



## **SEND Policy and Information Report Newbury Academy Trust – Speenhamland Primary School**

### **Introduction**

Speenhamland School is one of three schools in the Newbury Academy Trust. We are a slightly larger than average sized primary school with 279 pupils from Foundation through to Year 6. We are supported by our colleagues at Trinity School and Fir Tree School, in The Trust. Speenhamland School benefits from housing a specialist Local Authority Unit for young people with physical disabilities. Trinity houses two units: one for pupils with an EHCP for Dyslexia and the other for those with an EHCP for an Autism Spectrum Disorder. Fir Tree has a specialist unit for primary aged pupils with an EHCP for Autism Spectrum Disorder.

### **Speenhamland's Vision**

*'We Aspire, We Challenge, We Support'*

Through:

- Developing a thirst and excitement for learning
- Fostering a love of reading
- Creating a passion for improvement (in both staff and children alike)
- Encouraging our children to be active and healthy
- Building a sense of community, within a community
- Showing the children that a staff we want the best for them.

### **Our school Values:**

Children at Speenhamland are:

- Respectful
- Responsible
- Resilient
- Risk takers
- Resourceful

### **Speenhamland's SEN Vision**

As an inclusive school, everyone at Speenhamland is committed to providing the conditions and opportunities to enable any child with special educational needs or disability (SEND) to be fully included in all aspects of school life. Our vision is for all members of the school community to be respected and seen to have potential for improvement, no matter what their starting point. Through effective teaching and learning, all children with SEND access a broad and balanced curriculum. Children are supported and encouraged and success is celebrated. Through working closely with parents and carers and where applicable, other professionals, we can enable the fulfilment of each child's potential.

By consistently focusing on the quality of teaching and learning at Speenhamland and putting student achievement at the heart of all we do, all groups of children are given the opportunity to develop and meet their potential, including those who have been identified as having additional



needs. We are committed to closing the attainment and progress gaps between SEND and non-SEND pupils.

### **Accessibility**

We are a mainstream school which is completely wheelchair accessible. We have adapted toilet facilities and a disabled parking bay. Audits are undertaken for pupils, staff, parents and visitors with hearing or visual impairments to improve access under the direction of the Berkshire Sensory Consortium.

### **The Keevill Unit: A Resource for Physically Disabled Children**

The aim of the unit is to support children in accessing the curriculum within a mainstream school. Staff at Speenhamland help the children in all aspects of their learning and development, enabling them to achieve success and happiness for now and in the future. Children are expected to demonstrate normal cognitive development and access the main school curriculum with support. Most children offered a place in the unit have conditions like Cerebral Palsy or conditions that affect normal muscle function. As well as mobility issues, the children can have related conditions such as speech and language difficulties. Applications are made through the Local Authority when an Education, Health and Care Plan is written. Parents considering the Keevill as a placement, and who live in West Berkshire are welcome to arrange a visit to the school. Parents of pupils living in another County should contact Special Education at West Berkshire Council on 01635 519713 for further information.

### **Profile of SEND at Speenhamland School**

In accordance with the 2014 SEND Code of Practice, and the 2010 Equality Act, The Trust is committed to meeting the needs of all our students so that no individual or group is disadvantaged or discriminated against in any way. The SENDCo (Special Educational Needs and Disabilities Coordinator) closely monitors the different kinds of SEND in the school and ensures that appropriate support is provided.

Children with SEND are categorised according to areas of need:

- Communication and Interaction (C&I) – including Autism Spectrum (AS) and Speech, Language and Communication needs (SLCN)
- Cognition and Learning (C&L) – including Specific Learning Difficulties (SpLD)
- Social, Emotional and Mental Health Difficulties (SEMH) – including Attention Deficit Hyperactivity Disorder (ADHD) and difficulties with stress, anxiety and depression
- Sensory or Physical Impairment (S/PI) – including difficulties with vision, hearing and mobility



The following table shows the **primary** areas of need in Speenhamland Primary School, September 2023, according to the SEND register. Some children on the register may have an identified secondary need.

Primary Needs	% 2022/2023	% 2023/2024
<b>Number of SEND Pupils (Autumn Census):</b>	<b>45</b>	<b>47</b>
Speech, Language or Communication Need	6 – 13.3%	7-14.9%
Specific Learning Difficulty	10 – 22.2%	9-19.1%
Moderate Learning Difficulty	1 – 2.2%	1-2.1%
Physical	10 – 22.2%	6-12.8%
Visual	1 – 2.2%	2-4.3%
Hearing	2 – 4.4 %	2-4.3%
Autistic Spectrum Disorder	14 – 31.1%	14-29.8%
ADHD	0 - 0	0-0%
Social, Emotional and Mental Health	1 – 2.2%	6-12.7%

Speenhamland School currently has 47 children on the SEND register, 17 of these children have an Educational Health and Care Plan (EHCP).

#### **Speenhamland School SEND Report Data**

Total Number in School	SEND (No.)	% Total	Girls (No.)	% Girls/ 279	% Girls/47	Boys (No.)	% Boys/ 279	% Boys/47
279	47	16.8%	20	7.1%	42.5%	27	9.6%	57.4%

SEND	SEND-Keevill	Keevill	EHCPs	Comments
47 16.8%	38 13.6%	9 pupils 3.2%	17 pupils 6%	All Keevill children have EHCP's



Class	Total	Number of SEN/%	Girls Number	%	Boys Number	%	Primary Needs
EYFS Wisteria	20 7B/13G	6/30%	4	20%	2	10%	3 ASD 1 SL/CN 1 SEMH 1HI
EYFS Willow	19 7B/12G	4/21%	1	5.2%	3	15.7%	2 SL/CN 1 SEMH 1 SpLD
Cherry	24 17B/7G	5/20.8%	0	0%	5	20.8%	3 ASD 1 SL/CN 1 SpLD
Oak	24 15B/9G	3/12.5%	1	4.1%	2	8.3%	3 ASD
Ash	23 16B/7G	3/13%	0	0%	3	13%	1 ASD 1 SL/CN 1 Physical
Hawthorn	26 8B/18G	5/19.2%	3	11.5%	2	7.6%	3 ASD 1VI 1MLD
Juniper	26 11B/15G	4/15.3%	3	11.5%	1	3.8%	2 Physical 1 ASD 1 Physical
Maple	27 12B/15G	3/11.1%	1	3.7%	2	7.4%	1 Physical 1 VI 1 SEMH
Acer	31 18B/13G	9/29%	3	9.6%	6	19%	5 SpLD 1 HI 1 SEMH 1 SL/CN 1 ASD
Redwood	29 15B/14G	5/17.2%	3	10.3%	2	6.8%	3 ASD 2 Physical
Cedar	30 16B/14G	4/13.3%	2	6.6%	2	6.6%	1 ASD 3 Physical

## 1. Identification of Special Education Needs and Disabilities (SEND)

### 1.1: How does the school identify children/young people with special educational needs and disabilities?

Often children who join the school have already been identified with a SEND by parents, health professionals or nursery staff. However, as children progress through school, a SEND may be identified from behaviour, attainment and difficulty achieving expected knowledge, skills and academic standards. The school uses observation, assessment and experience to identify needs. A



graduated approach is adopted to support children in the first instance and following this, a child may then be included on the SEN register.

If needed, further advice and assessment can be sought from other professionals including the Trust's Educational Psychologist.

## **1.2: What should I do if I think my child has SEND?**

Parents or Carers who have concerns should talk to the class teacher. Further advice and support can be sought from the SENDCo (Special Educational Needs and Disability Coordinator) or the Headteacher if required.

## **2. Support for children with special educational needs**

### **2.1: If my child is identified as having SEND, who will oversee and plan their education programme?**

Class teachers are responsible for writing and overseeing the implementation of any additional programmes and interventions. The SENDCo will assist, support and oversee as required.

### **2.2: How will I be informed / consulted about the ways in which my child is being supported?**

Parents can make an appointment to meet with the class teacher, SENDCo or senior staff via the school office. Parents will have the opportunity to attend parents' evenings twice a year where they can meet with their child's class teacher and the SENDCo if needed. At these parents' evenings, parents are given the opportunity to discuss their child's SAP (Support and Achievement Plan) targets. SAP targets support pupils with SEND to make progress regardless of their additional needs and are best achieved when parents and teachers work together. Best outcomes are achieved by good communication.

### **2.3: How will the school balance my child's need for support with developing their independence?**

Children will have no more than three SEND targets at any one time. If a child has several needs, it is important that the child, parents and class teacher agree the priority areas. Teaching and encouraging the children to apply their knowledge and skills independently is an integral part of the planning process. Where a child has additional adult support, the adult will ensure there are lots of opportunities for the child to develop their independence whilst giving them the support they need.

### **2.4: How will the school match / differentiate the curriculum for my child's needs?**

Teachers plan lessons that allow children of all abilities with differing knowledge and skill levels to access learning. Some children may have adult support to enable access; some tasks and resources are adapted to meet a child's needs or for some children, the differentiation is what they are expected to achieve or record.

### **2.5: What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?**

Quality first teaching will incorporate many of the strategies that children with SEND need. Children will have a clear understanding of what they are learning; know what they are expected to do; have



resources to support their learning where appropriate; know what they can do if they are stuck and have staff ready to assist if required. Teachers will use a range of strategies that support all types of learners.

Specialist advice from professionals is also incorporated in to daily practice. This may include using visual timetables and task strips to make expectations clear. Some children may need short breaks from the lesson if they have sensory needs. For children on the autism spectrum, often an individual timetable is developed to encompass their individual needs.

Children with visual or hearing impairments will be sat strategically in the classroom to ensure they can access the learning and resources will be adapted to suit their needs. Support, advice and training are provided by the Sensory Consortium Service.

Children with speech and language difficulties will be monitored and supported by the Speech and Language Service. They will set targets which will then be worked on in school.

In addition to class teachers and SENDCo, the school employs general teaching assistants to assist teachers in meeting the needs of all pupils in the class. Where necessary, the school will provide additional TA support for children who need it.

**2.7: What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?**

Type / Title	Intervention Type
Phonics and reading support	One to one and small group
Individual daily reading	One to one
Social skills	Small group
Precision Teaching	One to one
Freckle (maths)	Small group
Handwriting/Motor Control	Small group
Motivation for Change (M4C (Trust ELSA))	One to One

**2.8: What resources and equipment does the school provide for children with SEND?**



The school allocates an annual budget for resources for SEND children. The budget is used to purchase more specialist equipment, teaching resources and ICT programmes to enhance learning.

### **2.9: What special arrangements can be made for my child when taking examinations?**

Depending on need, children with SEND can be entitled to additional support such as extra time, a scribe, a reader, a different room to sit an exam or access to ICT equipment.

Special arrangements are based on what the children routinely do and use.

## **3. My child's progress**

### **3.1: How will the school monitor my child's progress and how will I be involved in this?**

Assessments are planned to measure progress throughout the academic year. Data is collected at least termly and used to plan interventions and actions for the future for children in year groups, small groups and individuals. Teachers meet every term with leadership staff to discuss progress. Both parents and teachers can request meetings to discuss issues with progress. If an issue arises, an agreed plan of action will be put in to place. If the issue is considered serious, a review date for the plan of action should be agreed. Parents will be informed about progress at parents' evenings in the Autumn and Spring Terms and by written reports in the Summer Term.

### **3.2: When my child's progress is being reviewed, how will new targets be set and how will I be involved?**

Data about progress will be used to inform new targets. For those children who have individual targets related to SEND, they will be recorded on a Support and Achievement Plan (SAP) and both parents and children, will be given the opportunity to be involved with the targets set.

### **3.3: In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?**

For those children with Education, Health and Care plans (EHCP) there will be a formal Annual Review meeting.

Any parent can request a meeting to discuss progress by contacting the class teacher, SENDCo or Headteacher.

### **3.4: What arrangements does the school have for regular home to school contact?**

For those children who have issues with communication, a home-school book may be implemented to ensure essential information is communicated. Some parents and staff communicate by email, some by phone or face to face meetings in the playground. Newsletters are sent out weekly. The school website is another source of information. Office staff will always support parents in contacting members of staff.

### **3.5: How can I help support my child's learning?**

The school uses Firefly, newsletters, the website and additional letters and notices to suggest ways you can support your child's learning. Hearing your child read; ensuring they have a go at competing homework; helping them become familiar with number and table facts will play an important part in supporting their learning. For children with SEND, some changes and adaptations may need to take



place, and additional or different ways of supporting your child may be suggested. Encouraging a love for learning and a positive attitude to school will be hugely beneficial to your child.

### **3.6: Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?**

The school holds information evenings on different aspects of the curriculum. If you are unable to attend events, paper or electronic copies of key information is usually available on request or from the school website. The school occasionally offers parenting courses which are often appropriate for parents of children with SEND.

Professionals such as speech and language therapists or physiotherapists will give advice and information to parents. The school and therapists can sign-post events, courses or agencies, to support parents of children with SEND. The school also organise an SEND coffee morning each term where guest speakers attend from different services in the community.

### **3.7: How will my child's views be sought about the help they are getting and the progress they are making?**

Part of the daily teaching and learning process involves the children assessing their learning. All children make a contribution to their annual school report.

For those children who have annual reviews, they complete their own report about progress. Children attend meetings with therapists to discuss progress and targets. In addition, children's views are sought during the SAP process and at the start of every year.

### **3.8: What accredited and non-accredited courses do you offer for young people with SEND?**

Children from the school attend or take part in a variety of events and courses but usually about experience rather than formal qualifications.

### **3.9: How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?**

Academic progress and achievement are monitored termly and comparison and analysis is made using National Guidelines on expected progression for children with SEND. Parental contributions to annual reviews, informal meetings and school questionnaires are also monitored. The SENDCo closely monitors SEN provision in the school.

## **4. Support for my child's overall well being**

### **4.1: What support is available to promote the emotional and social development of children with SEND?**

Positive events and achievements are celebrated. Inclusion in clubs, extra-curricular activities and positions of responsibility, such as school council representatives are encouraged. Additional events and activities are occasionally planned to specifically target positive inclusion but generally it is expected that the school addresses the above on a routine basis.

### **4.2: What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?**





For any child who is unable to routinely conform to expected standards of behaviour, individual behaviour plans will be made to resolve issues. The inappropriate behaviour will be analysed to identify timings, triggers and people involved and a plan made to address issues. This may involve more adult support, reduction or restrictions on playtimes, as well as interventions to address the emotional issues that could be affecting behaviour. Additional sanctions and rewards may be introduced to facilitate an improvement in behaviour. Health and safety of all pupils and staff will underpin plans of action.

The school has four highly trained first aiders and all support staff are trained on a rolling basis to maintain a high level of trained staff to support first aid and medical support. All staff are trained in allergic reactions, asthmas and the use of EpiPens. If a child joins the school with a condition that requires specific or additional training, such as epilepsy, it is arranged with the school nurse team.

#### **4.4: How does the school manage the administration of medicines?**

The school has a standard form for parents to complete. Records are kept of all medicines being administered by staff. A list of children having conditions that may require urgent or specialist treatment is held centrally with photo information. A double locking system is provided for certain medicines and staff are trained regularly following guidelines from medical professionals. Agreements are made with children, parents and staff as to when, where and how daily medicines are stored and administered. Medicines are only administered with the consent of the Headteacher.

#### **4.5: How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc?**

Children needing help are dealt with on an individual basis to ensure self-esteem and dignity are protected appropriately. The school has accessible toilets that have space and privacy and changing tables are available. Staff can be assigned to feed or oversee children who require assistance with eating. Training or advice would be sought from appropriate professionals if required.

### **5. Specialist services available / accessed by the school**

#### **5.1: What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?**

The Trust and therefore the school, has access to its' own Educational Psychologist. The school continues to receive support from the Local Authority Cognition and Learning Team as well as access to other professionals as required.

This year we have accessed the following:

ASD Advisory Teacher; Teacher for Hearing Impaired; Teacher for the Visually Impaired; Cognition and Learning Team; Speech and Language Therapist; Physiotherapist; Occupational Therapist; Educational Psychologist; Pre-school counsellor; The 1 –College and the Specialist School Inclusion Service.

#### **5.2: What should I do if I think my child needs support from one of these services?**

Parents can talk to staff in school about access and referrals. Parents can also access some of these services directly by visiting the Berkshire Healthcare NHS Trust website and going to the CYPIT



(Children and Young People's Integrated Therapies) section. Concerns can also be discussed with your child's GP who can make appropriate referrals.

### **5.3: How are speech and language therapy, occupational therapy and physiotherapy services provided?**

If a child is assigned to the service the professional will liaise with the school about times to visit, provide advice and programmes for the school to implement. They also provide training to staff. If required they will plan a programme of therapy to be implemented by themselves.

### **5.4: What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?**

Talk to the class teacher and/or SENDCo; visit your child's GP or go to the CYPIT site mentioned in section 5.

### **5.5: What arrangements does the school have for liaison with Children's Social Care services?**

The school has a pastoral support worker who liaises with Children's Social Care services and other agencies that may be able to assist children in achieving the best outcomes in school. The Headteacher, Deputy Headteacher and SENDCo are all fully trained in child protection policy and may also liaise with Children's Social Care services. All members of staff have yearly updated child protection training.

## **6. Training of school staff in SEND**

### **6.1: What SEND training is provided for teachers in your school?**

Training is planned according to need for teachers. The school SENDCo and Teacher in Charge of Keevill Unit attend SEND training and updates arranged by the Local Authority. They also attend training on specific subject or areas based on the children with SEND currently on the school role and share this with teachers and members of staff in school.

### **6.2: What SEND training is provided for teaching assistants and other staff in your school?**

The Teaching Assistants have in school and outside training linked to school targets and the individual SEND pupils that they work with.

### **6.3: Do teachers have any specific qualifications in SEND?**

Our SENDCo, Mrs K Graham, has completed the National Award for SENDCOs (NASENCo) qualification and has undertaken various SEN training courses.

### **6.4: Do teaching assistants have any specific qualifications in SEND?**

All Teaching Assistants have received training relevant to the needs of the children they are assigned to.

## **7. Activities outside the classroom including school trips**

### **7.1: How do you ensure children with SEND can be included in out of school activities and trips?**



Class teachers are responsible for ensuring that the needs of SEND children are taken in to consideration when planning off site activities and visits. The SENDCo and Teacher in Charge of the Keevill Unit should be routinely included in the planning process. Parents may be consulted individually about specific details and are always welcome to discuss arrangements.

The school has its own mini-bus with electric tailgate and other equipment such as blankets, ear defenders, car seats and a buggy to support positive inclusion.

### **7.2: How do you involve parents / carers in planning the support required for their child to access activities and trips?**

If the school has any concerns about activities, they will contact the parents to discuss matters or ask questions. Discussions about trips and visits can take place in review meetings held throughout the year.

## **8. Accessibility of the school environment**

### **8.1: How accessible is the building for children with mobility difficulties / wheelchair users?**

The school is based on a mainly level sight with very little variation in height which allows good access to anyone with mobility difficulties. Two classrooms are on raised foundations but a ramp is in place to support access. The school entrances are wide enough to accommodate wheelchairs.

### **8.2: Have adaptations / improvements been made to the auditory and visual environment?**

All classrooms are carpeted. Teachers make adjustments to classroom layouts to support children with visual and/or hearing impairments. As improvements and building work take place, considerations for accessibility are taken into account.

### **8.3: Are there accessible changing and toilet facilities?**

The school has four accessible toilets. Two have sufficient space for a changing table if required.

### **8.4: How do you ensure that all the school's facilities can be accessed by children with SEND?**

If a child with SEND joins the school, meetings with parents and professionals take place to discuss accessibility needs. Advice is offered and sought as required. Forward planning takes place as children move through the school to maximise accessibility inclusion.

### **8.5: How does the school communicate with parents / carers who have a disability?**

The school will discuss the best arrangements that can be made to meet the needs of all pupils.

### **8.6: How does the school communicate with parents / carers whose first language is not English?**

The school will seek support from the Local Authority or other agencies to assist. Bilingual parents and children already in the school are used to support communication with others. The SENDCo will assist children and parents for whom English is not their first language and advise teachers accordingly.

## **9. Preparing my child to join a new school / next stage of education**

Parents, nursery providers and professionals such as preschool teacher counsellors can request the school to attend transition meetings. Once the school is aware of a SEND child joining the school,



additional arrangements will be made if required. The school liaises with parents to endeavour to make the process positive.

### **9.2: How will my child be prepared to move on to the next stage within school, e.g. class or key stage?**

Once a new class or member of staff is known about, plans will be made to positively manage the change. Class teachers will talk about changes and new staff can be introduced in person or by photo if required. Transition booklets can be given to help support the child over the summer holiday. Children and parents can make requests or share their ideas.

All children on the SEND register will have a Support and Achievement Plan (SAP) which has necessary information on for the new teacher including pupil views about learning. Staff receiving a child with SEND may make additional visits or request training in advance.

### **9.3: How will my child be prepared to move on to his or her next school?**

This is jointly planned with children, parents, existing school and new school. For most children the routine visits and liaison is sufficient but if anyone involved with the child thinks more needs to happen it can usually be arranged. Resources such as transition booklets can be made.

### **9.4: How will you support a new school to prepare for my child?**

The school will pass on any information that they feel is relevant in making transition a success. New school staff will be invited to attend review meetings and TAC (Team around the Child) meetings. Meetings with the new school, parents and teachers as well as the SENDCo can be arranged and all parties will work together to ensure a smooth transition.

### **9.5: What information will be provided to my child's new school?**

The school will pass on any information that they feel is relevant in making transition a success.

### **9.6: How will the school prepare my child for the transition to further education or employment?**

N/A

## **10. Who can I contact to discuss my child?**

### **10.1: Who would be my first point of contact if I want to discuss something about my child or if I am worried?**

The class teacher is the best person to discuss initial worries or concerns.

### **10.2: Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)**

The SENDCo can offer support to children and families in accessing and achieving in all aspects of school life. The school has two trained M4C (Motivation for Change) TAs who are able to offer support to children with anxiety, anger and other emotional issues.

### **10.3: What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?**

The SENDCo has knowledge and contacts about other services that families can access to support their children. The school newsletter can be used to sign-post events, and some information is



available in the school reception. Information is occasionally given to children to take home, where the SENDCo deems it relevant.

#### **10.4: What arrangements does the school have for feedback from parents, including compliments and complaints?**

Feedback is sought at parents' evenings; at information events; via questionnaires and surveys and through informal conversations, letters and emails. Letters about trips and events give a named contact for further advice or questions. Representatives from the Governors and the PTA are present at important events. Parents are always welcome to arrange a meeting with the class teacher, Headteacher and/or SENDCo via the school office.

#### **The Local Offer for Special Education Needs and Disabilities**

The Local Offer for Speenhamland School is available on the school's website:

<http://www.speenhamlandprimary.co.uk/>

The direct link is:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=St-eDh9JPwY>

The West Berkshire Local Offer can be accessed here:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/home.page>

#### Footnotes

1. "Some children and young people need special educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges MUST use their best endeavours to ensure that such provision is made for those who need it." 2014 SEND Code of Practice p25.