



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

Name of School

Name of Headteacher:	Martin Tinsley
Name of SEN Co-ordinator (SENCO):	Anna Gatrell
Name of SEN Governor:	Harriet Gower-Isaac
School address:	Hatch Lane, Windsor, SL4 3RL
Contact telephone number:	01753 864544
School email address:	clewergreen@rbwm.org.uk
School website:	www.clewergreen.org.uk
Type of school:	Mainstream First School

1. Identifying special educational needs and disabilities (SEND)

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

Our aim, in line with our distinctively Christian values, is for every child, to have the support that they need.

We track the progress of children very carefully through the school and any concerns that the teacher, teaching assistant or parent may have about a child is directed to the Special Educational Needs Co-Ordinator (SENCO), who will then work alongside the child, parent, teacher and additional staff to identify potential barriers and provide the child with the support they need.

We have had experience of supporting children with all the broad areas of need as specified in the SEN Code of Practice, namely: communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs.

One of our underpinning principles is to provide an inclusive education for all that ensures that every child has the opportunity to develop fully their academic abilities, physical skills and social and emotional capabilities so that they are able to achieve to their full potential and children with SEN and disabilities are fully integrated into all aspects of school life.

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

The early identification and assessment of a child with special educational needs is paramount. This will be collected through observation (formal and informal), discussion with parents, data, assessments, behaviour and attitude in class and at playtimes.

Children may be deemed to require SEN provision if their progress:

- is significantly slower than that of their peers starting from the same baseline;

- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

Where a child is identified as having SEN, the school will follow a graduated approach taking the form of a four-part cycle: Assess, Plan, Do, Review.

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?

At Clewer Green we aim to create an individualised programme for children with SEND which may involve any of the following:

- adaptations to the class environment,
- work stations,
- visual timetables,
- differentiation by input,
- use of language,
- working individually or in small groups with TAs, teachers, and specialists.

Children who are working below national expectations in English and Maths may be given a Personal Support Plan in consultation with the child's parents/carers. This will be reviewed with parents three times a year.

We support behaviour difficulties by having positive reinforcements such as house points, star of the week, golden tickets at playtimes, super star stickers and will create individual behaviour charts if necessary. In addition, children have regular opportunities to discuss their work with the class teacher and agree areas for improvement.

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?

We currently have 18 teaching assistants, the majority of which support the children as directed by the class teacher supporting children in the whole class, small groups or one to one as appropriate. Two of these are HLTAs (Higher Level Teaching Assistants). Five TAs are Emotional Literacy Support Assistants (ELSAs), two work on a one to one basis supporting children with speech, language and communication needs (SLCN) and with cognition and learning (C&L) difficulties. One TA ELKLAN trained. 4 TAs support children on a one to one basis.

In-class adaptations may include work stations or visual timetables.

One to one programmes for SLCN and C&L are prepared and delivered by TAs following discussions with class teachers, SENCO, and external specialists such as speech and language therapists, cognition and learning specialists, occupational therapists, physiotherapists, sensory consortium specialists, educational psychologist, ASD support 'SHINE' and other medical professionals. This may include precision teaching. In addition we are able to support some children with Clicker.

To support children who find mathematics difficult, First Class at Number is delivered by a few TAs.

c. How is the decision made about what type and how much support my child/young person will receive?
Children's progress is tracked carefully and support is tailored to their needs as appropriate. Provision mapping is used to assess the impact of specific interventions and assist in the review process.
d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?
Parental voice is welcomed. Parents are invited in to discuss the children's individual targets and thereafter to review progress. Information evenings are held annually covering topics such as Literacy, Maths and Emotional resilience and well-being. We have a family link worker who provides coffee mornings as well as supporting individual children and their families. The 'Friends' run regular events and parents are invited to attend and/or support these events which provide vital support to the school such as financing the ICT suite and outdoor play facilities. Home to School Communication Books are used for a few children where deemed appropriate.
e. How will my child be involved in his/her own learning and decisions made about his/her learning?
Pupils are regularly involved in assessing their progress in lessons and have an opportunity to have their views included at reviews/progress meetings either by discussing these in advance with a member of staff or by attending part of the meeting. Children are encouraged to help set their own targets and assess their progress towards these. The school council regularly seek the children's opinions with a view to improving the learning opportunities in school and the school environment.

3. Children and young people's progress
a. How do you check and review my child/young person's progress?
Children's progress is reviewed termly (6 times a year), feeding into the 'assess, plan, do, review' cycle of SEN provision. Teachers meet with parents three times a year to discuss their child's progress; parents are welcome to have additional meetings if they choose. In addition, children with an Educational Health and Care Plan (EHCP) have 6 monthly reviews in the Foundation Stage, and thereafter yearly reviews in Years 1 to 4.
b. How do you involve my child/young person and parents in those reviews?
Parents are invited to attend progress review meetings. Children will have the opportunity to discuss their views prior to the meetings and may be invited to attend the meetings as appropriate. Parents are welcome to bring other people, e.g. family friends or other professionals, to attend the meetings. In the case of Annual Reviews of EHCPs the SENCO will take minutes of the meeting and will circulate them to all those invited.
c. How do you know if the provision for children and young people with SEND at your school is working?
Regular tracking of children's progress will identify whether or not interventions are making an impact. Should an intervention prove to be ineffective, the SENCO will meet with the class teacher and external professionals to identify alternatives. We aim to deliver proven evidence-based interventions.

4. Support for overall well-being
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a. What support is available to promote my child/young person's emotional and social development?

All teachers deliver Personal Social and Health Education (PSHE). We currently have five TAs who are trained as ELSAs. ELSAs 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 SENCO.

5. Preparation for new and next steps

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

The SENCO and Foundation Stage staff visit children in their settings prior to coming to Clewer Green. Any concerns raised are considered and additional visits are organised as necessary. SENCO/Head of setting will share any relevant documentation. Prior to starting in September, Foundation Stage children will be given the opportunity to spend time in their new class to meet their prospective teacher, TA and other children and have lunch. Parents are welcome to make additional visits and may request a meeting with the SENCO to discuss their child's needs. We operate a phased start to school in the foundation stage, with children attending their class in smaller groups to assist the settling in process.

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

The majority of Year 4s will transition to one of four Middle Schools in the borough. To support transition to Year 5, the SENCO and Year 4 teachers meet with staff (SENCO, Year 5 class teachers, Head of Year 5, Head of KS2) from the Middle Schools to discuss the children and their needs. Documentation will be shared. All children have one visit to their new schools with additional visits being arranged as necessary, including having lunch. Transition booklets will be prepared if deemed necessary.

Additional transition sessions run by TAs/ELSAs/RBWM Behaviour Support are arranged as appropriate.

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 accessible to wheelchair users. There are no automatic doors, but corridors and doorways are accessible. There are three upstairs classrooms which are not accessible to wheelchair users.

• Have adaptations been made to the auditory and visual environment?

Doorways, stairways and skirting boards have all been painted in contrasting colours.

• What changing & toilet facilities does the school have for children and young people with SEND?

The school has three disabled toilets one of which is an intimate care changing room.

• Do you have disabled car parking for parents?

The school has one disabled car parking space in the school car park.

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

We liaise with external specialists to ensure that the children have access to necessary equipment. We will make every effort to fund the equipment however if the child has an EHCP funding of the specialist equipment will be discussed with the local authority. Local trusts and charities may be contacted to provide additional funding.

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

We aim to include all the children in extra curricular activities and will liaise with parents to ensure the child's needs are catered for, making 'reasonable adjustments' as necessary. Risk assessments will be undertaken and all staff and helpers on the trips will be briefed prior to the event.

The school has a breakfast club and several after school clubs and every effort is made so that all children can attend.

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?

We have five ELSAs, one ELKLAN trained member of staff.

The SENCO regularly attends refresher courses to ensure training remains up to date. In addition, the SENCO keeps abreast of training opportunities and shares these with staff as appropriate.

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?

We will regularly involve other agencies to help us meet your child's needs. Prior to doing so, we will inform you and ask for your permission to discuss your child with them.

Agencies we often use include the Education Psychology Service, the School Nurse, the Speech and Language Therapist, SHINE (for pupils with an ASD diagnosis), School Support and the Early Help Advisor who is often able to offer support to families. In addition to this we have contact with the Sensory Consortium, Occupational Therapy, Behaviour Support and the Child and Adolescent Mental Health Service (CAMHS).

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://ias-rbwm.co.uk/>

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: www.rbwm.gov.uk/localoffer

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?
<p>The following SEND policies are available on the school website at the following link: www.clewergreen.org.uk</p> <ul style="list-style-type: none"> • SEN Policy (July 2016) • Accessibility Plan (May 2017) • Child Protection Policy (May 2017) • Safeguarding – Positive Relationships and Behaviour Policy (May 2017) • Medicines Policy (February 2017) • Intimate Care (May 2017) • Whistleblowing Policy (February 2017)

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

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?
<p>If you have any concerns or complaints please do not hesitate to talk to a member of staff; if however you feel you would like to make a formal complaint, it should be made, in the first instance, in writing to the headteacher. Our complaints procedure can be found at:</p> <p>http://clewergreen.org.uk/files/Complaints_Procedure_2016.pdf</p>

11. Glossary	
Terms used in this document	Description/explanation of term
Autism Spectrum Disorder (ASD)	<p>Autism is part of the autism spectrum and is sometimes referred to as an Autism Spectrum Disorder, or an ASD.</p> <p>The three main areas of difficulty which all people with Autism share are sometimes known as the 'triad of impairments'. They are:</p> <ul style="list-style-type: none"> • difficulty with social communication • difficulty with social interaction • difficulty with social imagination.
Annual Review	The Review of a Statement of Special Educational Needs (SEN) or Education, Health and Care Plan that a local authority must make within 12 months of making a Statement of SEN/EHC Plan or of the previous review.

Behaviour Support and Well Being Service	Behaviour Support & Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with a number of RBWM schools in a variety of ways, supporting staff, children and their families to understand and manage difficult behaviour to improve emotional wellbeing.
Child and Adolescent Mental Health Service (CAMHS)	An NHS service who support children and young people with mental health difficulties and their families.
Clicker	Literacy software to enable children to develop their reading and writing skills.
Cognition and Learning Team	See School Support
Differentiation	The process of adapting the curriculum to suit the needs of learners of a range of abilities.
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.
Educational Psychologist (EP/Ed Psych) Educational Psychology Service (EPS)	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with schools and the local community to improve children and young people's aged 0-19 years (up to 25 years with significant SEND) learning, well-being, development and achievement.
ELKLAN	Training for staff to support children with their speech and language development.
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people.
Formative Assessment	The process of collecting information that can be used to improve instruction and student learning while it is still happening (as opposed to after a unit of learning has finished). "Formative" here means the way it is used to inform the process of teaching and learning so that changes can be made if necessary.
FRIENDS for Life/Fun Friends	Interventions to support children with worries .
Hearing Impairment (HI)	Pupils with a hearing impairment (HI) range from those with a mild hearing loss to those who are profoundly deaf.
National SENCO award	A Master's level qualification which is required for all new Special Educational Needs Co-ordinators (SENCOs) from 2009.
Occupational Therapy (OT)	A service who support the assessment and intervention of young people with health conditions.
Personal Social Health Education (PSHE/PSE)	A whole class curriculum of learning from the government to support children's understanding of personal, social and health issues.
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.
Provision map	A way of a school showing the resources and provision available, including whole class teaching, group work and individual interventions, for identifying and overcoming barriers to learning and meeting the needs of all pupils. It includes provision which is 'additional to' and 'different from' that which is offered through the school's curriculum.
School Support Service (EMTAS and Cognition and Learning)	A Local Authority Service that supports schools to meet the additional needs of all pupils by providing schools with the opportunity to purchase qualified specialist teachers with expertise in Special Educational Needs (SEND), Ethnic Minority and Traveller Achievement and English as an Additional Language (EAL).
School Support Service (EMTAS and Cognition and Learning)	A Local Authority Service that supports schools to meet the additional needs of all pupils by providing schools with the

	opportunity to purchase qualified specialist teachers with expertise in Special Educational Needs (SEND), Ethnic Minority and Traveller Achievement and English as an Additional Language (EAL).
SEND	Special Educational Needs and/or Disabilities
Sensory Consortium Service	Berkshire Sensory Consortium Service is a specialist education support service for hearing impairment, visual impairment and multi-sensory impairment.
Shine	An outreach service who support children on the Autism spectrum in mainstream schools.
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.
Summative Assessment	The process of evaluating achievement at the end of a unit of learning (e.g. end of course exam).
Teaching Assistant (TA)	Teaching Assistants (also known as Learning Support Assistants) work alongside school teachers, to help pupils to get the most out of their learning.
Tracking	The collection and monitoring of data by schools to help them to understand and improve pupil progress.
Visual timetable	Timetable for an individual or class with pictures which clearly shows the activities which will be happening.
Wordshark	Wordshark is a computer programme with, multi-sensory games to help children learn to read and spell.
Work station	Individual space in the classroom for young people to work without distractions.

Date of last update of this document: June 2019

Date of next review: June 2020