

Special educational needs (SEND) information report



Owlsmoor Primary School

Approved by: Simon
Cope (HT)

Date: 08.11.2023

Last reviewed on:

Next review due by: 01.11.2024

Owlsmoor – ‘Where everyone matters’

Inclusive – Determined – Safe – Kind - Respect

At Owlsmoor Primary School we have a vision where achieving excellence is at the heart of everything we do. Where children are eager to learn and are supported to reach their full potential. Where every individual is recognised for who they are and who they can be, with no limits to their aspirations.

The Owlsmoor curriculum, true to our children and locality, will excite and inspire every single child so that they develop a thirst for learning and curiosity within safe learning spaces. Where they are confident to make mistakes in an environment where children can be children.

Where the whole school community supports and includes all of its members and helps them to grow. Where Owlsmoor Primary School is recognised as a hub of excellence which has a thriving relationship with its community and is the school of choice.

Where children are fully prepared for the next step of their learning journey to become independent global citizens and make a positive contribution to the world.

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.owlsmoorprimary.com/page/?title=Key+Information&pid=107>

You can ask a member of staff to make a copy/send you the policy.

Note: If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

| AREA OF NEED | CONDITION |
|--|--|
| Communication and interaction | Autism spectrum disorder |
| | Speech and language difficulties |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
| | Moderate learning difficulties |
| | Severe learning difficulties |
| Social, emotional and mental health | Attention deficit hyperactive disorder (ADHD) |
| | Attention deficit disorder (ADD) |
| Sensory and/or physical | Hearing impairments |
| | Visual impairment |
| | Multi-sensory impairment |
| | Physical impairment |

2. Which staff will support my child, and what training have they had?

| Role: | Staff name: | Experience and Qualifications: | How do they support the pupils? |
|-------------------|--------------|---|--|
| Inclusion Manager | Beth Sneddon | Qualified Primary school teacher with 20 years' experience. National SENDCo qualification. Designated Safeguarding Lead. Ongoing professional development as needed. | Over see all areas of inclusion and support for pupils with SEND. |
| SENDCo | Toni Barton | Qualified Primary school teacher with 20 years' experience. National SENDCo qualification. Ongoing professional development as needed. | Over see SEND in the school, particularly in Key Stage 2. |
| FSAs | Cath Jones | 6 years of school experience. Officially trained in Lego Therapy DSL training for DDSL role in school CACHE Level 3, Diploma in Specialist Support Teaching and Learning in schools CACHE Level 2, Certificate in Behaviours that | Can offer support to staff, pupils, parents regarding any area of academic, emotional, social, financial or practical needs. Able to refer and |

| | | | |
|---------------------------------------|------------------|---|--|
| | Tina Shepherd | <p>Challenge CACHE Level 2, Certificate in Counselling skills CACHE Level 2, Certificate in Understanding Children and Young People's Mental Health CACHE Level 2, Certificate in Understanding Adverse Childhood Experiences</p> <p>20 years of school experience Trained ELSA Trauma Informed Champion Mental health in schools training Foundation Degree Team Teach trained</p> | signpost to other professionals and services. |
| ASA - Autism Support Assistant | Claire Willcocks | 4 years of school experience. Trained as an Autism Support Assistant by Bracknell Forest. Autism Support Consortium. | Can offer support to teachers and TAs about making reasonable adjustments for neurodivergent pupils. |
| ELSAs – Emotional Literacy Assistants | Helen Toal | 21 years of school experience Trained Nursery nurse for 24 years TA level 3 qualification Level 2 trained in Makaton. | Can offer support to pupils with social or emotional needs including friendship issues, low self-esteem, anxious thoughts, bereavements. |
| | Tracey Millard | 19 years of nursery/school experience. 7years as an ELSA. | |
| | Tina Shepherd | As above Trained as an ELSA by the Bracknell Forest Educational Psychology Service. | |
| Outside Enrichment Lead | Stuart North | 2 years of school experience. | Therapeutic intervention for pupils with social or emotional needs including friendship issues, low self-esteem or anxious thoughts. |
| Specialist Provision Teacher | Catherine Walter | Qualified Primary school teacher with 19 years' experience. Ongoing professional development as needed. | Teacher for pupils who access the Specialist Resource Provision – Kingfishers. The Provision is for pupils who have an EHCP and have severe learning difficulties but access a |

| | | | |
|-------------------------|------------|--|---|
| | | | mainstream curriculum. |
| Specialist Unit Teacher | Vicky Judd | <p>Qualified Primary school teacher with 26 years' experience.</p> <p>Level 2 trained in Makaton.</p> <p>Ongoing professional development as needed.</p> | <p>Teacher for pupils who access the Specialist Resource Unit – Wrens. The Unit is for pupils who have an EHCP and complex needs. Pupils in Wrens access a specialist curriculum.</p> |

Inclusion Manager

Our Inclusion Manager is Beth Sneddon.

They have 5 years' experience as a SENDCo, 15 years' experience as a Primary school Teacher and 1 years' experience as an Inclusion Manger. They achieved the National Award in Special Needs Co-ordination in 2019. They are allocated 4 a week to oversee inclusion in the school.

SENDCO

Our assistant SENCO is Toni Barton

They have 1 years' experience in this role and have also worked as a class teacher for 20 years.

They achieved the National Award in Special Needs Co-ordination in 2023. They are allocated 3 days a week to oversee inclusion in the school.

Class teachers/Subject Leads

All of our teachers receive regular in-house and external SEND training, and are supported by the SENDCo and Inclusion Manager to meet the needs of pupils who have SEND. For example, several of our staff are trained in Makaton; Last year all teachers received external training on how to have a 'dyslexia friendly classroom'. Last year all TAs received inhouse training on how to have a 'dyslexia friendly classroom', managing sensory needs, Makaton and 'Colourful Semantics' (a speech and language strategy). Several staff members have undertaken training in supporting neurodivergent pupils, pupils with sensory/impairment needs and Trauma Informed Training.

Teaching assistants (TAs)

We have a team of 41 TAs, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Many of our teaching assistants deliver interventions such as ELSA, outside enrichment and Lego Therapy.

In the last academic year, TAs have been officially trained in ELSA and Lego Therapy.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

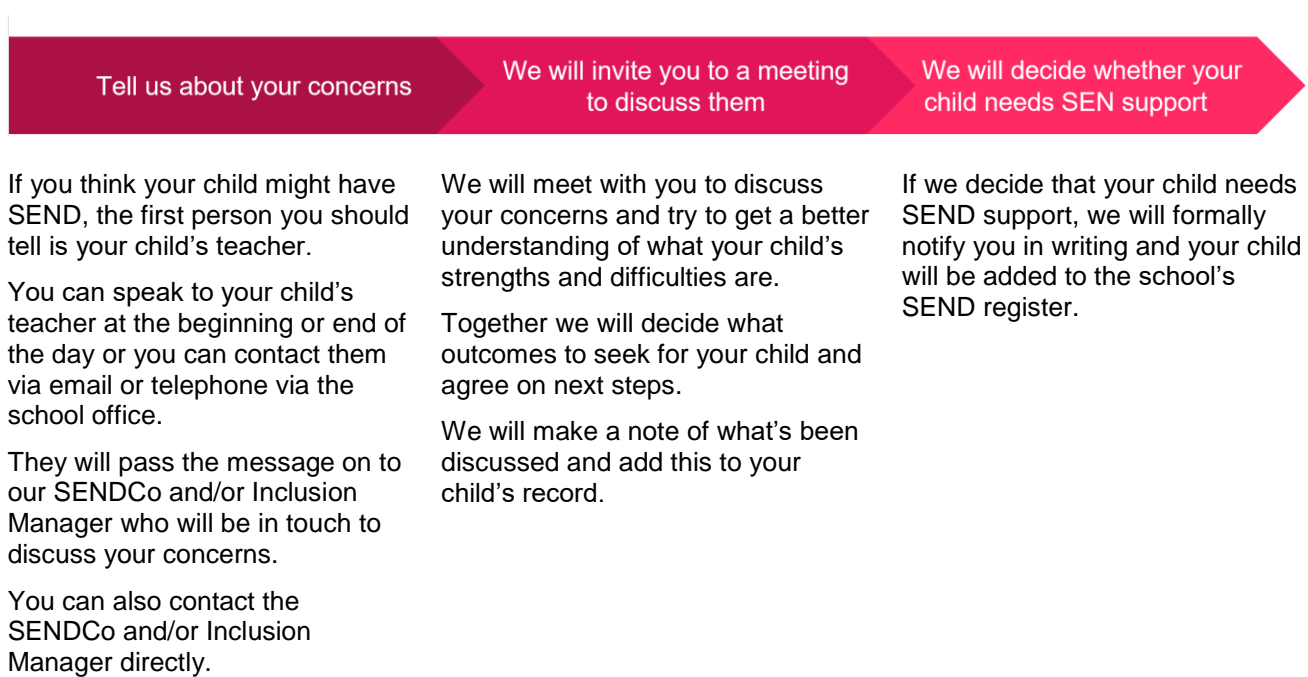
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses

- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Support for Learning
- › Autism Support
- › Sensory Support Consortium
- › Child Development Centre
- › Unique Inclusion
- › SEMH and Inclusion
- › Social services and other LA-provided support services
- › Voluntary sector organisations

3. What should I do if I think my child has SEND?

At Owlsmoor Primary School, we have an ‘open door’ policy so please discuss any concerns with your child’s class teacher initially. You do not need to wait for Parents Evening Consultations to do this.

We also have two Family Support Advisors (Mrs Shepherd and Mrs Jones) who you can contact if you have any concerns about behaviours or challenges at home or between home and school.



4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren’t making the expected level of progress in their schoolwork or socially. This might include difficulties or delays with understanding language, difficulties or delays with their learning, physical needs or emotional/social needs.

If the teacher notices that a pupil is not working at the expected level for their age, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. This may take place within the classroom/lesson or an intervention outside of the classroom/lesson. Pupils who don’t have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo and/or Inclusion Manager, and will contact you to discuss the possibility that your child has SEND.

The SENDCo and/or Inclusion Manager will observe the pupil in the classroom and/or in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with available national data.

The SENDCo and/or Inclusion Manager will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

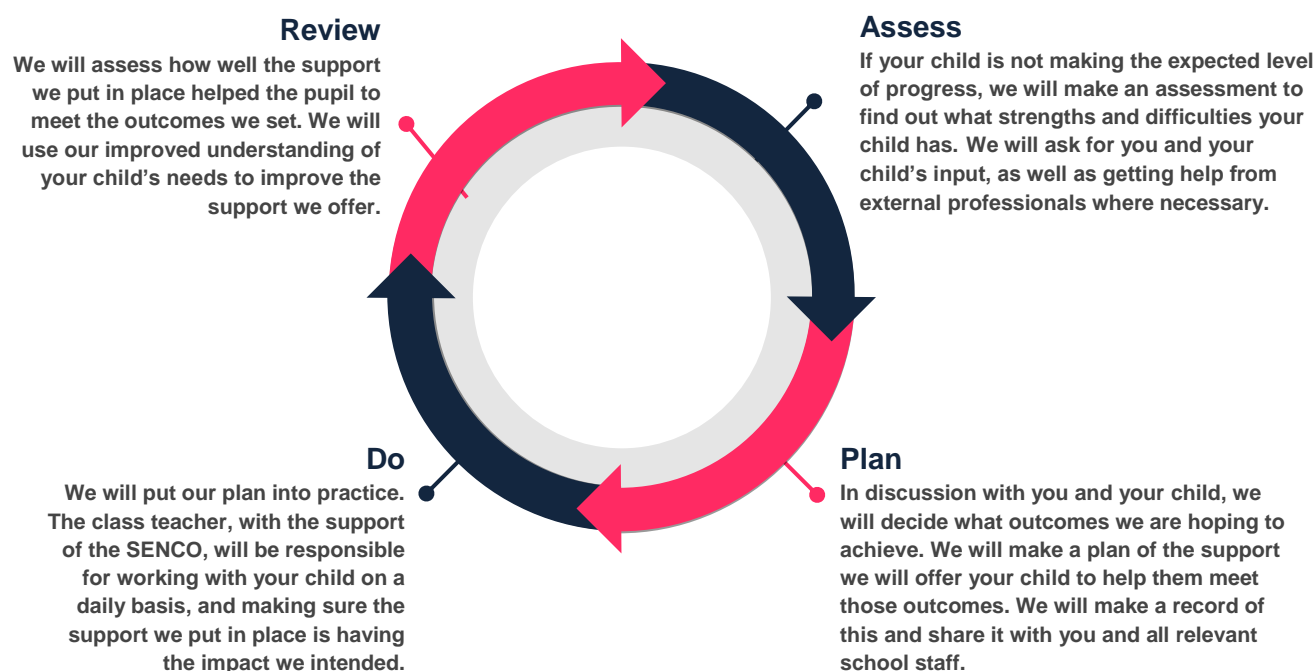
Based on all of this information, the SENDCo and/or Inclusion Manager will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo and/or Inclusion Manager will work with you to create a Individual Learning Plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set targets that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide review your child's Individual Learning Plan every six weeks (once a half term). As part of that review, your child's class teacher will meet you to:

- › Set clear targets for your child's progress
- › Review progress towards those targets
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo and/or Inclusion Manager may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can speak with them at the beginning or end of the school day or you can contact them via phone or email via the school office. Alternatively you can contact the SENDCo and/or Inclusion Manager directly.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Discuss and consider their progress and targets
- › Talk to their class teacher or Teaching Assistant about their views
- › Write about /draw pictures/take photos about their views
- › We may garner your child's views via observations if they are non-verbal
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate/adapt/adjust how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum; we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- › Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting and increasing our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 but we try to avoid over reliance on adult 1-to-1 adult support.
- Teaching assistants and Class Teachers will support pupils in small groups when necessary.

We may also provide the following interventions:

| AREA OF NEED | CONDITION | HOW WE SUPPORT THESE PUPILS |
|--|---|--|
| Communication and interaction | Autism spectrum disorder | Visual timetables Social stories |
| | Speech and language difficulties | Speech and language therapy interventions such as colourful semantics. Makaton PECs |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Writing slope Coloured backgrounds on Interactive White Boards Coloured paper Coloured overlays |
| | Moderate learning difficulties | Scaffoldings such as breaking down tasks, task planners, writing frames |
| | Severe learning difficulties | Multi-sensory approaches and resources |
| Social, emotional and mental health | ADHD, ADD | Quiet workstation Movement breaks Fidget toys Sensory circuits |
| | Adverse childhood experiences and/or mental health issues | ELSA Lego therapy Outside Enrichment Creative group 4LeggedTherpay |

| | | |
|--------------------------------|--------------------------|---|
| Sensory and/or physical | Hearing impairment | Multi-sensory approaches and resources Adapting seating and teaching methods Use of IT where appropriate Use of visuals Makaton PECs |
| | Visual impairment | Multi-sensory approaches and resources Adapting seating and teaching methods Use of IT where appropriate |
| | Multi-sensory impairment | Multi-sensory approaches and resources Adapting seating and teaching methods Use of IT where appropriate |
| | Physical impairment | As above Sensory circuits OT/physio interventions Gross motor skills groups |

These interventions are part of our contribution to Bracknell Forest's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- › Reviewing their progress towards their goals each term
- › Reviewing the impact of interventions after 6 weeks
- › Using pupil questionnaires
- › Monitoring by the Inclusion Team
- › Using provision maps to measure progress
- › Holding an annual review (if they have an education, health and care (EHC plan))

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff

- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our year 6 residential trip.

All pupils are encouraged to take part in sports day/school plays/special workshops/whole school celebrations etc in any form way that is accessible for them. For example, we have pupils who come along and watch the Nativity with their parents because joining in is too stressful for them or some pupils wear ear defenders in assembly. We will work with you and your child to ensure your child has access to the same opportunities as everyone else.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please see our website for admissions information:

<https://www.owlsmoorprimary.com/page/?title=Admissions+Information&pid=69>

Prospective parents are encouraged to visit our school. If you think your child has a SEND please make an appointment with the SENDCo and/or Inclusion Manager so that we can ensure any necessary reasonable adjustments are in place for when your child joins our school.

If other professionals are already involved with your child, for example speech and language therapists of the Child Development Centre, we can hold a Team Around the Child meeting to ensure all relevant information is shared ahead of your child joining us.

We work closely with local nurseries and pre-schools to ensure all relevant information is shared ahead of your child joining us.

13. How does the school support pupils with disabilities?

Please see our website for the accessibility plan:

<https://thegvoffice.com/public/sls-owlsmoor/0>

At Owlsmoor Primary we strive to ensure that all pupils are fully included in our community and that the building is accessible to all.

We will adapt/purchase resources and facilities where necessary, for example toilet frames, changing stations, IT equipment, specialist chairs.

Please see section 11 regarding inclusion of pupils with SEND.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

Pupils with SEND are encouraged to be part of the school council and to be playground pals/house captains.

We have feelings boxes and/or 'ask it baskets' in all classes and in communal areas around the school.

We run several therapeutic interventions as well as a lunchtime club; 'The Nest,' for pupils who need extra support with social or emotional development.

Our FSAs and ELSAs provide extra pastoral support for listening to the views of pupils with SEND.

We have a strong PSHE curriculum.

All our staff are aware that behaviour is a form of communication. Most of our Inclusion Team have had Trauma Informed training and most of the Senior Leadership Team have had Team Teach training which focuses on de-escalation.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Please refer to section 12.

We have a two-day transition programme in the summer term for all year groups. This help pupils fully adjust to their new classroom and staff.

We will give additional transition support to any pupils who requires this. For example, social stories, transition booklets, ELSA sessions, supported visits to new schools. We work closely with other settings (nurseries/pre-schools/secondary schools) to ensure pupils have the correct level of transition for their needs.

We dedicate two staff CPD sessions (Continuous Professional Development) to sharing transition information between current and new class teachers.

16. What support is in place for looked-after and previously looked-after children with SEND?

The designated teacher for looked after children and post looked after children is: Beth Sneddon, bsneddon@owlsmoorprimary.com, 01344 776642

Our Inclusion Team and Safeguarding Team work together to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Please see our website for the complaints policy and procedure:

<https://thegvoffice.com/public/sls-owlsmoor/0>

Complaints about SEND provision in our school should be made to the SENDCo/Inclusion Manager in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. The contact details for this service are 0800 064 4488 or email: sen@globalmediation.co.uk (www.globalmediation.co.uk/service/special-educational-needsdisability).

You may also find it helpful to contact an Independent Supporter; they can be contacted through the Independent Advice Support Service (IASS), Time Square, Market Street, Bracknell RG12 1JD (01344 354011. IASS and Global Mediation are both free services which can support parents and carers, which do not affect your right of appeal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Bracknell Forest's local offer:

<https://www.bracknell-forest.gov.uk/children-and-family-services/special-educational-needs-and-disability/send-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) can be contacted through: Independent Advice Support Service (IASS), Time Square, Market Street, Bracknell RG12 1JD (01344 354011.

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

You can also contact our FSAs who can signpost you to appropriate support.

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages