How do you involve parents/carers in planning the support required for their child to access the activities and trips?**  
Through discussion with parents and school staff and where indicated, the venue.

## Accessibility

**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.

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

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

**Are there accessible changing and toilet facilities?**

No.

**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.

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

As previously stated.

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

- School will encourage more face to face meetings and aim to reduce the amount of written information that goes home.
- School would encourage parents/carers to bring along an English-speaking advocate to translate for them.
- School would liaise with English as an Additional Language team to provide appropriate support and make use of guidance provided in EAL toolkit provided for Primary schools.
- School may make use of a Local Authority translator if appropriate.

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

**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.
- On transition to secondary, the pupil will participate in the transition/vulnerable groups run by the receiving school and transition work is also completed within school.
- Where a child is moving school the class teacher and SENDCo 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.

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# Sonning Church of England Primary School

## SEND Information report and local offer



- SENDCo will attend any Team Around the Family (TAF), annual reviews etc if appropriate before the child enters the school.

### 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.
- Older children have a leaflet that sets out the expectations of the next year and it is written with them so that any concerns they have are also addressed within the leaflet.
- Next teacher has a handover meeting to pass on information.
- Transition visit to the classroom.

### 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.
- 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 SENDCo has a separate meeting with the receiving SENCO to discuss more fully the needs of the child.
- The child may produce a 1 page 'All about me' profile to pass onto the receiving school.
- Where the child is moving schools within the primary sector, similar support as above will be given.

### 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 an 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.

### 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.

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

N/A

### Who can I contact to discuss my child?

The key people to contact the class teacher or SENDCo.

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

Your child's class teacher.

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

The school can contact the Family and Parenting Support Team. The school is also able to signpost local charities and groups that can offer support.

### 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 SEND Team.

[sen@wokingham.gov.uk](mailto:sen@wokingham.gov.uk)

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# Sonning Church of England Primary School

## SEND Information report and local offer



**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](mailto: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](mailto: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 (SEND) 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.

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

- Contact SENDCo, Head teacher or SEND Governor/s.
- Feedback form with child's annual report.
- School's complaint procedure/policy available from the school website.