



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

### Eton Wick First School

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Name of SEN Co-ordinator (SENCO) / Inclusion Lead	Miss Judy Parsons
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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, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language delay
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), Attachment Disorder, anxiety and depression.
- Sensory and/or physical needs, for example those affecting mobility and sensory processing difficulties

##### 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 Special educational needs. Information will be gathered, including seeking the views of the parents and the pupil, as well as from teachers and assessments.
- 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.
- Initial concerns regarding a child may be raised by the class teacher, by the Parents/Carers, external agencies, from a previous school or by the child.
- We carry out observations and/or assessments to identify any areas of need and put interventions in place. If further intervention is needed, the SENDCO and class teacher meet with the Parent/Carer before requesting the involvement of external services for assessment and advice. At this stage an Individual educational plan (IEP) may be written to identify specific targets for the child.

The school follows a 5-step plan for identifying children with SEND

STEP 1 – Quality First Teaching (QFT) and reasonable adjustments made for the child's needs within the regular classroom.

STEP 2 – Interventions that are additional to and / or different from the whole school response made at Step One. These will be short term interventions planned by the class teacher. Progress is reviewed according to the graduated approach: 'Assess, Plan, Do and Review' cycle.

STEP 3 – For some children, steps 1 & 2 will have been carried out for at least 6 weeks, but concerns may still be there. At this stage the SENDCO will become involved and an 'initial cause for concern' school referral form will be completed for the child.

STEP 4 – At this stage, the teacher, in collaboration with the SENDCO, can carry out observations and may use check lists to gather more evidence on the child's needs. Other agency referrals may be made and following advice from outside agencies a more specific intervention plan may be implemented.

STEP 5 – Child added to the SEND register.

Parents are involved at every stage, initially through informal conversations with the class teachers, discussions at parent consultation sessions and then with meetings with the SENDCO.

### **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 SENDCO 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?**

All our children benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Work is differentiated for different groups and individuals.

Where children need additional support, this will initially be addressed through teacher planned short term interventions.

If after reviewing the interventions a child is still not on track or making expected progress, 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.

The child may be given a provision plan or Individual Education Plan (IEP) with individual targets and strategies to work towards. This will be put in place in discussion with parents/carers and where appropriate the child. This may include additional work with a child on a small group or 1:1 basis to carry out specific interventions to support a child to meet their individual targets.

When providing support that is 'additional to' or 'different from' we engage in a four-stage process of Assess, Plan, Do and Review. This process involves pupils with SEND having their needs identified (Assess), their desired outcomes agreed (Plan) and provision made (Do) and this enables the pupil to reach these outcomes. The pupil's progress will then be reviewed (Review).

The SENDCO works alongside class teachers and support staff to oversee SEN provision and monitors the progress of any child requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process.

#### **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?**

All key stages have a Teaching Assistant. Children with an EHCP may have a 1-1 teaching assistant linked to their specific needs. In terms of specific interventions, we offer support through:

- Speech and Language Plans
- Occupational Therapy Plans
- Precision Teaching
- Occupational Emotional Literacy Support (ELSA)

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. 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.

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

Pupil progress is reviewed by the Head Teacher (HT), SENDCO and class teachers at termly pupil progress meetings. Individual children's progress is tracked and any interventions are monitored and evaluated for their effectiveness.

Once your child has been identified as having special educational needs we will agree targets we would like them to meet. The type of support your child receives will depend on the extent of their needs and the targets that have been agreed.

Children with Education, Health and Care (EHC) Plans within the mainstream school have Individual Provision Plans which are reviewed regularly.

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

Your child's class teacher or the SENDCO will contact you if we have any concerns about your child's needs.

Contact may be face-to-face, an online meeting, via e-mail or on the telephone.

The SENDCO meets with parents of children with SEND to review their progress and to make collaborative decisions about how to meet their needs. Meetings are sometimes arranged with outside agencies who are working with the child. If a number of agencies or adults are involved, then a Team around the Child meeting may be held.

For children with EHC Plans, parents will be invited to attend their Annual Review meeting where the child's progress towards their individual targets is looked at in detail and decisions about future provision is jointly agreed.

**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.

Children with EHC Plans share their views within the Annual Review process. These views may be collected and discussed with them before the meeting if appropriate.

**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.

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?**

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

All staff have had Attachment Aware training and are familiar with emotional coaching. We also have pupil Wellbeing Warriors who arrange termly Wellbeing Days for the school. The 5 ways to wellbeing are displayed in the main school corridor and are the focus of our termly Wellbeing Wednesdays.

Parents who have concerns over their child's wellbeing and mental health are welcome to discuss these concerns with the class teacher and / or SENDCO. Referrals to external agencies take place as appropriate. These may include referrals to the Child and Adolescent Mental Health Service, Educational Psychologist, Wellbeing Team or Behavioural Support Team. Support for children and families can also be accessed through the Early Help Hub.

## 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 or moving on to the next phase of their education.

### 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 takes place during the summer term and arrangements for transition to Middle School for pupils with SEND will be planned according to individual need.
- During Year 4, information will be shared with the SENDCO 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 the child at Eton Wick First School or staff from our school will accompany the child on visits to their next school.
- Receiving schools are invited to attend the final Annual Review meeting for children who have an EHC plan in place.
- Where appropriate, children with SEND are provided with a transition booklet and/ or social stories to help them prepare for the next stage of their education.

## 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 or facilities 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 of our extra-curricular activities and school visits are available to all our pupils, including our Breakfast club and after-school clubs.
- All pupils are encouraged to go on our yearly residential trip (PGL) in Year 3 and Year 4.
- All pupils are encouraged to take part in sports day, class assemblies, school plays, creative curriculum events and workshops.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

## **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?**

Training is led by either the Head teacher, SENDCO, or by specialist teachers. Training for Teachers and Teaching Assistants will be undertaken from a range of specialist services as required e.g.

- Speech and Language Therapy (SALT)
- Occupational Therapist (OT)
- Play Therapist
- Health services such as a Paediatrician
- Behaviour Support Service
- Shine Autism Outreach Service
- Team Teach Providers

**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?**

Advice and support may be requested from other professionals, with the parent's consent. This might involve:

- Speech and Language Therapy services (SALT)
- Occupational Therapy services
- 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?**

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](mailto:IAS@rbwm.gov.uk) Website: <https://ias-rbwm.info/>  
<https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/assessment-and-education-health-and-care-planning/information-advice-and-support-service-ias>

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/local\\_offer](https://rbwm.afcinfo.org.uk/local_offer)

## 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?**

Please follow this link to our school website for information about other policies relating to SEND:

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

- SEND 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 using 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 as 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"> <li>• difficulty with social communication</li> <li>• difficulty with social interaction</li> <li>• difficulty with social imagination.</li> </ul>
Behaviour Support	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.
Education, Health and Care (EHC) Plan	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 Statement of Special Educational Needs.
Educational Psychologist	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.
Early Help Hub	The Early Help Hub meets weekly with Early Help Services to review all requests for support for children and families.
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people.
IEP	Individual Education Plan
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
PSHE	Personal Social and Health Education
SEND	'SEND' is the abbreviation used for 'Special Educational Needs and Disabilities
SHINE	An outreach service who support children on the Autism spectrum in mainstream schools.
Special Educational Needs Co-ordinator (SENDCO)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within that school.
Team Teach	Training for staff on ways of managing children's challenging behaviour, including positive handling techniques
Visual timetable	Timetable for an individual or class with pictures which clearly shows the activities which will be happening

Date of last update of this document: 12th September 2021

Date of next review: September 2022