



SEND Information Report

Sonning Church of England Primary School

Approved by:	TKAT	Date: September 2025
---------------------	------	-----------------------------

Last reviewed on:	September 2025
--------------------------	----------------

Next review due by:	September 2026
----------------------------	----------------

SEND Information Report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

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.

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We recognise that transitions can be difficult for any child but a child with SEND may find change even more challenging, depending on the nature of their needs. Therefore, the following steps are taken to ensure that any transition is as smooth as possible:

- The Reception teacher visits children in their nurseries and talk to staff about any additional needs and where appropriate the SENDCo will also visit
- Children are invited to stay and play with their parents in the Reception class and visits are arranged in the Summer Term. Additional visits are available for those children with SEND and staff are available for multi-disciplinary meetings to ensure that key messages are passed on.
- For pupils moving up to their next class, we hold a Transition Morning when all children are able to spend time in their new class. SEND children are encouraged to visit their new class regularly so that they are familiar with the new environment, organisation and to get know staff they will be working with.
- All pupils are sent a transition book in the Summer Term to explain and remind children about the classroom layout and organisation and who their teacher will be and other staff to support them.
- When needed, pupils with SEND will spend extra sessions with their new teacher and teaching assistant in the Summer Term to help form positive relationships.
- When needed, specific transition work can be done with pupils with SEND to help them prepare for the transition.
- For pupils with an EHC plan in Year 6, we will invite secondary schools to attend either the Annual Review or a separate meeting to discuss the pupil's plan and other relevant information to help with transition.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEND. This will be scaffolded for individual pupils.

Where appropriate we will also provide interventions:

- Colourful Semantics
- Speech Link

- Language Link for KS1
- Read Write Inc 1:1 Tutoring
- Words First
- Toe By Toe
- Sound Linkage
- Precision Teaching
- Plus 1
- Power of 2
- Pre-teaching Maths
- Write from the Start
- Lego Therapy
- Attention Autism/Bucket Time
- Sensory Diet/Circuits
- Emotion interventions based on CBT
- Social skills interventions
- Circle of Friends
- OT & Physio plans

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

If the school considers that they need more expert advice in order to best support any child, referrals to outside agencies can be made. During the referral process the school will work with parents/carers to collect evidence to support the referral.

Before a referral is made to an outside agency parents/carers will be invited to speak to the SENDCo to discuss the process. At this meeting the reason for the referral will be explained and parents/carers will be asked to provide verbal or written consent.

Once parents/carers have given permission for the referral to take place, the referral form will be sent to the appropriate agency and they will contact parents/carers and/ or the school with details of their involvement.

Expertise and training of staff

Our SENCO has a number of years' experience in this role and has the NASENCo qualification.

They are allocated 2 days a week to manage SEND provision.

We have a team of teaching assistants, including trained TAs who are trained to deliver SEND provision.

The SENDCo and/or external professionals will work with teachers and TAs to provide training as and when is needed depending on the needs of the pupils.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets
- Reviewing the impact of interventions
- Using pupil voice
- Monitoring by the SENDCO
- Using individual provision plans (IPPs) to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to participate in all activities, for example; our residential trip(s), sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Support for Pupils with Disabilities:

- Holding annual reviews for pupils with EHC plans
- The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health and Care plan and those without.
- The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.
- The following facilities are available to help disabled pupils to access our school.
- The school is based in a single building, across one floor and all areas are accessible for wheelchair users.
- There is 1 disabled toilet located on the ground floor.
- The school has been adapted with accessibility in mind for both children and adults. Where modifications are required the school will aim to plan for these.
- The school's accessibility plan is on the school website.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development. We have a zero-tolerance approach to bullying.

Staff are able to give "check-ins" to pupils who need extra emotional and social support.

When needed, staff are able to run interventions for pupils that use resources such as: Starving the Anxiety Gremlin, Think Good Feel Good, Volcano in my Tummy and other resources to support self-esteem and other areas that are causing difficulties.

Pupils have a One-Page Profile as part of their Individual Provision Plan, which allows them to share their strengths and how they like to be supported. Pupils' Individual Provision Plan targets are shared and discussed with pupils, some of which might need to be related to social and emotional needs.

When needed, a referral can be made to the Emotional Well-Being Hub.

The SENDCO is also the Senior Mental Health Lead and is able to signpost parents to relevant organisations and resources to further help support a child.

Working with other agencies

Some children at SEN Support or with an EHCP will receive the support of external agencies. If we need further specialist advice or support we are able to access or make a referral to the outside professionals listed below:

- Educational Psychology Service
- A medical service such as Speech and Language Therapist, Occupational Therapist or Physiotherapist (CYPIT)
- Foundry College
- Addington Outreach Service
- Learning Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Neurodiversity Team (referrals for assessments for Autism or ADHD)
- School Nurse/ Community Nurse
- The Sensory Consortium Service (Visual Impairment/Hearing Impairment/Multi-sensory Impairment)
- Emotional Well-Being Hub
- Parent Support
- Family Support Workers
- Education Welfare Officer
- Children's Services

External services may be involved in supporting a pupil, advising on targets for their Individual Provision Plan and providing specialist input to support the individual's specific needs. Advice from external agencies may be sought if a pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels substantially below those expected of pupils of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional problems which substantially and regularly interfere with their own learning
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Parental consent is sought before any external agencies are involved. The resulting support plan may incorporate specialist strategies which may be implemented by the class teacher but involve other adults.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher and/or SENDCO in the first instance.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Contact details of support services for parents of pupils with SEND

We can provide details of the following support services:

Parenting Special Children

SENDIASS

SEN Wokingham Borough Council

SEN Reading Council

CAMHS Wokingham

FIRST

ASSIST

ASD Family Help

Early Help Reading

Early Help Wokingham

Contact details for raising concerns

Please send concerns to spsadmin@sonning.wokingham.sch.uk and they will be passed to the relevant member of staff.

The local authority local offer

Our contribution to the local offer is:

<https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=GnJgsPkP4s>

Wokingham LA Local Offer directory can be found here:

[Wokingham Directory | The Local Offer Directory for 0 - 25 year olds with special educational needs and/or disabilities \(SEND\)](#)

Monitoring arrangements

The SEND Information Report will be reviewed by the SENDCo every year. It will also be updated if any significant changes to the information are needed during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Anti-Bullying
- Behaviour

- Equality information and objectives
- Safeguarding
- Supporting pupils with medical conditions