

<p>What types of SEN do we provide for?</p>	<p>We provide support for a wide range of additional needs across the four areas of need as set out in the SEN Code of Practice 2014:</p> <ul style="list-style-type: none">• Communication and interaction Autism, speech, language and communication difficulties, interacting and communicating with others.• Cognition and Learning Specific learning difficulties including dyslexia, dyscalculia and dyspraxia as well as global learning delay.• Social, emotional and mental health difficulties Attention deficit hyperactivity disorder, (ADHD), social and emotional difficulties.• Sensory and/or physical needs Physical disabilities, hearing and/or visual impairments and sensory processing needs
<p>How do we identify pupils with SEND?</p>	<p>We identify pupils with SEND through a range of different measures. They include:</p> <ul style="list-style-type: none">• discussion and concerns raised by families and using their knowledge of their child• the child’s voice if they are asking for help or showing different learning behaviours than previously demonstrated• identify any on-going difficulties relating to learning, sensory, social or emotional needs through on-going teacher observations, teacher and statutory assessments and tracking of progress• reviews at termly pupil progress meetings• using assessment screeners e.g. working memory/ processing, dyslexia, spelling and dyscalculia• reports from external agencies e.g. speech and language, Occupational Therapy, Sensory Consortium etc• liaison with previous schools and settings

<p>Who is our special educational needs coordinator (SENCO)?</p>	<p>Inclusion Lead (including SENCO): Mrs Ali Sinfield</p> <p>Please contact Mrs Sinfield through the school offices: Infant school: admin@robertpiggott.wokingham.sch.uk or call 01189402414 Junior school: schooloffice@robertpiggott.wokingham.sch.uk or call 01189402645</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>At the Robert Piggott schools, we aim for all children to “flourish in mind, body and spirit, enabling them to become confident, creative and resilient learners who contribute positively to our local and global community.” (from our school vision)</p> <p>We aim to ensure high quality teaching for every child, making reasonable adjustments that provide appropriate support for individual needs:</p> <ul style="list-style-type: none"> • access to practical resources (e.g: coloured overlays, ear defenders, wobble cushions, writing slopes etc) • varied activities that allow for challenge and progression whilst targeting achievable specific goals and objectives that are regularly reviewed • access arrangements such as additional time for tasks, reading instructions aloud, alternative methods of recording work (laptop or scribe as appropriate) • support to develop emotional and sensory regulation strategies • visual timetables • Individual Education Plans (IEP) detailing standing provisions and specific targets when needed • pre-learning key vocabulary opportunities before starting a new topic or concept • small group/ 1:1 support to recap key learning points with a teacher or teaching assistant • specific interventions when required (e.g: RWI coaching, Speech and language programme)
<p>How do we adapt the curriculum and learning environment?</p>	<p>We offer an engaging and balanced curriculum, where teaching is tailored to the needs of the children and is planned to cater for the range of abilities and needs. Access to the curriculum is further supported through a range of resources, including the use of assistive technology.</p> <p>We take advice from outside agencies regarding adaptations or modifications that may be required in teaching areas for specific needs e.g. using radio transmitters or physical adaptations such as ramps/ additional rails for steps.</p>

<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>We have an open-door policy; the initial contact is usually the class teacher but the Inclusion Lead are usually available at drop off and pick up times to discuss immediate concerns or to arrange a follow up meeting.</p> <p>In addition to this we also offer:</p> <ul style="list-style-type: none">• meetings as needed, either requested by parents or school, with registration teacher, Inclusion Lead or external agencies to discuss and review progress and effective strategies to support the child.• parent consultation meetings twice a year and the Inclusion Lead will be available to meet with families at this time• Individual Provision Plan (IPP) meeting to share and review targets• meeting and support for families to support transition to a new school, class or change of staff• annual reports• annual reviews for children with an Education, Health and Care Plan
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Pupil voice is a key part of our approach to supporting children with additional needs. Their views and aspirations (short and long term) are recorded as part of the IPP and EHC review process.</p> <p>If appropriate, children are invited to attend meetings to discuss support and intervention programmes. IEP targets are also discussed with children throughout the year. Children with additional needs are included by subject leaders when they gather pupil voice about their subjects.</p>

How do we assess and review pupils' progress towards their outcomes?

Pupils with SEND have clear targets which are worked towards through a combination of targeted classroom support and more specific interventions. Progress is monitored closely by teachers and evaluated regularly to ensure that pupils are making progress towards their targets successfully. This includes:

- observations of learning
- standardised test assessments that provide standardised scores and comparative ages
- statutory assessments as required
- following an assess, plan, do, review cycle
- termly pupil progress meetings with senior leadership to review progress and impact of interventions
- review meetings with external agencies
- review of IEPs termly
- annual reviews for children with an EHCP

How do we support pupils moving between different phases of education?

We maintain strong links with feeder pre-schools and receiving secondary schools; ensuring that we can work closely with colleagues to plan for successful transitions between phase of education. The support between moving schools or phases within our school may also include:

- home visits with Early Years staff (and SENCO if appropriate)
- Early Years staff visit to pre-schools in the summer term to meet children in their familiar setting
- opportunities for children and families to visit our schools prior to taking up a place
- children spending time in their new classes on "Changeover Day"
- an additional visit on the September INSET day prior to all children starting
- children already attending the Infant school may have additional transition visits to the Junior school to build familiarity with the site and staff
- meetings with families and any external agencies involved with their support
- sharing information, strategies, reports, one-page profiles and assessment data to support progress
- arranging additional visits for children to spend some extra time at their receiving school during the summer term.
- transition meetings for families as children move through the school to meet staff and find out key information about the new team
- Welcome booklets with photos and key information are sent home at the end of the summer term to help prepare for the following year

What expertise and training do our staff have to support pupils with SEN?

All staff at Robert Piggott are experienced in supporting children with a wide variety of SEND. They work alongside the school's experienced Inclusion Lead, families and children to ensure they provide effective and appropriate support for the individual needs of each child. To support staff knowledge, understanding and ways to support children with additional needs, the school:

- has continuous professional development and training both provided in house and with external specialist support agencies such as Foundry College, Addington or CYPIT
- has regular whole school and team meeting time to keep up to date with current practices
- incorporates time to discuss all children, including those with SEND, at phase planning meetings and Senior Leadership Team Meetings
- Inclusion Lead attends an extensive range of training which is shared with staff
- encourages any member of staff who attends training to cascade the information back to their teams
- encourages parents to share their child's particular needs, demonstrate use of specialist equipment and train staff in the needs of their child

How will we secure specialist expertise?

We are supported by a range of specialist services. These can be accessed to offer advice to school staff, for consultation meetings or to work directly with a child. When appropriate, and with the consent of families, referrals can be made to the following specialist services:

- through Wokingham for pupil support - Educational Psychology, Learning Support Service, Foundry College (Behaviour Support), Addington Outreach, The Grove Outreach (speech and language support), Sensory Consortium (visual and hearing impairment support), Emotional Well-Being Hub
- through Wokingham for family support - Early Help, Children's Services, ASSIST (ASD), Traveller Education Service, Educational Welfare Officer
- through NHS - Child & Adolescent Mental Health Service (CAMHS), Neurodiversity Assessment Team, Occupational Therapy, Physiotherapy, Speech and Language Therapy, School Nurse

<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>Equipment and resources are provided from within the school's budget in line with the Local Education Authority procedures and guidance. Recommendations from external specialists be will accommodated within the constraints of the school budget. Some equipment may be secured through accessing funding through local charities or the PTA.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Whenever external organisations are consulted, their advice informs school provision for pupils with SEND. Everyone actively involved in supporting the pupil meets to create a package of support which will enable the pupil to achieve and be successful at school and in the wider community. These will be monitored and regularly reviewed as part of the school's assess, plan, do, review cycle. Review dates will also be set with the external agencies supporting the child to discuss progress towards the outcomes and next steps.</p> <p>Workshops, access to clubs and services for parents are regularly updated on the SEND page of the website and advertised in the SEND newsletter.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The attainment and progress of all children with SEND is closely monitored and tracked by the class teacher, Inclusion Lead and wider senior leadership team.</p> <p>Children's attainment and progress towards targets is tracked and monitored through:</p> <ul style="list-style-type: none"> • on-going teacher assessments including statutory and standardised assessment scores • review meetings with external agencies • evaluating the impact of interventions and adapting as needed • discussion with children and parents as appropriate • termly pupil progress meetings

<p>Who can parents contact if they have concerns?</p>	<p>The first person to speak to is the class teacher as they know your child the best. If this is not appropriate, please contact the Inclusion Lead, Mrs Sinfield through the school office (details above).</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>Concerns should initially be raised with the Inclusion Lead, Mrs Sinfield.</p> <p>In the event that concern is not resolved, parents are signposted to the complaints procedure which can be found on the school website.</p>
<p>What support services are available to parents?</p>	<p>SENDIASS (Special Educational Needs Information, Advice and Support Service) provide a free service to families living in Wokingham. Telephone: 0118 908 8233 Email sendiass@wokingham.gov.uk</p> <p>Further advice and support are available through local and national agencies such as:</p> <ul style="list-style-type: none"> • SEND Voices • ASSIST (families with children with Autism) • CYPIT online toolkit (Speech and Language or OT support) • CAN Network
<p>Where can the LA's local offer be found?</p>	<p>http://www.wokingham.gov.uk/our-local-offer-for-children-and-young-people-with-additionalneeds</p>