



Special Educational Needs Information Report/Local Offer Submission.

Welcome to our **SEND Information Report**. The purpose of this report is to inform parents and carers about how we welcome, support and make effective provision for children with special educational needs and/or disabilities (SEND). This report is written in line with the guidance from the SEND Code of Practice (2014) and the Reading Local Offer. Please note that the information provided in this report is the same as that is provided in our Local offer.

At Caversham Park Primary School, we are committed to providing equal learning opportunities for all our children regardless of race, gender, special educational needs and / or disabilities (SEND).

At Caversham Park Primary School, we believe in inclusivity; we are committed to working together with all members of our small school community where we want all children to reach their full potential regardless of any barriers to learning.

We work hard to build strong relationships with our families ensuring that our school is accessible to all. We strive to provide a safe and nurturing environment where every child can enjoy, create and achieve.

What are special educational needs (SEN) or a disability?

At different times in their school career, a child may be identified to have Special Educational Needs and Disability (SEND) for any number of reasons.

At our school, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

What types of SEND do we have in our school?

We embrace that every child is unique and will have differences in the way they learn, behave and interact with their peers. As a mainstream school, we cater for children who have diverse needs from pupils with difficulties with their reading, writing, numeracy skills, to those with differences in their social, emotional and behavioural needs. Where these differences are having an impact on the child's daily life, education or well-being we may identify them as having SEND.

If a child is identified as having SEND, we will provide provision that is 'additional to' or 'different from' that normally available to pupils of the same age.

These needs can fall into one or more of these four broad categories (as outlined by the SEN Code of Practice.

1. Communication and Interaction. Within this area of need pupils may have differences in their Speech, Language and Communication needs (SLCN) or may show traits of or have been diagnosed as Autistic.

46% of the pupils currently on the SEND register, present with this primary area of need.

2. Cognition and Learning. Within this area of need, pupils may have differences in the way in which they learn, or may learn at a slower pace than their peers. They may experience difficulties within areas such as reading, writing and maths. They may have differences in their memory or processing skills or have a delay in their development or specific learning difficulties including Dyslexia, Dyscalculia or Dyspraxia. There are different levels of need which are identified within the code of practice. These are Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) or Specific Learning difficulties (SpLD).

20% of the pupils currently on the SEND register present with this primary area of need.

3. Social, mental and emotional health. Within this area of need pupils may have differences in the way in which they manage their emotions, fears and anxieties and this can result in their overall well-being and behaviours which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. There can be many reasons for these differences in mental health and at Caversham Park we strive to try to understand the reasons beneath these behaviours using our therapeutic approach.

Children or present with traits of or have been diagnosed with Attention Deficit, Hyperactivity Disorder (ADHD) need are supported within this area of need.

35% of the pupils currently on the SEND register present with this primary area of need.

4. Sensory and/or physical needs. Some children may present with sensory or Physical Difficulties (PD) as well as Hearing Impairment (HI), Visual Impairment (VI) and Multi-sensory Impairment (MSI).

We do not have any pupils at present who present with this area as their primary area of need however it is important to note that many pupils may have needs across more than one of these areas. For example: Autistic pupils can often have differences with sensory needs.

At Caversham Park Primary School, we work on a needs basis, aiming to support the whole child ensuring that their needs are assessed and supported across all the areas.

How do you know if a pupil has SEND need?

Throughout a child's time in school their academic progress will be monitored across the core subjects of Reading, Writing and Maths. We also look other aspects of each child's development such as social skills, behaviour and emotional development. We do this through:

- Transition meetings and liaising with previous school/nursery
- Termly pupil progress/pupil review meetings with the Headteacher and Maths/English subject leads.
- Meeting with parents who may have concerns about their child in school or at home.

If a parent and teacher agree that a child is having difficulty then they can be placed on the monitoring register. Whilst they are on the register, the teacher can make adaptations in class or suggest supports at home which may help the child.

During this time the teacher may also consult the SENDCo, ELSA, mental health lead or subject leads for more advice. If appropriate, the teacher or SENDCo may complete observations or use assessment and screening tools to further investigate the challenges the pupil faces.

If after an agreed period of time a child is still having difficulties then a meeting will be held with the parent, teacher and SENDCo to discuss the child's needs and whether these are indicating that they have SEND. At this point they will be placed on the SEND register, further screening or assessments will be carried out and an Individual Provision Plan will be written.

Please see the diagram overleaf for more information.

Early identification of SEND

What happens when a parent or teacher has concerns about a child?

An initial meeting is held between the teacher and parent to discuss concerns at home and/or in the school. Meeting recorded and shared with SLT and SENDCo and child added to monitoring register if needed.

Teacher to make adaptations to Quality First Teaching, put additional supports or interventions in place to support the child in class. This will be reviewed after a short term.



Monitoring
Stage

If necessary, during this time, Teacher and SENDCo may conduct further assessments to identify child's needs. These may include a SENDCo observation, use of screening tools, discussions with the child, ELSA assessment etc.



SEND Register

If the child continues to require additional support and an additional need is identified, then a meeting will be held between the Parent, Teacher and SENDCo to discuss concerns and plan next steps.

- Identification of Need checklist used to gather and share wider information about the child's needs. Area of need confirmed.
- SEND register explained to parent and permission form signed.
- Graduated response discussed and targets discussed.
- Following meeting, IPP and [one page](#) profile completed and shared with parents.

ASSESS, PLAN, DO, REVIEW process to begin.

How will I know if my child is receiving SEND support?

We believe in involving the parent at every stage of their child's education. This includes working with them to make the decision as to whether they are placed on the SEND register.

The first stage will be a meeting with the SENDCo and class teacher to further identify the child's needs at home and in school. Parents then be asked permission as to whether they wish their child to placed on the SEND register. They will then be given a form to sign and some information about our graduated approach.

Graduated Approach

Once a child has been added to the SEND register, their needs will be closely monitored by the teacher and SENDCo through our graduated response. This will continue for as long as needed. There are 4 stages in the cycle of the graduated approach.

1) Assess

Each term the child's progress and individual needs are assessed by the class teacher and SENDCo. Sometimes further assessments are needed by external professionals. This will always be discussed with the parent first.

2) Plan

All children on the SEND register have an Individual Provision Plan. These are written by the teacher with involvement of the parents/child and SENDCo on a termly basis. IPPs include SMART short-term targets and the provisions your child will need at school and at home. These are shared with all staff who work with your child.

3) Do

Evidence based interventions/In class provisions/adaptations will then be put in place within the class and closely monitored and adjusted as needed.

4) Review

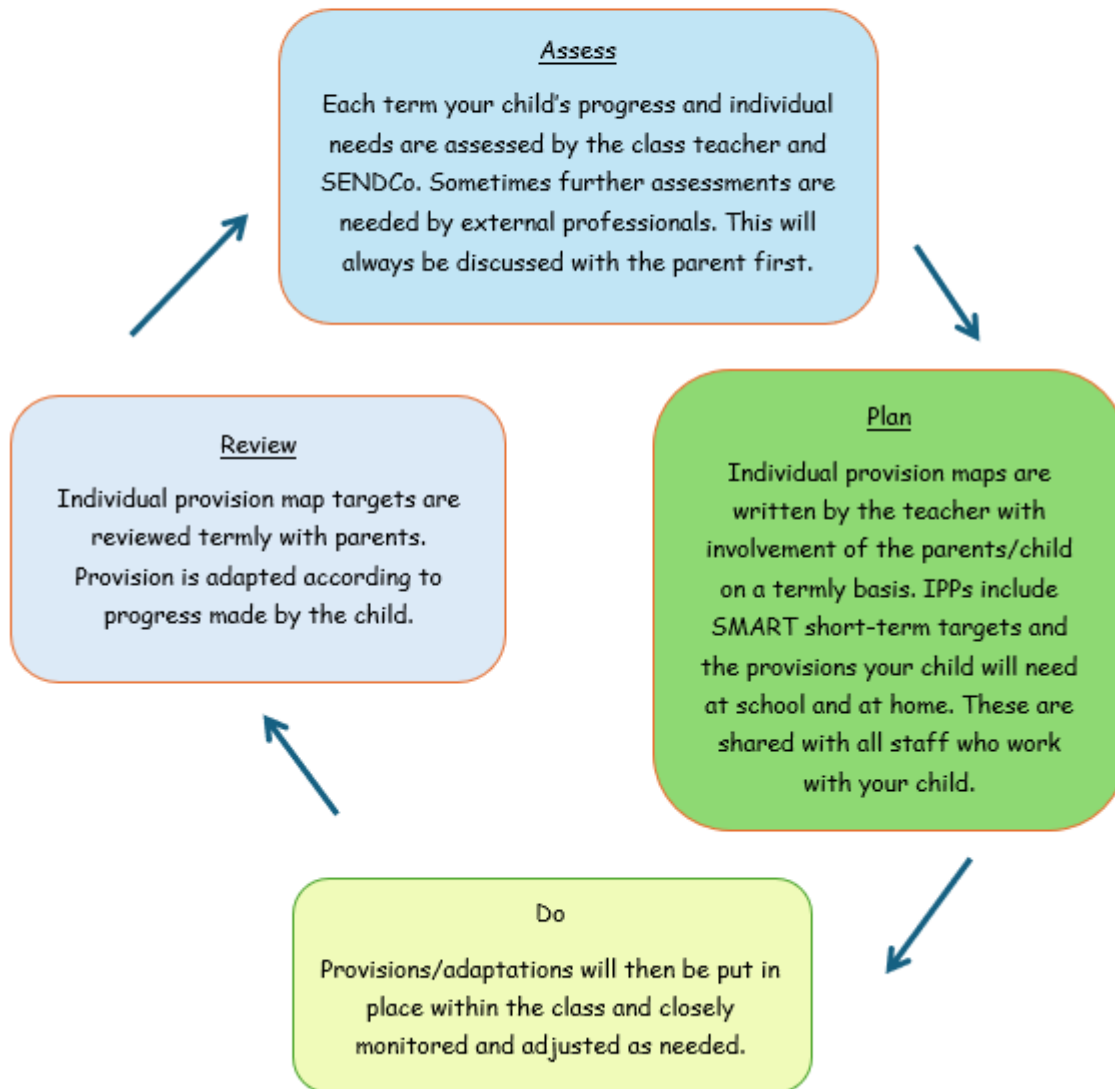
Individual Provision Plans target are reviewed termly with parents. Provision is adapted according to progress made by the child. These reviews happen 3 times a year with the teacher and parent.

Please see the diagram overleaf.

Graduated Response - Meeting needs of pupils with SEND

How will my child's needs be supported in school?

Once a child has been added to the SEND register, their needs will be closely monitored by the teacher and SENDCo through our graduated response. This will continue for as long as needed.



If a child is not making adequate progress, despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Where can I find information about the school SEND Policy?

Our governors and Senior Leadership Team play an active role in monitoring the quality of our special educational needs provision. The governors agree priorities for spending within the SEND budget. The governors monitor and review all statutory policies as defined by the DfE. To find out more about how we adhere to our legal requirements please see our SEND policy on which is available on our website.

[SEND Policy](#)

Paper copies can be requested from the school office.

How do we make sure that the SEND provision is helping pupils make better progress?

All our teachers are teachers of inclusion and special educational needs. Each child on the SEND register has their own individual provision plan tailored to their needs. These plans feature a whole range of supports from in class adaptations, to academic interventions and supports in place for mental health, sensory needs and emotional/ behavioural support. These plans are shared in draft with parents who have time during parent's evenings to ask questions and discuss amendments.

All interventions we put in place are evidence based and are overseen by our SENDCo and their impact is monitored through review meetings 3 times a year.

Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the pupil and their families.

How do we check other outcomes for children with SEND, such as independence and well-being?

We continually monitor the well-being of our pupils who have SEND. At Caversham Park we offer a wide variety of pastoral support for pupils. Helping children to become independent is embedded within our learning behaviours and if a child needs additional support in their area, this will be built into their provision plan.

We have a well-trained, caring staff team who highly value pastoral support and we believe that high self-esteem is crucial to wellbeing. The class teacher has overall responsibility for the pastoral and social care of every child in their class. If a child is identified as having additional emotional, social, behavioural needs then they may be offered additional support

Where a child requires further support with their well-being, the class teacher liaises with our SENDCo and our Headteacher who is a qualified Primary Mental Health Lead. Depending on the child's needs we can refer a child to our Emotional Literacy Support Assistant (ELSA) who is a trained Primary Emotional First Aid trainer. She works with children on a 1:1 or small group basis.

If further support is required, we can refer to external agencies such as Family Support Workers and Primary Mental Health Workers for professional advice.

Any additional support required for a pupil's social, emotional and health needs will be discussed with parents and outlined on their Individual Provision Plan. These will be reviewed as part of the graduated approach and in liaison with other professionals involved.

How do you we review the progress made by pupils with SEND?

We constantly assess and review the progress of our pupils with SEND through:

- The following of a graduated approach to teaching and learning (assess, plan, do and review)
- Our Individual Provision Plans feature SMART targets which are specific and measurable so it is easy to track the progress of the individual child.
- Reviews of our pupils Individual Provision Plans take place at least 3 times a year and involve the teacher, SENDCo, pupil and parents. Throughout the year, we have regular dialogue with pupils and parents/carers to discuss their child's progress and any adaptations which need to be made.
- All pupil's progress is discussed at regular Pupil Progress / Provision Meetings involving class teachers, our SENDCo and Senior Leadership Team, as appropriate, and further provision is planned accordingly.
- The class teacher continually assesses each pupil and identifies strengths and areas for improvement. We track pupil's progress from their admission to Year 6 and measure children's progress in learning against national age-related expectations.

We have an open-door policy and parents are welcome to book an appointment to speak the SENDCo or class teacher if they have any concerns or would like further advice on how to support their child with their needs at home.

How will I find out about the progress my child is making? How will I be involved within the reviews?

Each pupil in the school will have 2 parent's consultations, 1 in the Autumn and 1 in the Spring Term where they can discuss their child's progress with the teacher. There is also an opportunity for parents with SEND to book an appointment with the SENDCo to discuss their child's progress during parent's evening.

Parent's can request further meetings throughout the year if they have concerns about their child's progress or if they would like advice or support. These meetings can take place with the teacher/and or the SENDCo as appropriate.

Provision plans are reviewed and shared with parents 3x a year which enables parents to see small steps progress.

Each child also receives a written report at the end of the year which details the progress that they have made.

If your child has an Educational, Health Care Plan (EHCP), you will be invited to the annual review meetings. These meetings may include the class teacher, Head teacher/ SENDCo and other external professionals involved in supporting your child.

How do the teachers help pupils with learning difficulties or disabilities to learn?

At Caversham Park we work hard to meet the needs of all our pupils through quality first teaching and adaptations to the way in which we teach and the supports that we provide. At our school all teachers are provided with the information they need about pupil's strengths, differences and difficulties and we use this to inform how and what we teach.

Quality first whole class provision

- All of our teachers are teachers of SEND and as such they oversee, plan and work with each child with SEND in their class to ensure they make progress.
- Through thorough assessments, prior learning checks and information about a child's specific needs, teachers have a good understanding of the supports needed to ensure that each child can access the curriculum.
- Teachers plan according to specific needs of groups of children in their class, scaffolding or differentiating tasks to ensure progress for every pupil.
- Teachers will sit and group children in different ways to support their individual needs. We do not believe in setting or placing children into fixed groups. Our flexible approach means that all children are included and have the chance to learn from one another and feel included.
- Teachers will use a range of in class strategies to support the executive functioning skills of pupils so that they are not overwhelmed at the point of learning, for example now and next cards, use of technology, visual aids and resources, tasks broken down into smaller steps etc..
- Teachers work hard to ensure the classroom environment is a safe and calm place to learn. Following advice from our RISE team we have redesigned all of our classrooms to ensure we use muted colours and clear workspaces, reducing clutter and visual distractions. This helps to ensure that children with sensory needs do not become overwhelmed but it also benefits all children as it reduces anxiety for all.

Children with specific needs.

- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENDCO and/or external specialists.
- Through our graduated approach, and with support from the SENDCo, teachers identify potential barriers to children's learning and put together a plan of targeted support. This includes day to day in class supports, additional support within groups and personal interventions where needed. These are all recorded on the child's Individual Provision Plan and reviewed regularly.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

Additional Staff

- Our SENDCo oversees all support and progress of any child requiring additional help across the school. Occasionally a pupil may need more expert support from an outside agency. If so, referrals are made in consultation with parents/ carers and any advice is built into the pupil's provision plan.
- Some of our teaching assistants specialise in a specific area e.g. Emotional Literacy Support Assistant (ELSA) or ELKAN (speech and language) These staff may work with the class teacher to plan a specific intervention to meet the pupil's needs or they may work with the child themselves.

How can I find out more about what my child is learning at the moment?

Class teachers send out letters about the topics covered each term and our website has lots of information and photos about what your child is learning. Our Reception class use Tapestry which is an online learning journal which parents can view and contribute to.

The school website also has a wealth of information about the school curriculum and what the children will be learning in each year.

Individual Provision Plans detail the specific targets your child is working on and how they are being supported to achieve them.

How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?

We are an inclusive school and endeavour to make our buildings and site safe and welcoming to all. Our site is all on one level and is fully accessible by wheelchair. Our accessibility plan is updated to reflect the needs of our site users. Please [click here](#) for more information.

Over the past year we have been working hard following advice from our neurodiversity training and the RISE team to adapt our classroom environments so that they are calm, well organised and inviting for all. We use muted tones in the classrooms, avoid hanging items from walls and ceilings and our spaces are clearly labelled. We aim to keep our classrooms clutter free and well organised so that children have what they need, when they need it.

Many of our classrooms have quiet book corners or sensory break areas for pupils to use when they need a break from their learning. We also have spaces outside of the classroom for pupils to work if they need a break from the classroom (providing supervision is available).

Over the last year we have been developing our sensory nest for pupils with OT or sensory needs. This room includes a whole range of resources such as a tent, trampoline, yoga balls etc where children can follow a sensory menu. All of our staff have been trained by the RISE OT or the SENDCo in how to support pupils with sensory processing needs.

How will the curriculum be matched to my child's needs?

Our curriculum has been designed by our curriculum leads to ensure that not only are we covering the objectives of the National Curriculum, but the lessons we teach introduce the content in small accessible steps. Our curriculum leads have worked extensively to ensure that our curriculum plans are clear, are focussed on the key information which needs to be learnt and include engaging activities which can be adapted to the needs of all pupils.

Where possible, we aim for all children to be able to access the same curriculum. To do this, teachers will use their knowledge about a child's needs, in addition to knowledge about what they all-ready know, what the barriers might be to their learning and what they expect them to learn.

We expect all our teachers to adapt their teaching strategies and the curriculum delivery to meet the needs of all learners. Typically, all learning is pitched at an appropriate level so that all children can access the curriculum.

Where a child needs more support, teachers use a range of strategies such as visual resources, word banks/mats, task cards which break down the activity into smaller steps, task adaptation and scaffolding and to reduce demand and help a pupil access the key information.

For many children, overlearning of the key information is vital for them to be able to access new information. As such we use retrieval activities in each lesson to revisit previous key knowledge. Some children also take part in pre-learning where they are introduced to subject content before the lesson, this helps them to feel more confident at the point of learning.

If a child is working significantly behind their peers and not able to access the same curriculum, our teachers work tirelessly to ensure they receive a personalised curriculum to meet their needs.

Is there additional support available to help pupils with SEND with their learning?

We try to ensure that all children with special educational needs are provided for, to the best of the school's ability with the funds available. This includes use of in class supports, resources to support children access the curriculum, and use of support staff (TA, ELSA) to help pupils at the point of learning and to deliver interventions.

Additional Supports include:

Resources to help a pupil at the point of learning e.g. word mats/banks, task cards, colourful semantics, widget (visual) resources, recording clipboards and clouds.

Speech and language programmes specifically designed for pupils who need them.

Fine motor skills and writing aids: pencil grips, ergonomic pencils and pens, sloping desks, standing desks, adaptive scissors.

Concentration aids: wobble stool/cushions, wedge cushions, fidget toys, theraputty/playdough, resistance bands, chair bands, wobble boards, notebooks, drawing pads.

Organisation aids: Now and next boards, visual timetables, social stories, individual workstations with own equipment, beginning of day/end of day checklists.

Sensory input: theraputty, ear defenders, comfort toys, chewlerry, stress balls and eggs. Sensory and movement breaks are built into the school day for children who need them. Sensory Circuits and OT and massage advice is also taken from external agencies where required.

Use of technology: We have a small number of pupil laptops (in addition to our ipads and computers in the computing suite) which can be used by individual pupils withing their learning. We have access to dictation and immersive reader software within our outlook package and other programs to support learning. We also have electronic spell checkers that pupils can use where a spelling difficulty is identified.

How are the school's resources allocated and matched to children's special educational needs?

During our graduated approach, the class teacher and the SENDCo meet with parents/ carers to discuss the pupil's needs and what support would be appropriate. The SENDCo and teacher will also speak to the child about what they feel might help them. Any additional resources may be allocated as necessary according to the identified need. These will be recorded on Individual Provision Plans and reviewed regularly.

Where pupils have complex needs and need further support than can be provided within the SEN provision the SENDCo may meet with parents and teachers to discuss applying for an EHCP.

Educational Health Care Plans (EHCP)

If a child has been identified by the class teacher/SENCO as needing a particularly high level of individualised or small group teaching, which cannot be provided from the budget available to the school, then the school will gather evidence towards an Education, Health, Care Needs Assessment.

Usually the child will also need specialist support in school from a professional outside the school. This may be from one or more of the following:

- An Educational Psychologist
- Speech and Language therapy (SALT) Service,
- Occupational Therapy
- Primary Mental Health Team
- Neurodiversity services such as CAMHS.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child within an **Education and Health Care Plan (EHC Plan)**.
- After the school have sent in the request to the Local Authority (with various information about your child, including some from you and from your child), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additionally funded support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The EHC Plan will outline the additional support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- This will usually mean your child will have extra support from an additional adult to help them with whole class learning, run individual programmes or run small groups including your child. This support is allocated based on particular need and the strategies/provision outline within the EHC plan.

We recognise that each child is unique and so, each child will receive different support depending on their specific needs.

How will I know if my child is getting extra support?

Parents are involved from the very beginning of our graduated approach. From the initial meeting to place your child on the SEND register, to assessing your child's needs and writing and reviewing provision plans. Any additional support your child is receiving will be discussed with you and finalised on the provision plans.

How is the decision made about how much/what support my child will receive?

During our graduated approach the decision about the support your child needs is a joint one between the class teacher, SENDCo, parent and child. Every child with SEND will have a unique profile of needs and so the provision is individually planned and assessed. All pupils will require different levels of support to help them make progress and achieve their potential.

The pupils with the most complex needs and those who have EHCP's will, naturally, receive the most support.

What social and extra-curricular activities are available for students with SEND?

Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.

Throughout the year we offer after school clubs run by school staff, in school music lessons (Rock steady), sports activities including tournaments against other schools and school trips. Opportunities are provided by outside providers for after school clubs and the school has its own Breakfast Club and After School Club for wrap-around care. Our social events are run by the PSA and are fully inclusive.

How can my child and I find out about these activities?

Details of all our social and extra-curricular activities are on our school website. All information about trips and curriculum clubs will be emailed to parents and included on the school newsletter.

How will my child be included in activities outside the classroom, including school trips?

All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

What support will there be for my child's overall well-being?

The well-being of all pupils is at the heart of everything we do.

Our Personal, Social, Health and Economic (PHSE) curriculum aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

Our learning behaviours underpin our teaching and learning and are there to encourage emotional and social development. They are a basis for our daily assemblies where multiple classes come together to learn, reflect and sing. Our whole school community are invited to come together every Friday morning, to recognise the achievements of all pupils.

Our entrances are staffed with adults who greet and welcome pupils and their families each morning to ensure smooth transition between home and school.

EYFS / KS1 pupils have a separate playground from KS2 pupils as they benefit from different types of play equipment. Caversham Park Primary adopts a 'Positive Play' strategy allowing children to have access to different types of play. Some of our Year 5/6 pupils are play leaders, facilitating safe play.

If a child is identified as having additional emotional, social, behavioural needs then they may be offered support through:

- A referral to the school ELSA who will see children individually and in small groups according to their needs. She also runs lunch club which provides an opportunity for check ins with pupils that require ongoing support.
- Small group evidence-led interventions to support pupils' well-being which are delivered to targeted pupils and groups that aim to support improved interaction skills, emotional resilience and well-being; for example, support staff are trained to deliver social skills groups.
- Pupils who find being outside on the playground difficult are provided with alternative small group opportunities within lunch club where they can have a break from the bustling environment and/or have opportunities to develop their social skills.
- Therapeutic Plans are written and shared with all staff to help support behaviour and well-being of specific pupils where appropriate. The Headteacher and the Deputy Headteacher have received 3 days initial training and regular refresher training in Therapeutic Approaches to Behaviour, which was cascaded to all staff.

- If a child needs more support than can be delivered by staff in school we may consult the Primary Mental Health Team/Service and we can also refer to Early Help to support parents in the home. If the child is aged 11 or over, we can refer to No.5 counselling service.

If a child is identified as having differences in their sensory needs they may have access to the following resources:

- Sensory Circuits is run before school Monday - Thursday supporting transition into school and includes a variety of activities to help readiness to learn and support social, emotional well-being.
- Our sensory room is called the "nest". Children who have sensory needs or require support with Occupational therapy targets use this room to have sensory breaks designed to support the child's individual needs.
- If a child has an EHCP, we can refer for an Occupational Therapist Assessment.

If a child is identified as having medical needs:

- All staff have basic first aid training and have training in severe allergies and the use of Epipens: asthma and the use of inhalers. All classrooms have a medical backpack with the medications needed for the pupils within their class and information/record sheets which are read by all staff.
- Where children have complex medical needs a Care Plan drawn up so that all staff understand their needs and how to support them.
- Relevant staff are trained to support medical needs. We have a 'Policy for Supporting Pupils in School with Medical Conditions' (see school website).

Who should I contact if I want to find out more about how the school supports students with SEND?

We value our positive relationships with parents / carers. If you have any additional questions about how we support pupils with SEND, then you can make an appointment with our SENDCo Mrs Newbury.

Please email admin@cavershampark.reading.sch.uk or Tel: 0118 9375433.

What should I do if I think my child may have a special educational need or disability?

We have an open-door policy which enables regular opportunities for staff to meet with parents/ carers. If you are concerned about your child in the first instance, contact your child's class teacher. A meeting can then be arranged with our SENDCo, if necessary. Further information can be obtained by reading our Local Offer, Inclusion and SEND Policies. Copies of which are available on our school website.

What training have the teachers and other staff who support children and young people with SEND had?

We build special educational needs into our strategic training programme. Our staff receive regular training on different aspect of SEND and our teachers all hold qualified teacher status.

Teaching staff have a range of skills and have accessed a variety of training on Speech and Language Needs, Sensory Processing Needs and training for ADHD and Autism to ensure we have the latest knowledge and skills to support children.

Our support staff have had training in ADHD, Speech and Language, Sensory Processing and Intensive Interaction. We have an EYP who has also completed EKLAN training.

All staff have been trained in Therapeutic Thinking, Trauma informed teaching. All staff have been trained in identifying and supporting children with mental health needs and the Headteacher, SENDCo and the ELSAs have regular meetings with our Primary Mental Health Worker and Educational Psychologist.

Our ELSA is highly trained to support pupils with emotional and mental health and to assess and run CBT programmes.

We are working with the RISE team to further develop training and practice to enhance our whole school provision.

We have a number of established relationships with professionals in health and social care. These include

- Educational Psychologist
- RISE team including advisers from Speech Therapy, Occupational Therapy, Autism support and RISE regulation.
- Child Protection Advisors
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- School Nurse
- Speech and language Therapist
- Occupational Therapy Team
- Primary Mental Health Service
- CAT (Children's Action Team) Team
- Daisy's Dream
- Berkshire Women's Aid
- Children Missing in Education Team.
- Early Help Referral Team
- Drawing and talking therapy

All external partners we work with are vetted in terms of safe-guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.

What happens if my child needs specialist equipment or other facilities?

Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

We make every reasonable adjustment possible to meet the needs of our children, parents and staff. This includes supports in class to help children learn (please see additional supports)

Our school buildings are single storey, we have a disabled toilet and our classrooms are fully accessible.

How will I be involved in discussions about and planning for my child's education?

We value our positive relationships with parents/ carers. We have an open-door policy where parents/ carers are welcome anytime to make an appointment to meet with either the class teacher or SENDCo to discuss pupil's needs, progress and any concerns.

We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such at meetings (and through other means) we clearly share what can be done by families at home to support the learning at school.

We hold formal parent consultations twice yearly. During these meetings, Individual Provision Plans will be shared and you will have the opportunity to book a consultation with the SENDCo. At the end of the year the class teacher, produces an annual written report which will detail pupil's progress in all areas.

We also gather parent / carer views as part of school self-evaluation and through surveys produced by the SENDCo.

How will you help me to support my child's learning?

We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website. We host a number of curriculum workshops to help families understand what learning is expected and how they can best support their child/young person's need.

Our SENDCo and our ELSA also host bespoke parent / carers workshops on topics such as Managing Challenging Behaviour at Home and Transition. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.

Parents/ carers are invited to attend open mornings, stay and play sessions in the Reception class and SEND coffee morning which are held regularly.

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

We promote child-centred learning, with pupils taking an active role in evaluating their needs and progress. We offer opportunities for children to learn in different ways including: group and individual work, investigation and problem solving, creative work and using technology. Children regularly evaluate their learning and the progress they are making.

As part of our graduated approach, children with SEND are involved in conversations about their strengths and areas they wish to develop. They help to set and review targets so they have a say in their provision. They have a say in which additional resources work for them and what they might like to try.

Pupils with EHCPs are actively involved to participate in Annual Reviews.

Pupils are encouraged to have an active pupil voice. Through initiatives like the ecowarriors and kindness ambassadors, children can have a positive impact on the school.

Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENDCo.

Who can I contact if I am not happy about the SEN provision made for my child?

Again, in the first instance, parents/carers are encouraged to talk to their child's class teacher. If they are unable to solve the problem or you wish to have further advice then please make an appointment with the school SENDCo Mrs Newbury.

Email : admin@cavershampark.reading.sch.uk Tel: 0118 9375433

If in the unlikely event that the problem can still not be solved, we can arrange for the SENDCo, Class teacher and Headteacher to speak with you about how we can move forwards.

You can also refer to our Complaints Procedure which is published on our school website.

Who else provides services in school for children with SEN or disabilities?

Where necessary, we access external support from:

- Educational Psychologist
- Child Protection Advisors
- RISE team including advisers from Speech Therapy, Occupational Therapy, Autism support and RISE regulation.
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- School Nurse
- Speech and language Therapist
- Occupational Therapy Team
- Primary Mental Health Service
- CAT (Children's Action Team) Team
- Daisy's Dream
- Berkshire Women's Aid
- Children Missing in Education Team.
- Early Help Referral Team
- Drawing and talking therapy

Some of these services will consult with the school to provide support for teachers to deliver in school provision. Others may work in school directly with pupils. If a child is to work with an external professional, the SENDCo or class teacher will always meet with the parent, discuss the support and obtain permission.

How can my family get support from these services?

Many of these services require a referral from the school. If you wish to access any of these support services, please contact the school SENDCo. This includes Educational Psychologists, Speech Therapists and referrals for Autism and ADHD assessments. Please note that not all these services will be available for all pupils. Many are dependant on the needs of the pupil. Many of these services also have waiting lists.

If you would like support from an OT and your child does not have an EHCP, then you will need to book an appointment with a GP. Please let us know first however as we may be able to support with this.

Who should I contact to find out about other support for parents and families of children with SEN or disabilities?

Throughout the year, we pass on information to parents / carers of pupils with SEND, including that from external agencies. Many services often offer free workshops or courses for parents. These are either run locally or online.

To find out more about the services on offer by the Local Authority to parents you can visit Brighter Futures Local Offer. Please see <https://brighterfuturesforchildren.org/for-parents-carers/send/send-local-offer/>

Reading ServicesGuide contains details of support services in our area. Please see <https://www.reading.gov.uk/servicesguide>

Reading Information and Support Service for SEND also provides information, advice and support. Please see <https://www.readingiass.org/>

For information about Autism and ADHD assessments you can visit, the Children and Young Persons Integrated Therapies (CYPIT) <https://cypf.berkshirehealthcare.nhs.uk/adhd-and-autism-neurodiversity/>

There is a lot of support for parents of pupils with neurodiversity (these are available even without a diagnosis)

Autism Berkshire - <https://www.autismberkshire.org.uk/>

Parenting Special Children <https://parentingspecialchildren.co.uk/>

If you wish to find out more about a specific service not listed above or find out where to get support, you can in the first instance speak with your class teacher or arrange an appointment with the SENDCo.

Further information can be found in our: Local offer, SEND Policy, Behaviour Policy, Anti- Bullying Policy, Safeguarding Policy, Equality Policy and Supporting Pupils in School with Medical Conditions.

How will you help my child make a successful move into the next class or secondary school or other move or transition?

We ensure that periods of transition for pupils are managed positively and consistently as outlined in our transition policy.

Starting or joining our school

We have a robust Induction programme in place for welcoming new learners to our setting. Our Provision Management systems records what aspects of our environment help child/young people learn and this information is passed on in transition.

We have a very good relationships with our feeder settings and we extend an invitation to visit the school with your child and look around and speak to staff. Our reception team will carry out a home visit to meet you and you child and talk about their needs. Our staff will also speak to our feeder settings to gather information about your child. Where a child is identified as having an additional need, we ensure provision is put in place before your child starts. We make adaptations to the settling period to help your child settle more easily. We can provide a transition book or social story to ensure a smooth transition for them.

Moving on to Secondary School

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange visits and liaise closely with our secondary colleagues. The Year 6 class teacher will meet with staff from each secondary school and share information about all pupils. If necessary, our SENDCo will also speak with the SENDCo from the secondary school to discuss your child's needs and provisions which need to be in place.

Children who require extra transition receive support from our ELSA in transition sessions. Our SENDCo can also liaise with Secondary Schools to arrange additional visits for those children with the highest needs.

Our SENDCo is responsible for ensuring all relevant paperwork is passed on to the new school.

Please note that once your child has moved onto a new school and their paperwork has been passed on, it will be removed from our system.

Moving schools mid academic year

When a child moves to us from another school and are identified as having SEND, the SENDCo will try and contact the previous school to arrange a meeting to discuss the child's needs and ask for relevant paperwork. Where this is not possible, the SENDCo will meet with the parent and class teacher to discuss the child's needs once they have had time to settle into school.

If a child moves to another school, during the academic year, our SENDCo will endeavour to speak to staff at the new school (if necessary) and send on all relevant paperwork. If we have sufficient notice and it is deemed necessary the child may also have transition sessions with the ELSA.

Where can I find out about other services that might be available for our family and my child?

Please see the previous section on **Who should I contact to find out about other support for parents and families of children with SEN or disabilities?**

More details and information can be found under the Special Needs section of our school website: <https://www.cavershamparkprimaryschool.co.uk/special-educational-needs-disabilities/>

What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?

We operate an open-door policy and parents /carers are invited to contribute through a variety of means.

We regularly involve parents / carers and families in discussions about their child/young person's learning. We regularly share progress feedback with all our learners and their families. We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents. We take every opportunity to strengthen this dialogue.

Where a child has an Individual Education Plan, the parent and child are involved throughout the whole process. Pupils review their progress and discuss targets with their class teacher. Parent, Teacher and SENDCo meetings are held to gather information about the child in the assessment stage. Parents are then involved in setting and reviewing targets with the class teacher and/or SENDCo.

Where a pupil has an EHCP, the parent and child are asked to contribute their views. Parents are invited to the Annual Review Meeting to review the EHCP and Outcomes and set new targets if necessary. Pupils are actively encouraged to participate in these annual reviews in a variety of ways such as writing, drawing and verbally contributing.

How often will these reviews happen?

Annual Reviews of EHCPs happened every year.
Individual Provision Plan reviews happen 3 times a year.

Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENDCo.

What is the complaints procedure?

Our Complaints Procedure is published on our school website.

<https://primarysite-prod-sorted.s3.amazonaws.com/caversham-park-primary-school/UploadedDocument/3acdab8a-98a5-4fac-b00e-89b5d47593e8/complaints-procedure.pdf>

Our external partners are

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- Child Protection Advisors
- RISE team including advisers from Speech Therapy, Occupational Therapy, Autism support and RISE regulation.
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- School Nurse
- Speech and language Therapist
- Occupational Therapy Team
- Primary Mental Health Service
- CAT (Children's Action Team) Team
- Daisy's Dream
- Berkshire Women's Aid
- Children Missing in Education Team.
- Early Help Referral Team
- Drawing and talking therapy

Link to the school's websites SEND information or policy page.

To read our SEND policy please see: <https://www.cavershamparkprimaryschool.co.uk/special-educational-needs-disabilities>