

Special educational needs (SEN) information report

South Lake Primary School



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Our Approach to Teaching Learners with Special Educational Needs and Disabilities (SEND)

At South Lake Primary School, we believe in participation for all. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We use a team approach to supporting all children, including those with SEND, because we know that it is in children's life-long best interests to help them to develop independence.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. We aim to create a learning environment where all children receive quality first teaching and have access to support and appropriate scaffolding or adaptations.

We assess the progress of all learners, and our staff continually monitor that learning and progress are taking place.

Our curriculum aims are:

Aspiration, and the resilience to achieve.

A rich bank of knowledge and a thirst for knowing more.

An extensive vocabulary and the ability to understand complex texts.

The ability to articulate their thoughts, make themselves understood and have a voice.

An understanding of their responsibilities for the future.

A respect for law and our responsibilities as a society.

Respect for those who differ from them.

These aims are no different for our children who have SEND.

What Types of SEND does South Lake Primary make Provision for?

South Lake Primary School is a large mainstream primary school with 14 classes plus a Nursery class.

Many children experience difficulties in learning at some time during their education. If these difficulties are significantly greater than the majority of children of the same age, or they have a disability which hinders their use of educational facilities provided for the age group, then they are considered to have Special Educational Needs.

Some children may need support over a long period of time, whilst others may only need it for a limited period.

Children's needs may be in the areas of:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical difficulties.

How does South Lake Primary School identify a Child's Special Educational Needs?

Identifying a child's needs involves using a range of information such as:

Special Educational Needs and Disability Code of Practice: 0-25 Years

- National Curriculum expectations.
- Scores from standardised reading, spelling or mathematics tests or other diagnostic assessment scores.
- Year 1 Phonics Screening Check outcomes.
- Analysis of the pupil's work.
- Observations of the pupil.
- Feedback from discussions with parents, pupils and staff.
- Attendance and behaviour data.
- Information from external agencies and professionals.
- Evidence of the impact of provision already tried.

On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress. If teachers have any concerns regarding a child in their class, they discuss these concerns with the child's parents and with the SENDCo. If necessary, targets will be set and adaptations made so that their progress can be closely monitored and additional support can be put in place as necessary. This is documented on a Personal Learning Plan (PLP).

It may be necessary to carry out some further formal assessments to identify key areas to target and to support the process of evaluating the effectiveness of any adaptations that are put in place. Such assessments used may include:

- Single Word Spelling Test (SWST)
- Suffolk Reading Scale 2 (SRS2)
- NFER Maths Test

How do we Support your Child?

If a pupil is identified as requiring SEND support, we make provision that is additional to or different from the normal curriculum, intended to overcome the barrier to their learning.

A graduated response is adopted as part of the Assess, Plan, Do, Review model outlined in the government's SEND Code of Practice.

Assess	The class teachers and, if necessary, the SENDCo or professionals from external agencies, assess the needs of the individual.
Plan	We identify the barriers to learning, intended outcomes and plan appropriate support and adaptations to meet these outcomes.
Do	We provide the appropriate support and adaptations within the classroom. This could involve the provision of a resource, a change in an approach to learning, access to technology or some additional support from an adult.

Review	We evaluate the impact of the support and adaptations provided and consider whether changes to these need to be made.
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Who Supports Children with SEND at South Lake Primary School?

People who Support Children with SEND at South Lake Primary School and Person Summary of Responsibilities

The Class Teacher

- Identifying and planning any additional support needed
- Liaising with the SENDCo
- Adapting the curriculum
- Monitoring and reviewing progress
- Ensuring that all members of staff support a child's needs whilst developing and maintaining the child's independence
- Making sure that the school's SEND Policy is followed for all the pupils with any SEND in the class.

Support Staff

- With guidance from the class teacher, supporting children with their learning
- Delivering a programme developed by a specialist e.g. speech and language support.

The SENDCo

Miss Jo Stickley is our school SENDCo senco@southlake.wokingham.sch.uk

She is also a Deputy Designated Safeguarding Lead teacher, and in our Senior Leadership Team. She has completed the National Award for Special Educational Needs Co-ordinator (NASENCO).

Her responsibilities include:

- Coordinating provision for children with SEND, and developing the school's SEND Policy to ensure all children get a consistent, high quality response to meeting their needs
- Ensuring that the teachers keep parents informed and involved in supporting their child's development
- Checking that the Personal Learning Plans are efficient and effective
- Liaising with professionals who may come into school to support children's learning e.g. Speech and Language Therapist, Educational Psychologist, Learning Support Service
- Providing or signposting to, specialist advice for teachers and support staff in school
- Organising training for staff so they are aware and confident about how to meet the needs of children with SEND
- Working with parents of children with SEND
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Preparing a request for an Education Health Care Needs Assessment where appropriate
- Annually reviewing EHCPs
- Working with the finance team to manage the SEND budget

Phase Leaders

- Monitor children's progress through the phase

All staff in the school community

- Providing emotional support and supporting wellbeing
- Developing social skills and positive relationships with others
- Promoting skills such as resilience, and independence
- Building confidence and self-esteem

The Headteacher

- Managing all aspects of the school, including the support for children with SEND
- Ensuring that the Governing Body and the Academy Trustees are kept up to date about SEND

The SEND Governors:

Mr S Vegh svegh@southlake.wokingham.sch.uk and Mrs B Rowland.

- Liaising with the SENDCo to ensure that the school has an up to date SEND Policy
- Checking that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Checking that the school's funding is appropriately spent
- Visiting the school in order to understand and monitor the support given to children with SEND

What training have the staff had?

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school in the following areas:

- All staff have attended statutory safeguarding training
- All staff have received Prevent training – online training for anti-radicalisation
- Attachment Theory including Adverse Childhood Experiences (ACEs)
- Nurture e.g. to support transitions into school
- Diabetes training has been delivered to selected staff
- Epilepsy training has been delivered to selected staff
- SENDCo and the Senior Leadership Team have all completed the Child Protection Course for Designated Teachers
- ASSIST Autism Training has been accessed by various members of staff - EarlyBird programme, Supporting Emotions workshop, EarlyBird Healthy Minds programme, Autism Awareness course.
- Phonics Training

- South Lake Primary School is part of a Mental Health in Schools Project which is dedicated to improving the emotional wellbeing and mental health of children.

How do we find out if the Support is Effective?

Reviewing the attainment and progress of pupils with SEND is part of the whole-school system and will take into account progress towards targets set in PLPs and outcomes on Education Health and Care Plans (EHCPs)

The teachers are also required to document the progress and attainment of their pupils on a computer-based assessment programme and this data is analysed and reviewed termly.

As part of high quality, inclusive teaching, the teachers will be reviewing smaller step targets for their SEND pupils on a regular basis and this will be recorded on their PLPs. This will include a review with parents at least termly.

Parents are given an opportunity to discuss their child's progress at the Parents' Meetings held in the Autumn and Spring terms. The SENDCo is also available at these meetings for appointments.

For children with Education Health Care Plans (EHCPs), we always obtain and share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to do so. We can use a range of practical and visual strategies to support children who find it difficult to express their views verbally.

How is the School Supported by External Agencies?

We have strong links with a range of education, health and social care professionals who can support the process of planning, assessment, target-setting and ensuring that the needs of children with SEND are appropriately met.

This includes working with:

- Educational Psychologists
- Speech and Language Therapists (SLT)
- Medical practitioners including paediatricians, physiotherapists, and the Neuro-Diversity Team (formerly known as the ASD and ADHD assessment Pathways)
- Outreach such as Addington School outreach team
- Foundry College which provides specialist behaviour outreach support, and training to meet the needs of local schools.
- Early Help workers, from Wokingham Council.
- Social workers from Wokingham Council and other Local Authorities.

How is Support Provided to Children whose Learning Needs are More Severe, Complex and Potentially Lifelong?

If, despite the Ordinarily Available Provision of: good classroom teaching, adaptations, implementation of advice from outside agencies and additional support, a child's SEND may require further investigation. This when the school and parents can request the Local Authority complete an Education, Health Care Needs Assessment. (EHCNA). The outcome of this can be a better

understanding of the child's strengths and difficulties and the type of provision which can best support them.

Full details of EHCNA can be found on the LA based Local Offer, Wokingham website.

This application is done in full partnership with parents and the child concerned. After the request to assess is made, the LA will decide whether the child's needs, as described in the paperwork provided, are sufficient to need a statutory assessment.

If this is the case, they will ask the parents and all the professionals involved with the child to write a report, to which the child contributes, outlining the child's needs and how they will be met and the long and short term outcomes that are being sought.

If the needs are assessed as being appropriately met within ordinarily available mainstream provision, the LA will recommend that the school continues with the SEND support.

After the reports have been sent in and an EHCP has been agreed to, the plan will be prepared in collaboration with

the parents and child. It is called an Education, Health and Care Plan because it brings together all the educational, health and social care needs that a child may have in one plan.

The progress that each child makes with the support is regularly reviewed and changed accordingly.

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise
- More support staff hours

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

How Can I Let the School Know that I am Concerned about my Child's Progress in School?

If you have any concerns, we recommend that you speak to your child's teacher initially, and at the earliest opportunity. If you are not happy that the concerns are being managed and feel that your child is still not making progress, you should contact the SENDCo, Phase Leader or Headteacher. If you continue to have concerns, you can speak to the SEND Governor.

How does South Lake Primary Prepare Children with SEND for Joining the School or Transferring to Another School? What are the Arrangements for Supporting Children with SEND when they Move Between Classes?

Change can be challenging for all children, particularly children with SEND. Therefore, at South Lake Primary we have procedures to support the transition of children with SEND as they join our school, move to new classes within the school or transfer to new schools.

a. Joining our School:

We work closely with pre-school settings to support the successful transition of all children as they begin their school journey with us in Reception. Our Reception teachers and SENDCo may visit the children in their pre-school setting. The children come into school for a stay-and-play visit with their parents at the end of the term before they start school and have a further visit, without parents, at the beginning of the September term.

We hold a welcome meeting in the term before the children start school, which the SENDCo attends.

Additional Support for children with SEND:

We may also aid transition with, for example, photo books, leaflets and extra visits to the school.

Children with SEND could begin on a part-time basis for the first few weeks in Reception. We work closely with parents of children with SEND to help them to decide when their child is ready to come to school on a full-time basis.

If your child with SEND is joining South Lake Primary School part-way through their school career, we can arrange for you to meet with the SENDCo to discuss your child's needs.

We also liaise with your child's previous school to discuss strategies and support that have been effective in the past and for children with an EHCP; our SENDCo can attend the Annual Review in the current setting, if appropriate.

If necessary, we can arrange extra visits to support your child's transition to us.

b. Moving Through Year Groups:

We support children as they move between classes, year groups or key stages within the school. Teachers are given allocated times to meet and share information about each child, including the effective strategies and adaptations for meeting the needs of children with SEND. All children will visit their new classroom, teacher and support staff at the end of the Summer term. Where necessary, children with SEND can make extra visits to their new classroom or have social stories or picture leaflets of their new classroom, teacher and any other adults that will be supporting them.

c. Transferring to a New School:

Moving on to secondary school can be an exciting but daunting time for all children so, at South Lake Primary School, we ensure that the children are well-prepared for the transition. We have good links with the local Secondary Schools including Special Schools within the area. For children with an EHCP, the SENDCo from the secondary school will be invited to the Year 6 Annual Review. This gives parents the opportunity to find out how the school will be able to support their child through the transition and beyond. Most of the local secondary schools run a 'vulnerable transition' program and the SENDCo, in consultation with parents, suggests children that would benefit from this extra support. Where necessary, further additional support arrangements, such as extra visits and transition projects, can be put in place to support a successful transition to secondary education.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

For entry into Reception, our school follows the Wokingham admissions arrangements for all pupils including those with SEND (other than children with an EHCP – see additional info below). These arrangements confirm how applications will be processed by the admission authority, and include our oversubscription criteria, which explains how places will be allocated should the school receive more applications than there are available places.

For in-year admissions, we have our own admissions procedures and criteria for over-subscription, in line with the Admissions Code. The criteria are based on where the child lives and whether or not they are a sibling of an existing pupil and all admissions decisions are based on the stated criteria - this avoids discriminating against prospective pupils with SEND. For more details, see our Admissions policy on our school website: [South Lake Primary School - Joining South Lake](#)

We are keen to get to know our prospective families, and advise all parents to join one of our school tours, particularly those with children with SEND). We encourage parents of children with SEND to let us know at the earliest opportunity so we can answer any questions they may have about SEND provision in our school. Once a place has been allocated we would invite parents to meet with the SENDCo to plan the most appropriate approaches for their child.

For children with an EHCP:

The school follows the Wokingham admissions arrangements, whereby a Wokingham SEN team officer will liaise with parents to arrange on their behalf consult with their preferred setting(s).

In the first instance, we would strongly advise parents arrange a visit to the school for a tour and to discuss their child's needs and EHCP with the SENCo. The SENCo and Head teacher consider each placement consultation on a case by case basis, referring to the relevant sections in the EHCP, in order to make an informed response. When a placement is agreed, transition and starting arrangements can be agreed with the parents.

If the EHCP suggests that:

- The setting is unsuitable for the child's age, ability, aptitude or Special Educational Need
- **or**
- Attendance at the setting would be incompatible with the efficient education of others or the efficient use of resources.

It may then be appropriate to ask for additional information from the parent or Local Authority before completing a detailed response. It may be necessary to request additional top-up funding from the Local Authority in order to support the placement.

How is a Child's Emotional and Social Development and Wellbeing Supported at South Lake Primary School?

At South Lake Primary School, we believe that pupils achieve best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes children also experience setbacks or challenges and we are committed to supporting them with these.

a. Social Development

Within the Classroom:

We will endeavour to use everyday classroom practices to help children to become aware of how they are feeling and how their choices impact on the emotional wellbeing of themselves and others.

For children who need some extra support, we will explicitly model and teach social skills such as turn-taking and sharing. We will follow expert guidance to support the social development of children with autism and social communication difficulties.

We explicitly teach pro-social behaviours through our '3Rs' curriculum – Responsible, Respectful, Ready.

There may be some children who need a more individualised approach when dealing with their behaviour. For these children, a targeted 'therapeutic plan' will be drawn up in consultation with both the parent and the child.

Strategies will be specific to the needs of the child and may include alternative provision during unstructured times, an individualised or life skills style curriculum and/or further additional protective consequences. (see Behaviour Policy).

b. Emotional Support:

We offer pastoral support, including the promotion of skills such as resilience and build self-esteem and confidence. We will guide children in their relationships with others and promote the need for mutual respect. We will respond promptly and effectively to issues of bullying. (See Anti-Bullying Policy)

What support is in place for looked-after and previously looked-after children with SEN?

Mrs Frances Florides is the designated teacher for looked-after children and previously looked-after children in our school.

Mrs Florides will work with Miss Stickley, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans (PLP or EHC plans) are consistent and complement one another.

Equalities Statement

We note that we are required to have due regard to the public sector equality duty under section 149(1) Equality Act 2010 when exercising our function. We do not consider any issues which arise from this policy would have any negative impacts on equality and we have considered appropriately the need to advance equality and foster good relations.

What should I do if I have a complaint about my child's SEND Support?

Complaints about SEND provision in our school should be made to the class teacher/SENDCo/Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#)

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Wokingham Borough Council's local offer. Information about the local offer on their website:



<https://www.wokingham.gov.uk/children-families-and-young-people/send-local-offer>

Our local special educational needs and disabilities information, advice and support services include:



Wokingham SENDIASS Free, confidential, impartial SEND advice, guidance and support.

<https://www.sendiasswokingham.org.uk/>



SEND Voices Independent voice of families, representing their experiences with the aim to improve lives.

[Parent Carer Forum for Wokingham Borough | SEND Voices Wokingham](#)



Parenting Special Children Specialist support for Berkshire Families who have Children and Young People with Special Needs

[Home Page - PSC \(parentingspecialchildren.co.uk\)](http://parentingspecialchildren.co.uk)



ASSIST Team Autism Spectrum Service for Information Support and Training
[Wokingham Directory | ASSIST Team \(Autism Spectrum Service for Information Support and Training\)](#)



Deliver specialist services, training and social and leisure activities

[Autism Berkshire Reading - Autism Berkshire](#)



Building for the Future is a parent led charity providing activities, support and therapy for children with disabilities and/or additional needs and their families

[Charity | Building For The Future | England \(bftf.org.uk\)](#)



Me2 Club is an inclusion charity for children and young people with additional needs and disabilities. [Me2Club – Me2 Club](#)



Short breaks and respite care services

[Short Breaks and respite services - Wokingham Borough Council](#)



SEN Local Support Local SEN support list compiled by SENDIASS

[Other sources of support \(sendiasswokingham.org.uk\)](http://sendiasswokingham.org.uk)

NHS Services:



[Mental and Emotional Health | Children Young People and Families Online Resource \(berkshirehealthcare.nhs.uk\)](http://berkshirehealthcare.nhs.uk)



[Anger and aggressive behaviour | Children Young People and Families Online Resource \(berkshirehealthcare.nhs.uk\)](http://berkshirehealthcare.nhs.uk)



[ADHD and Autism \(Neurodiversity\) | Children Young People and Families Online Resource \(berkshirehealthcare.nhs.uk\)](https://berkshirehealthcare.nhs.uk)



[Speech and Language Therapy | Children Young People and Families Online Resource \(berkshirehealthcare.nhs.uk\)](https://berkshirehealthcare.nhs.uk)



[Gross Motor Skills | Children Young People and Families Online Resource \(berkshirehealthcare.nhs.uk\)](https://berkshirehealthcare.nhs.uk)



[Fine Motor Skills | Children Young People and Families Online Resource \(berkshirehealthcare.nhs.uk\)](https://berkshirehealthcare.nhs.uk)



[Sensory processing | Children Young People and Families Online Resource \(berkshirehealthcare.nhs.uk\)](https://berkshirehealthcare.nhs.uk)

