

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

Add school name

Name of Headteacher:	Annie Cole
Name of SEN Co-ordinator (SENCO):	Natasha Teeder
Name of SEND Governor:	Anne Farley
School address:	Oakley Green Road, Oakley Green, Windsor, Berks, SL4 4QF
Contact telephone number:	01628 623660
School email address:	office@braywoodfirstschool.co.uk
School website:	http://www.braywood-ce.eschools.co.uk
Type of school:	Voluntary Controlled First School
RBWM Local Offer	Local Offer website

This SEND Information Report outlines how Braywood CE First School supports children with Special Educational Needs and Disabilities (SEND), in accordance with the **SEND Code of Practice (2014)**, **Children and Families Act (2014)** and **Equality Act (2010)**.

1. Identifying special educational needs and disabilities (SEND)

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

We support children with a wide range of needs, including:

- Communication and Interaction (e.g. Autism Spectrum Condition, speech and language difficulties)
- Cognition and Learning (e.g. dyslexia, dyspraxia, learning difficulties)
- Social, Emotional and Mental Health (SEMH) (e.g. ADHD, anxiety, emotional regulation difficulties)
- Sensory and/or Physical Needs. (e.g. visual or hearing impairments, sensory processing difficulties, epilepsy)
- Moderate, Severe, Profound and Multiple Learning Difficulties

Some children may also have an Education, Health and Care Plan (EHCP)

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

We strongly believe that early intervention and support is vital to obtain best outcomes. Concerns regarding special educational needs and disability may be raised by the class teacher, parents/carers, a previous educational setting, medical professional or a professional external to the school who has been involved with the child. Our school continuously assesses and monitors progress, identifying and providing for children with special educational needs. Throughout the Early Years Foundation Stage, Key Stage 1 and Lower Key Stage 2 the children are assessed against the nationally set criteria. Teachers and support staff play a key role in raising concerns regarding behavioural, social and emotional matters, drawing on their knowledge and experience. We discuss individual children in progress meetings

and with the SENCO as well as receiving information from other services who are involved with the child e.g. Physiotherapists, Educational Psychologists, Occupational Therapists, Speech and Language Therapists etc. Where we have specific concerns, we will draw on the expertise of external agencies for support and advice.

Each child's progress is monitored closely with individual targets being regularly set and monitored, with adaptive teaching in class as appropriate and, where necessary, equipment provided to support the child in reaching their full potential. If further provision is required, the SENCO, class teacher and parents/carers will meet and discuss further support that can be put in place, which may involve an external support service such as the Educational Psychologist, the Autism outreach service (SHINE), Occupational Therapy, Speech and Language Therapy or the Early Help Wellbeing team. The school and parents/carers work in collaboration with identified services to access further support, all the while monitoring and reviewing each child's progress using an assess, plan, do review approach.

For children joining us from another school. The school will contact the child's previous school and request a copy of any documents that provide information and guidance on the child's needs and how best to support them.

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

If you think your child may have special needs, talk to the class teacher or SENCO, outlining 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?

Every teacher is a teacher of SEND. The class teacher has overall responsibility for pupils with SEND in their class and inclusion is central to school life. For the majority of time SEND pupils are taught within their classroom with ordinarily adaptive provision (OAP). All children receive Quality First Teaching with OAP to support all children. This may include: explicit instruction, modelling key learning and language, visual timetables, social stories, movement breaks and other teaching strategies according to their needs. We also have non-teaching staff that are able to support teaching staff within the classroom. Due to an effective assessment system, our staff know all their children very well and have clear objectives for all pupils during a lesson, including those with SEND.

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?

Every class has a Teaching Assistant for at least part of the day who supports the teacher in helping the children to make progress with their learning. The Teaching Assistants also work across the school, under the guidance of the SENCO and class teachers providing interventions to accelerate progress and attainment in small groups and/or with individual children. This support may be to follow a specific 'off the shelf' intervention or, more usually, to work on a specific area of need for a particular child.

We have trained Emotional Literacy Support Assistants (ELSA) who work with individual children who are experiencing social and emotional difficulties in addition to Teaching Assistants trained in Speech and Language delivering programmes under the guidance and support of our allocated Speech and Language therapists and occupational therapists.

<p>c. How is the decision made about what type and how much support my child or young person will receive?</p>
<p>Children are assessed through both formative observations and summative assessments. This is discussed by the teachers and SENCO where there are concerns about the attainment and/or progress of a child. Medium and short term targets will be set with clear, measurable outcomes and timescales. The targets and support are reviewed half termly and new targets set if achieved through individual support plans. The type of support each child gets across the school is dependent on the child's individual needs. Class teachers, in collaboration with the parents/carers and SENCO and in some cases, external agencies, will set targets for each child on a SEN Support Arrangement form. These are then reviewed termly. If a child has an EHCP, the amount and type of support recommended to progress their learning will be specified in the plan.</p>
<p>d. How will I (the parent) be involved in planning for and supporting my child's or young person's learning?</p>
<p>Parental involvement is essential for effective provision so parents will be invited in at all stages of the process. Parents will be involved during the initial discussions and then they will have the opportunity to meet regularly with the class teacher and/or SENCO to review progress against the targets set and whether any changes need to be made to the support being offered. These meetings will be in addition to the formal parent consultation evenings that occur two times a year. Parents will also be proactively involved when any external agencies come into school to work with their child and signposted to any suitable workshops or providers that will enable them to support the child.</p> <p>If your child has an EHCP, there will be a more formal annual review to which all professionals involved in the child's needs will be invited, including parents.</p>
<p>e. How will my child be involved in their own learning and decisions made about their learning?</p>
<p>Children are involved in the learning process at all levels and as a school we value pupil involvement and recognise they have a role to play in voicing their suggestions as to how the teachers can help them to learn better. For children with an EHCP, their views are sought by a familiar member of staff, where possible, before the review meeting.</p> <p>Children on the SEN register will complete a pupil passport with their class teacher or teaching assistant.</p>

3. Children and young people's progress

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

We follow the graduated approach: Assess – Plan- Do – Review. The SENCO meets termly with teachers to discuss all children on the SEND register. The school has a robust assessment procedure and system that ensures staff know exactly where each child is in their learning. They provide feedback to the children all the time through discussion during lessons and through marking. Individual programmes are regularly monitored by staff, SENCO and targets adjusted if necessary. ISPs are reviewed every half term. Children with a statement or Education and Health and Care (EHC) Plan will have a formal review meeting at least once a year which parents/carers and all professionals involved with the child are invited to.

Every term, the SENCO reviews the progress of children with professionals (educational psychologist/SALT/OT) to assess if intervention programmes are successful and if not, then what else can be done to ensure the child's progress.

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

Parents are invited to all formal review meetings together with the school, SENCO and other professionals. In addition, we invite pupils into the meeting for a short period of time if it is felt to be appropriate. Both parents (and any adult support they would like) and pupils are asked for their views/comments verbally or in writing before the meeting and these feed into any discussion.

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

Once a child's individual need is identified it is recorded on the school's SEND register. Support programmes and intervention records are maintained by the Class Teachers and SENCO. All children are assessed prior to an intervention using a range of assessment methods and are then reassessed at the end of the intervention period to measure the impact and effectiveness of the intervention. Interventions are monitored by the SENCO termly and discussed during pupil progress meetings. If an intervention is not effective, then adjustments will be made to ensure that any provision is effective. The school's flexible approach allows for children to access support and intervention as and when necessary. Names can also be added or removed from the SEND Register following consultation with teachers, SENCO and parents.

The progress of children who have involvement with outside agencies (educational psychologist/SALT/OT) is reviewed and evaluated on a termly basis.

4. Support for overall wellbeing

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

Our school ethos promotes positive behaviours through our PSHE, collective worship and our school and Christian values. We have a number of pastoral support programmes in place that can be used either at a whole class level (e.g. PSHE lessons), small group level (e.g. social skills/nurture groups) or individual level (e.g. ELSA and Transforming Lives for Good). We take the emotional well-being of children very seriously and will always work very closely with parents if we believe there is an underlying emotional or social need and will involve the Child Adolescent Mental Health Service (CAMHS). We also have support from the Local Authority Behaviour Support Team and Early Help Team. Trained staff can offer support around anxiety, low esteem, behaviour, bullying, friendship issues and transition concerns.

Our Year 4 children are allocated a Year R child in the Autumn Term to become their buddy and support them throughout the school year. Daily collective worship allows children time for reflection and to listen to stories with morals and spirituality, to sing together and listen to others. This includes a weekly 'celebration' assembly where children are awarded 'commendations'. All things positive, no matter how big or small, are celebrated and acknowledged. Braywood has a zero tolerance to bullying, including bullying related to SEND.

5. Preparation for new and next steps

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

The school considers the transition of all children into the school, key to their success at school and emotional wellbeing. Therefore, all children and their parents/carers are invited for a visit to the school prior to them starting. In collaboration with parents/carers, before a child with SEND joins our school, the SENCO and receiving class teacher will gather paperwork from previous settings and professionals and where possible meet to discuss the child's needs. Parents/carers and the child will have undertaken a preliminary visit to the school including being introduced to staff, peers and their classroom.

If required, the school will provide a booklet with useful information and photographs of key adults to aid the transition and/or home visits, transition timetables etc.

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

Staff from the schools which our pupils are transferring to, are invited to all review meetings in the year prior to the end of Key Stage transition. This ensures that all Staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Staff from the Middle School can also spend time in our school with our school staff familiarising themselves with individual needs. When children transfer to the next year group the class teachers meet and share information. Often a meeting is arranged between the parents, SENCO, and staff to discuss any concerns prior to the transition so that support measures can be put in place. Children will make a transition book about their new class and teacher before the summer holidays and take this home with them at the end of the school year to refer to over the summer holidays.

6. Accessibility and specialist equipment

a. How accessible is the school environment? Do you have an accessibility plan?

- **Is your school wheelchair accessible?**
Our school is partially wheelchair accessible with level access and some buildings/rooms accessible.
- **Have adaptations been made to the auditory and visual environment?**
Our classrooms are calm spaces with neutral backgrounds so that they are not over-stimulating
- **What changing & toilet facilities does the school have for children and young people with SEND?**
We have one disabled toilet and handrails in the main toilet block. Toilets are at children's height.
- **Do you have disabled car parking for parents?**
We have one disabled parking space.

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

We will make every effort to provide the equipment and resources your child needs. If we do not receive additional funds through your child's statement/EHCP, we will look to find other potential sources of funding via the Local Authority.

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

All children with SEND are included in all extracurricular activities. This is achieved through additional adult support, adapted environments and the needs of the child. Activities are discussed with parents/carers and after reasonable adaptations then a suitable risk assessment is agreed. These same statements apply to our breakfast and after-school clubs.

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 a SENCO and Higher-Level Teaching Assistants (HLTAs) to support our SEND provision. We have two ELSAs and all staff who work with children who have an individual speech and language therapy plan will receive informal support and training from the school's SENCO, along with demonstrations from the SALT service where this is applicable.

The school has several adults who are paediatric first aid trained and all staff have received asthma training. The Headteacher and SENCO audit the needs of children across the school and in line with the school development plan, ensure that the expertise across the school can best support the needs of the children. This is regularly reviewed and training for staff is planned in advance, either through staff insets held within the school or through accessing specialist training outside of school.

b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?

We involve other agencies to help us meet your child's needs as required. If there is a need for a service to be involved with a child, the SENCO, class teacher and parents/carers would work together to discuss the case and make a referral.

The agencies that we work with include:

- Educational Psychologist
- Speech and Language Therapy
- Specialist Speech and Language Therapy for Hearing Impairment
- Occupational Therapist
- Physiotherapy
- Children and Young People Disability Service (CYPDS)
- Transforming Lives for Good (TLG)
- Child and Adult Mental Health Service (CAMHS)
- SHINE Team (Outreach Autism Service)
- The School Nurse
- Behaviour Support team
- Early Help 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 **Website:** <https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/information-advice-and-support-service-ias>

8. Policies

a. Are you aware or 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: <http://braywood-ce.eschools.co.uk/website>

SEN Policy

Inclusion Policy

Safeguarding and Child Protection Policy

Behaviour Policy

Anti-bullying Policy

Accessibility Plan

Policy for Supporting Pupils with Medical Conditions

If you would like a hard copy of any of the policies, please contact the office.

9. Additional Information

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

Please contact the headteacher or the SENCO at office@braywoodfirstschool.co.uk if you require any further information about SEND at Braywood CE First School

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 or young person?

The partnership between parents and school plays a key role in promoting a culture of positive expectations for SEND pupils. We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. Initially we would ask you to discuss your concern with your child's class teacher. If, however you feel you need to make a formal complaint it should be made in writing to either the Headteacher or the Chair of Governors. A copy of our complaints procedure is on our website.

11. Glossary

Behaviour Support: Behaviour Support & Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools Support Service.

Child and Adolescent Mental Health Service (CAMHS): An NHS service who support children with mental health difficulties and their families

Children and Young People Disability Service (CYPDS): A Local Authority service support children and young people aged 0-25 years with special educational needs and disabilities. This includes social care functions, family working, occupational therapy assessments in the home and the statutory assessment and review process for Education, Health and Care Plans Early Bird Plus Programme

Education, Health and Care Plan (EHCP): An EHCP 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 Psychologists: 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

ELKAN: 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

Individual Education Plan (IEP): A document drawn up in school which outlines targets for individual children with additional needs and how they will be supported to meet those targets

Quality First Teaching: Highly effective teaching through carefully planned and engaging lessons with meet the needs of all learners.

SEND: Special Educational Needs and/or Disabilities

SHINE: An outreach service who support children on the Autism spectrum in mainstream schools

Special Educational Needs Coordinator (SENCO): This is the member of staff of a school who has responsibility for coordinating special educational needs provision within a school

Transforming Lives for Good (TLG): a national Christian children's charity which supports children

Date of last update of this document: September 2025

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