Royal Borough of Windsor and Maidenhead

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

Knowl Hill CofE Academy

<table>
<thead>
<tr>
<th>Executive Principal:</th>
<th>Isabel Cooke</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Head of School:</td>
<td>Nichole Bourner</td>
</tr>
<tr>
<td>Name of SENCO</td>
<td>Nichole Bourner</td>
</tr>
<tr>
<td>Name of SENCO</td>
<td>Jacqui Bird (maternity)</td>
</tr>
<tr>
<td>Name of SEN Governor:</td>
<td>Cynthia Pitteway and Carolyn Deans</td>
</tr>
</tbody>
</table>

School address: Bath Road
Knowl Hill
Reading
Berkshire
RG10 9UX

Contact telephone number: 01683 822584

School email address: office@knowlhill.org

School website: http://www.knowlhillschool.co.uk

Type of school: Academy
Primary School

1. Identifying special educational needs and disabilities (SEND)

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

- Autism Spectrum Disorder (ASD)
- Dyslexia
- Dyspraxia
- Fine and gross motor skills
- Specific Learning Difficulties (SPLDs)
- Behavioural needs
- Hearing/sight impairments
- Down Syndrome

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

How do you identify and assess if children and young people may have SEND?
- On entry to the school they have been identified as having SEND by the educational psychologist.
On entry to the school there is a statement of SEND or Education, Health and Care Plan (EHCP).

On entry to the school they are registered at any stage of the code of practice by another school or authority.

At any time, if the class teacher has a concern or observation of behaviour, emotional and social development which, after discussion, the Special Educational Needs Co-ordinator (SENCO) supports.

At any time, if they need an individually adapted behaviour plan in order to access the curriculum.

At any time, if there is substantial discrepancy between the pupil's attainment and their capability.

At the end of each Key Stage, if there is a concern about progress measured against the objectives set in the National curriculum descriptors.

What assessments do you use?

- Formative and summative assessment
- Pupils’ work
- Pupil voice
- Conferencing
- Salford Reading test
- SATS
- Termly formal assessments in reading, writing, maths and SPAG (spelling and grammar)
- EP dyslexia screener
- Running record analysis

What should I do if I think my child/young person may have special educational needs/disabilities?

- Parents can raise any concerns about their child by contacting the school via email or phone.
- Parents should ask to speak to:
  - The class teacher
  - EHCPs - Kath White and Wave 1 & 2 - Jacqui Bird
  - Head of School - Matt Thompson
  - Executive Principal - Isabel Cooke

2. Support the school provides for children and young people with SEND

What teaching strategies do you use to support children with special educational needs and disabilities?

How do you help pupils with SEND to learn?

- Differentiated teaching methods matched to individual needs
- Targeted intervention through the class TA/intervention TA if identified as a need
- Support timetable arranged and reviewed regularly by staff involved
- External advice is sought if needed with regards to specialist assessments and support
- Continuous tracking of identified pupils with SEN needs
- Termly reviews through Pupil progress meetings, parent partnership meetings and parents evenings
- SENCO supports and advises the class teachers and parents
- SENCO ensures that the relevant code of practice and guidance are implemented effectively across the school
- ICT
- Adaptations to classroom environment to meet specific needs
- ELSA support
- Specialised English support
- Nessy spelling programme and Spelling Frame programme
- Read, write, inc
- Additional catch up programmes for core and non-core subjects where identified
- CPD for all staff using SEN Advisory Teacher
- Teachers guide for Down Syndrome, ASD, ADHD, Gross motor skills, dyspraxia and dyslexia
- External agency support (OT/Physio/SALT) supported within school intervention programmes
- Information in Parent Area of School website

**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?**

Please see above

**c. How is the decision made about what type and how much support my child/young person will receive?**

- EHCP Assessment
- Level of needs
- Area of weakness
- Pupil progress
- Targets

**d. How will I (the parent) be involved in planning for and supporting my child/young person’s learning?**

- Regular meetings with Senior Leadership Team/SENCO/Teacher
- Parent partnership meetings
- EHCP reviews
- Parents evenings
- Viewing afternoons
- Review of provision mapping

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

- Children participate and are involved in pupil voice
- Peer and self assessments
- Recognise and use ‘Behaviours for Learning’
- Children attend viewing afternoons and parent’s evenings

---

**3. Children and young people’s progress**

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

- Regular pupil progress meetings
- Regular analysis of pupil progress
- Provision mapping – regular reviews
- Tracking of interventions and impact
- Parents evenings
- Parent partnership meetings
- Discussions with pupils about set targets and progress
- Book Looks, pupil interviews, conferencing and learning walks
- Moderation of work and levels
b. How do you involve my child/young person and parents in those reviews?

- Children participate and are involved in the review and understanding of their targets
- Peer and self assessments
- Recognise and use Behaviours for Learning
- Children attend reviews of provision maps
- Children attend meetings and parents evenings

4. Support for overall well-being

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

- ELSA
- TA's
- SENCO
- Student surveys and questionnaires
- Quiet/ reflection room
- Approachable staff
- Emotional well- being champions

5. Preparation for new and next steps

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

- Meetings with parents and pupils to discuss SEND and provision needed
- Correspondence with previous setting
- Meeting with Educational Psychologist if needed
- Meetings with SENCO, Executive Principal, Head of School, teaching Staff/TAs
- Transition material to help with a smooth start to the new school
b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

- Transition week - week spent in new classroom
- Transitions displays in classrooms before transition week displaying information about new year group
- Transition planning - questions to ask new teachers etc
- Transition days organised with new school
- Transition visits to nursery settings
- SENCOs from other settings attend pupil information sharing 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?
  All rooms are wheelchair accessible

- Have adaptations been made to the auditory and visual environment?
  All classrooms have Interactive TVs and I pads

- What changing & toilet facilities does the school have for children and young people with SEND?
  We have two disabled toilets.

- Do you have disabled car parking for parents?
  We have two disabled spaces which are clearly marked.

b. What if my child needs specialist equipment or facilities?

Do you have any specialist facilities/equipment to support children and young people with SEND
- Intervention room
- IPads
- Interactive TVs

How do you make sure children and young people have the equipment and facilities they need?
- Regular meetings with parents/professionals
- Observations
- Lesson observations
- Parental feedback
- Reviews of progress
- Pupil progress meetings

How is specialist equipment funded?
- EHCP
- SEN funding
- Pupil premium if applicable
- School fund

Which services do you liaise with to provide appropriate specialist equipment and facilities and assess the environment?
- SHINE (Outreach Autism Service),
• Sensory Consortium Service
• Occupational Therapists
• Physiotherapist
• Educational Psychologists
• Behaviour support
• Early Help Hub
• SEND Advisory Services
• CAMHS
• MASH
• Specialist Schools

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

• All children attend school trips
• Risk assessments are completed for all off site activities. SEN children are individually named and parents asked for advice if needed
• All staff complete pre visits to all educational settings
• After school clubs and breakfast club is open to children and adaptations are made when needed.

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?

Staff with specialist qualifications in the area of SEND:
• SENCO BA (ED) HONS Primary Education QTS with English specialism & National Award for SEN Co-ordination, attachment training, child protection training, safer recruitment training, epi pen training, epilepsy awareness trained, Positive Handling Training
• ELSA TA - ELSA course

SEND training provided for teachers and support staff:
• All staff have SEN awareness and Child Protection training in September
• All staff have epilepsy awareness training
• All staff have first aid training
• All staff have Epi pen training
• All staff have specific training as pupil needs arise in their class
• All staff have booklets on how to assist children with Specific Learning Difficulties
• All teaching staff have successfully completed Positive Handling training

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?

• Speech & Language therapy
• RBWM Children and Young People Disability Service
• Educational Psychologists
- Behaviour Support
- Shine Team (Outreach Autism Service),
- Berkshire Sensory Consortium Service

How is support from these agencies accessed by families?
- Referral through the SENCOs

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

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
Tel: 01628 683182
Email: IAS@rbwm.gov.uk
Website: http://directory.rbwm.gov.uk/kb5/rbwm/directory/organisation.page?id=sFVIDqAFqIY&familieschannel=0

PaCiP is the parent carer forum for Windsor and Maidenhead who provide a service for parents and carers of children and young people 0-25 years, with any special educational needs and disabilities, with or without a diagnosis, with or without an EHCP and in any, or no educational placement. They are responsible for understanding and representing the views of other parents in the local area to health, education and social care.
Tel: 07375 993151
Email: contact@pacip.org
Website: pacip.org

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: https://rbwm.afcinfo.org.uk/

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://knowl-hill-ce-primary-school.secure-primarysite.net/policies/

- AHMAT SEND Inclusion Policy
- AHMAT Child Protection & Safeguarding Policy
- AHMAT Behaviour and Anti Bullying Policy
- AHMAT Equality Statement
- AHMAT Whistleblowing Policy

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

As an inclusive school all pupils are able to access the before school Breakfast club and extra-curricular clubs.

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?

Your child’s class teacher is always available at the end of the school day for a quick chat. If you need more time, then a meeting can be arranged with your child’s teacher. The SENCo is always happy to meet with parents to discuss any concerns they may have. An appointment can be made to meet with her through the school office. We find that meetings like this resolve most concerns quickly and efficiently. If however you feel you need to make a formal complaint it should be made following the procedure outlined in our complaints policy. This is available on the school website or from the school office on: office@knowlhill.org

11. Glossary

<table>
<thead>
<tr>
<th>Terms used in this document</th>
<th>Description/explanation of term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASD</td>
<td>Autism Spectrum Disorder</td>
</tr>
<tr>
<td>SPLDs</td>
<td>Specific Learning Difficulties</td>
</tr>
<tr>
<td>EHCP</td>
<td>Education, Health and Care Plan</td>
</tr>
<tr>
<td>SENCO</td>
<td>Special Educational Needs Co-ordinator</td>
</tr>
<tr>
<td>TA</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>SEN</td>
<td>Special Educational Needs</td>
</tr>
<tr>
<td>ADHD</td>
<td>Attention Deficit Hyperactivity Disorder</td>
</tr>
<tr>
<td>SALT</td>
<td>Speech &amp; Language Therapy</td>
</tr>
<tr>
<td>EP</td>
<td>Educational Psychologist</td>
</tr>
<tr>
<td>MASH</td>
<td>Multi-Agency Safeguarding Hub</td>
</tr>
<tr>
<td>CAMHS</td>
<td>Child and Adolescent Mental Health Services</td>
</tr>
<tr>
<td>OT</td>
<td>Occupational therapy</td>
</tr>
<tr>
<td>CP</td>
<td>Child Protection</td>
</tr>
<tr>
<td>ELSA</td>
<td>Educational Literacy Support Assistant</td>
</tr>
<tr>
<td>RBWM</td>
<td>Royal Borough Windsor &amp; Maidenhead</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and communications technology</td>
</tr>
<tr>
<td>SLT</td>
<td>Senior Leadership Team</td>
</tr>
<tr>
<td>SHINE</td>
<td>The Shine Team is a service which supports children in mainstream educational settings who have a diagnosis of Autistic Spectrum Disorder</td>
</tr>
</tbody>
</table>

Date of last update of this document: 1ST November 2019

Date of next review: 1st November 2020