



Special Educational Needs and Disabilities (SEND) School Local Offer and Information Report Sept 2021

Eton Porny C of E First School

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Type of school:	Academy Mainstream First School

1. Identifying special educational needs and disabilities (SEND)

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

Through our Christian vision the school ensures an inclusive ethos for all learners within a strong community environment where equal importance is placed on academic achievement and personal qualities. Our aim is to encourage all pupils to become independent learners and provide them with strategies for dealing with their needs in a supportive environment. We also give them meaningful access to the National Curriculum by enabling every pupil to experience success.

We ensure that all pupils, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and suitably differentiated. The teachers identify, assess, record and regularly review the pupil's progress and needs. We are committed to ensuring that children with special educational needs or disabilities have the help and support they need to participate fully in school life and to succeed in whatever they want to achieve.

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

Pupils and parents are key partners in identifying and assessing SEND, they will be listened to and their opinions valued. Referrals can be made by a pupil, parent, member of staff or other professionals. We have a systematic approach to identifying and assessing SEND and liaise with parents, previous settings and outside agencies. Identifying needs at the earliest point enables us to make effective provision and improve the long-term outcomes for the child.

Teachers make regular assessments of the progress of all pupils. They seek to identify pupils making less than expected progress. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

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

Parents can raise any concerns about their child to the class teacher or to the Special Educational Needs Coordinator (SENDCO). This will be followed up with subsequent discussions or assessments, involving pupils and parent(s)/carer(s) in planning and supporting at all stages of the child's development.

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?

Provision for pupils with SEND is a matter for the school as a whole. Every teacher has the responsibility to support pupils with SEND and to provide appropriately differentiated learning experiences. Our SEND provision is underpinned by Quality First teaching and all members of staff are responsible for helping to meet an individual's needs and for following our school's procedures for identifying, assessing and making provisions meet those needs. We ensure that our decisions are informed by the insights of parents and those of the children and young people. We have high ambitions and set stretching targets and we track individual pupil progress towards these goals.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

We have two intervention assistants who work closely with children in small groups. One of our staff members is Elklan trained, and delivers programmes for Speech And Language Therapy. We are also supported by the school's allocated Speech and Language Therapist (SALT) who works in consultation with the class teaching assistants to deliver appropriate programmes to identified children.

Children use visual timetables, where needed. We work closely with the CYPIT (Children and Young People's Integrated Therapies) team to identify Occupational Therapy needs, which are then supported by a trained teaching assistant.

Mental health and wellbeing plays a huge role in how we support our children at Eton Porny. We have various strategies that run throughout the school as we recognise that emotional wellbeing has a direct effect on academic success.

We also have a trained ELSA (Emotional Literacy Support Assistant) who works with groups and individual children to discuss social and emotional issues such as anxiety, social interactions and team building.

Interventions are run by teachers and teaching assistants, and are directed by the SENDCO. Interventions are informed by the individual need of the child and reports from external professionals.

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

We draw on the services of Educational Psychology, SALT and OT teams to identify any specific needs of children and the provision they require. In addition to this, our SENDCO determines the provision required to specific SEND pupils. Parents are fully involved in this process and reports are fed back from the teams to leaders, teachers and parents with strategies for supporting the children.

If your child has an Education Health and Care Plan (EHCP), the type of support your child receives will depend on the extent of their needs and the targets that have been agreed.

We use provision mapping across the school to track the intervention and support to ensure progress is maximised.

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

We believe that a partnership approach is the best way to support development and it is important that parents and pupils are actively involved in setting targets and reviewing progress. Meetings will be held with the family and progress will be evaluated.

If the pupil has an Education Health and Care Plan (EHC plan) the outcomes on the plan will be clearly evaluated and support allocated as appropriate. An annual review will be held for all pupils with an EHCP.

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

Children are always listened to at school, and their views are always taken into consideration. Children have targets and these are talked through with class teachers or the intervention team. Their views will be sought prior to an annual review.

3. Children and young people's progress

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

When a referral is received a variety of data is gathered including teacher assessment, test results, attendance records and information about the pupil's level of attainment.

The SENDCO will examine the information presented and meet with the pupil and parent(s)/carer(s) to assess the exact nature and extent of the need. The formal assessment process may include reports from other professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Health Therapists and Healthcare professionals.

Pupils with an Educational Health and Care Plan have their plan reviewed every year.

Teachers regularly review the progress of the pupils in their class which include those with SEND. The teachers hold the responsibility for the progress, tracking and achievement of the pupils in their class.

Half termly pupil progress meetings are held between the Head Teacher, Head of School, class teacher and SENDCO to assess and review individual progress. Interventions are adapted accordingly.

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

Parents and pupils are involved in review meetings and can contribute prior and during the process. External professionals who are involved with the child's learning are invited to contribute to the review process and attend review meetings where necessary.

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

Children identified with SEND or Speech and Therapy Plans are discussed with class teachers and intervention staff to ensure that the provision meets the targets, and targets are on track to being met.

Therapy plans are updated regularly. Class teachers meet regularly with the SENDCO and the Head Teacher to discuss the progress of all pupils in their class. Interventions are mapped and reviewed at least on a half termly basis. Interventions for SEND pupils can be changed at any point during the term as required.

4. Support for overall well-being

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

Pupils' emotional and social development is addressed through our PSHE (Jigsaw) scheme of work. All class teachers ensure that they take the time to explore social and emotional issues with pupils as they arise.

If a particular need is identified, we offer further support through our ELSA (Emotional Literacy Support Assistant). Our ELSA works with individuals and groups of children and the sessions are regularly reviewed. Parents are invited in to talk with the ELSA about the outcomes of these sessions, and possible next steps forward.

Where necessary, we also call upon the services of outside agencies for more specialist skills e.g. Daisy's Dream (bereavement counselling) or RBWM Early Help.

In Year 4 we select a group of children to become Wellbeing Champions. These children offer a 'listening ear' and encourage the younger children to talk.

Topics such as bullying and online safety are further addressed in assemblies and separate annual 'theme' weeks when we discuss what these issues are and age-appropriate strategies for dealing with them.

We have a set of trained lunchtime playground leaders who work on a daily rota – helping and encouraging children to play games (they have had training from the Windsor Schools Sports Partnership).

We have a strong behaviour policy which is embedded throughout the school. All staff, including lunchtime supervisors are aware of this policy, and we ensure that it is adhered to at all times.

5. Preparation for new and next steps

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

When children with SEND join our school we ensure that we visit them in their previous setting and meet their existing teachers and SENDCO. We arrange home visits so we can meet them in their home environment and meet their parents. We encourage the pupil to visit our school before they join so they can become familiar with the environment, and where needed, multiple visits can be made with previous key workers to ensure the transition is as smooth as possible. When joining Reception, children with SEND start a day earlier than other children so they have time to adjust to their new setting.

All children have short transition sessions in the previous summer term to prepare them for school and the class teacher will carry out home visits.

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

Transition plans are put together once the school has been notified of the new educational setting. For those children who are leaving at the end of year 4, transition is spoken about in a general context throughout the year to slowly prepare them for this change. The child is always at the centre of what we do, and different plans are drawn up depending on the child's individual need. Children begin to spend time completing transition books, looking at feelings, and have ELSA sessions in the Summer Term. All children have at least one transition day. Children who have SEND will have further visits to the new school so as to familiarise them with their new setting and make the transition as smooth as possible.

When transitioning between year groups within our school, the pupil's new teacher will meet with their current teacher to discuss his/ her strengths and needs.

All paperwork is handed over including all meetings with various professionals who may have been involved with the pupil, Annual Review paperwork, and the most current progress levels.

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?

Eton Porny is semi – wheelchair accessible. Children are able to access Foundation Stage, Year 1, Year 2, the hall and the outside space. Two classrooms are situated up 2 flights of stairs, and **this is not wheelchair accessible.**

Have adaptations been made to the auditory and visual environment?

These adaptations have not been necessary to implement at school.

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

We have one disabled toilet but no changing facilities for those in nappies.

Do you have disabled car parking for parents?

There is no disabled parking at the school. There is limited parking on the High Street.

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

We work closely with the CYPIT team which includes Speech and Language therapy and Occupational Health. We work closely with our Educational Psychologist and pupil support within SEBMAT. We provide sensory and occupational therapy resources for children to use when needed and as appropriate to the setting and environment.

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

We encourage all of our children to take part in extracurricular activities. All of our extra-curricular activities and school visits are available to all our pupils, including our before-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, music events, creative curriculum events and workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

All SEND children are expected to take part in PE lessons and all planned trips and visits with support as required.

7. Training for staff, specialist services and further support

a. With regard to staff that support children with SEND, what expertise do they have and what training have they undertaken?

Our SENDCo has completed the National SENDCo qualification through Reading University.

We raise staff awareness and expertise through SEND staff meetings and training. We have covered issues such as SEN in the classroom, handwriting difficulties, sensory processing and Speech and Language.

We have staff that are trained in ELSA, Speech and Language, MAKATON and Occupation Therapy.

We work closely with the SHINE team who specialise in autism. All staff have recently undertaken Good Autism Practice Level 2 training.

All staff have recently had training in Mental Wellbeing and this is a focus within the school.

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

We liaise closely with the local authority and agencies such as CAMHs, CYPIT, Berkshire Healthcare Educational Psychologists, RBWM Multi Agency Safeguarding Hub (MASH) and Early Help Hub, Slough Multi Agency Safeguarding Hub (MASH) and Early Help Hub, CYPDS, SHINE (support for ASD), Family Friends Windsor, Parenting Special Children, Berkshire Autistic Society, Berkshire Sensory Consortium and Pacip.

All of these offer schools and parents advice and support for children with SEND and mental health issues. We meet with the CYPIT team and the Educational Psychologist regularly to identify needs and review current interventions.

We work with the SHINE team, who observe and work with children with ASD.

We will always seek your permission before seeking help from any of these agencies.

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: Information Advice Service for RBWMI

Website: <http://ias-rbwm.co.uk/>

CAMHs : <http://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Pages/about-childrens-mental-health-services.aspx>

CYPIT: <https://www.berkshirehealthcare.nhs.uk/our-services/childrens-healthcare/cypit-toolkit-the-early-years/>

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/>

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?

The following SEND policies are available on the school website at the following link:

[Eton Porny SEN Policy](#)

SEND Policy and Information Report (Oct 2021).

Child Protection and Safeguarding Policy (Sept 2021).

Behaviour for Learning Policy (March 2021).

Whistleblowing Policy (Sept 2021)

Accessibility (Dec 2020)

Equality Information and Objectives (Sept 2021)

PSCHE Policy (Dec 2020)

9. 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?

We operate an Open Door Policy which means that most concerns can usually be dealt with quickly and efficiently. If however, you feel that your issues have not been adequately addressed, you should raise your concerns with the head of school. A copy of our complaints policy is available via the following link:

[Complaints Policy](#)

10. Glossary

Terms used in this document	Description/explanation of term
Autism (ASD)	Autism is part of the autism spectrum and is sometimes referred to as an Autism Spectrum Disorder, or an 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"> • difficulty with social communication • difficulty with social interaction • difficulty with social imagination.
Children and Adolescent Mental Health Services (CAMHS)	NHS services that work with children and young people who have difficulties with their emotional or behavioural wellbeing.
Children and Young People Integrated Therapies (CYPIT)	An NHS team who provide Occupational Therapy, Physiotherapy, Speech and Language Therapy and Specialist Dietetics services throughout Berkshire.
Continuing Professional Development	Refers to training by school staff to keep their skills and knowledge up to date.
Differentiation	The process of adapting the curriculum to suit the needs of learners of a range of abilities.
Education, Health and Care Plans (EHCP)	An EHC Plan is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statements of Special Educational Needs.
Educational Psychologist (EP/Ed Psych) Educational Psychology Service (EPS)	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with schools and the local community to improve children and young people's aged 0-19 years (up to 25 years with significant SEND) learning, well-being, development and achievement.
ELKLAN	Training for staff to support children with their speech and language development.
ELSA	Emotional Literacy Support Assistant - teaching assistants who have received extra training to support the emotional wellbeing of children and young people.

Local Offer RBWM	A Local Offer gives children and young people with special educational needs or disabilities, and their families, information about what support services the local authority think will be available in their local area. RBWM Local Offer
Makaton	Makaton is a language programme using signs and symbols to help people to communicate.
Pacip	A parent and carer forum who work to improve provision and outcomes for young people with SEND. PaCip
Parenting Special Children	Specialist support for Berkshire families who have children with Special Needs. Parenting Special Children
Provision map	A way of a school showing the resources and provision available, including whole class teaching, group work and individual interventions. It includes provision which is 'additional to' and 'different from' that which is offered through the school's curriculum.
Quality First Teaching (QFT)	Highly effective teaching through carefully planned and engaging lessons which meet the needs of all learners
RBWM Multi Agency Safeguarding Hub (MASH) and Early Help Hub	The Multi-Agency Safeguarding Hub (MASH) is the single point of contact for all safeguarding and wellbeing concerns regarding children and young people in Royal Borough Windsor and Maidenhead. They ensure that all children and young people with additional needs are identified early.
SALT/ S&L	Speech and language therapy to support children's communication skills.
School Support Service (EMTAS and Cognition and Learning)	A Local Authority Service that supports schools to meet the additional needs of all pupils by providing schools with the opportunity to purchase qualified specialist teachers with expertise in Special Educational Needs (SEND), Ethnic Minority and traveller Achievement and English as an Additional Language (EAL).
SHINE	An outreach service who support children on the Autism spectrum in mainstream schools.
Special Educational Needs Disability 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.
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: Sept 2021

Date of next review: Sept 2022