

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report



Eton Wick First School

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Type of school:	Maintained First School

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

At Eton Wick First School, we ensure that all the pupils in our school are equally valued by ensuring they have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

We have experience of supporting children and young people with the following needs:

- Communication and Interaction (including speech and language difficulties, problems with social interaction and Autistic Spectrum Disorders)
- Cognition and Learning (including maths, reading, writing and spelling)
- Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)
- Mental Health issues (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety and depression)

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

- Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN.

<p>Information will be gathered, including the views of the parents and the pupil, as well as from teachers and assessments.</p> <ul style="list-style-type: none"> Children who are not progressing at the same rate as their peers will be supported appropriately. Firstly, within the normal classroom organisation then later with referrals to external agencies for further support as appropriate.
c. What should I do if I think my child/young person may have special educational needs/disabilities?
If you think your child may have special needs, talk to your child's teacher or the SENCO about your concerns.

2. Support the school provides for children and young people with SEND
a. What teaching strategies do you use to support children with special educational needs and disabilities?
<p>If a learner is identified as having SEN, we will provide support that is 'additional to' or 'different from' the approaches and learning arrangements normally provided as part of high quality, personalised teaching intended to overcome the barrier to their learning.</p> <p>This support is set out in the child's Provision Plan / Individual Education Plan (IEP)</p> <p>When providing support that is 'additional to' or 'different from' we engage in a four-stage process of Assess, Plan, Do and Review.</p>
b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?
<p>All classes have a Teaching Assistant. Children with an EHCP may have a 1-1 teaching assistant linked to their specific needs.</p> <p>In terms of specific interventions, we offer support through:</p> <ul style="list-style-type: none"> Precision teaching Speech and Language Therapy including Every Child a Talker (ECAT) Emotional Literacy Support (ELSA) <p>An intervention will be tailored to meet the child's needs and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1-1 basis or as part of a small group with learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and the impact of the support in class, will be monitored closely and shared regularly with the child and with their parents or carers. For a small number of learners, their needs may require access to technology e.g. modified ICT equipment, recording devices etc.</p> <p>We tailor the strategies employed for the individual needs of all children and may adapt the classroom to support a child in their learning, e.g. use of visual timetables or individual work stations and Picture Exchange Communication Systems (PECS) as appropriate.</p>
c. How is the decision made about what type and how much support my child/young person will receive?
All decisions about additional support are based on individual need.
d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

Parent workshops and information evenings are held throughout the year, organised and led by the Royal Borough of Windsor and Maidenhead. Parents are signposted to specific support and training as needed.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

We will involve the children in the decision-making process in an age-appropriate manner. Where a child has an Education Health and Care Plan (EHCP), we will always take children's views when completing an Annual Review (this may include an adult scribing for the child).

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

We have an effective review cycle that allows us to monitor, review and plan for the next steps of development. This is done through regular meetings with Teachers and Teaching Assistants to discuss progress of learners, half-termly pupil progress meetings with the Senior Leadership Team as well as Annual Reviews for children and young people with Education, Health and Care Plans.

b. How do you involve my child/young person and parents in those reviews?

Where a child has an Education, Health and Care Plan (EHCP), there will be an Annual Review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer and all other professionals involved with the child.

c. How do you know if the provision for children and young people with SEND at your school is working?

The interventions used will be those that are proven to make a difference for most learners.

A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by the child – and a target outcome set. Regular reviews will take place to ensure the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech and Language Therapy services, Occupational Therapist, Physiotherapist, Advisory Support Teacher, Educational Psychologist, Play Therapist or health services such as a Paediatrician.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

All teachers deliver Personal Social and Health Education as part of the curriculum. One of our teaching assistants is a trained ELSA. ELSA's work with children following referrals from class teachers. Lunchtime controllers ensure all children follow behavioural expectations during lunchtime play and will feed back incidents to class teachers.

Parents who have concerns over their child's wellbeing and mental health are welcome to discuss these concerns with the class teacher and / or SENCO. Referrals to external agencies take place as appropriate. These may include

referrals to the Child and Adolescent Mental Health Service, Educational Psychologist or Behavioural Support Team.

Support offered might include:

- Classroom strategies led by the class teacher and/ or teaching assistant
- Support from specific SEN Teaching Assistants
- Support from a play therapist
- Non-directive play support from trained TAs

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- Transition is a part of life for all learners, whether that involves moving to a new class or to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.
- We implement transition programmes which are tailored to the individual needs of any child with special needs who may be joining the school.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

- Planning for transitions within school take place during the summer term and arrangements for transition to Middle School for pupils with SEN will be planned according to individual need.
- During Year 4, information (previously agreed with parents) will be shared with the SENCO at the child's next school. This information will outline needs and support that has proven effective.
- Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit him or her at Eton Wick First School or staff from Eton Wick will accompany the child on visits to their next school.
- Receiving schools are invited to attend the final Annual Review meeting.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

- **Is your school wheelchair accessible?**
The school is partially wheelchair accessible.
- **Have adaptations been made to the auditory and visual environment?**
No adaptations have been made to the auditory or visual environment as yet.
- **What changing & toilet facilities does the school have for children and young people with SEND?**
We have one disabled access toilet
- **Do you have disabled car parking for parents?**
We have one disabled car parking space

b. What if my child needs specialist equipment or facilities?
We do not have any specialist equipment but would ensure that all children's individual needs are met as appropriate.
c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?
All extra-curricular activities can be adapted for all children's needs. We have an inclusive ethos and children with SEND are supported to attend all after school clubs depending on demand.

7. Training for staff, specialist services and further support
a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?
<p>There is a regular training programme led by either the Headteacher, Inclusion Leader (SENCo), or led by specialist teachers, including an Educational Psychologist. Training for Teachers and Teaching Assistants will be undertaken from a range of specialist services as required e.g.</p> <ul style="list-style-type: none"> • Speech and Language Therapy (SALT) • Occupational Therapist (OT) • Play Therapist • Health services such as a Paediatrician • Behaviour Support Service • Shine Autism Outreach Service
b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?
<p>Advice and support may be requested from other professionals, with the parent's consent. This might involve:</p> <ul style="list-style-type: none"> • Speech and Language Therapy services (SALT) • Occupational Therapist • Physiotherapist, Advisory Support Teacher • Educational Psychologist (EP) • Play Therapist • Health services such as a Paediatrician • Behaviour Support Service • Shine Autism Outreach Service
c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?
<p>You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families</p> <p>Tel: 01628 683182</p> <p>Email: IAS@rbwm.gov.uk</p> <p>Website: http://ias-rbwm.co.uk/</p> <p>Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:</p> <p>https://rbwm.afcinfo.org.uk/</p>

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

<https://www.etonwickschool.org.uk/policies>

- SEN Policy
- Accessibility Plan
- Safeguarding Policy
- Behaviour Policy
- Equality Policy
- Policy for Supporting Pupils with Medical Conditions
- Anti-bullying policy

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

Any additional resources will be provided, as required for specific need.

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

- You can find a copy of the school complaints process on the school website at the following link
<https://www.etonwickschool.org.uk/policies>

11. Glossary

Terms used in this document	Description/explanation of term
Attention Deficit Hyperactivity Disorder (ADHD)	Attention deficit hyperactivity disorder (ADHD) is a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness.
Autism Spectrum Disorder (ASD)	Autism is part of the autism spectrum and is sometimes referred to as an Autism Spectrum Disorder, or an ASD. The three main areas of difficulty which all people with Autism share are sometimes known as the 'triad of impairments'. They are: <ul style="list-style-type: none">• difficulty with social communication• difficulty with social interaction• difficulty with social imagination.

Child and Adolescent Mental Health Service (CAMHS)	An NHS service who support children and young people with mental health difficulties and their families.
Education, Health and Care (EHC) Plans	An EHC Plan is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statements of Special Educational Needs.
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people.
Precision Monitoring/ Teaching	Intervention for helping individual children to learn a range of specific skills automatically so that they may become fluent in a skill
Special Educational Needs Co-ordinator (SENCo)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within that school.

Date of last update of this document: September 2019

Date of next review: September 2020