



Englefield CE Primary School

SEND Policy and Information Report 2025-26

Sowing the seeds for a flourishing future

At Englefield CE Primary School we welcome everybody into our community and believe that every child is special in God's eyes. The staff, governors, pupils and parents work together to make school a happy, safe, loving and welcoming place where children and adults are nurtured so they can flourish - achieving their full potential and developing as confident individuals. This means that equality of opportunity is a reality for our children.

Our school Vision states that 'Our loving environment cultivates the foundations of mutual respect and the understanding that every child is special in God's eyes. Our children are the seeds from which we will build a brighter future. We nurture and nourish them so they grow and flourish.'

We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress in a caring, supportive and fully inclusive environment.

Our Special Educational Needs and Disabilities (SEND) provision allows pupils with particular difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning, thus enabling them to maximize their potential and to work independently.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, additional resources, before and after school skills groups and other learning interventions developed to personalise learning.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

We typically have very good attendance as pupils want to come to school to experience our high quality learning provision.

CONTACT DETAILS

Our SENDCo is:

Miss Amy Langston (KS2)

alangston@englefield.w-berks.sch.uk

We refer to the term “Special Educational Needs” if a child:

- a. has a significantly greater difficulty in learning than the majority of others of the same age, or
- b. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- behavioural emotional and social development
- sensory or physical conditions.

Special Educational Provision is that which is additional to or different from that which is usually made available for the children in school.

All pupils with SEND:

- are encouraged to participate fully in the life of the school
- are given the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- comment on how they feel they are progressing when their SAP is evaluated

Engagement with pupils plays a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through marking and feedback they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs; pupils are invited to comment regarding their provision and progress.

ROLES AND RESPONSIBILITIES

The SEND Governor should:

- meet with the SENDCo
- raise awareness of SEND in the Governing Body
- be part of the review of the SEND Information Report
- have knowledge of SEND processes in school regarding funding, identification of pupils with SEND, monitoring of progress and attainment of pupils with SEND.

Headteachers, Leadership Teams and the SENDCo should:

- provide strategic direction and development for SEND
- support CPD for all staff
- ensure high quality teaching is delivered with appropriate differentiation
- ensure interventions are evidence based, appropriate and effective
- ensure strong partnerships with parents

- provide support for SENCO in monitoring the impact of SEN provision.

SENDCo should:

- oversee the management of SEND provision, including supporting staff in the early identification of SEN, planning provision, and monitoring impact of provision
- have time to meet with the SEND Governor, Headteacher/Senior Leadership Team, Teachers, Teaching Assistants and parents. (For further information see SEN and Disability Regulations 2014).

Class Teachers should:

- plan, teach and monitor the attainment and progress of all pupils
- use a cycle of 'assess, plan, do, review' for all pupils to enable the early identification of pupils with SEN, and to monitor the progress of those already identified as having SEN
- monitor the impact of class teaching, differentiation and other provision, including intervention
- have a commitment to CPD
- liaise with other staff (Teaching Assistants, SENCO).

Teaching Assistants should:

- be appropriately trained with a good knowledge of SEN and have a commitment to CPD
- focus support for pupils on learning and development
- provide appropriate support in class
- deliver evidence-based interventions
- liaise with other staff (Teachers, SENCOs).

In our small, nurturing school, all staff get to know the children well and focus on building positive relationships and celebrating achievement.

PARENTAL INVOLVEMENT

Parents of pupils with SEND are invited to work with school staff to ensure we are providing appropriate support and care for the child. Parents' knowledge about their child is extremely valuable to school staff and we appreciate having a real partnership with parents.

The partnership between parents and school plays a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Headteacher's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions. Miss Langston, SENDCo, will provide regular, informal, supportive meetings for parents of pupils with SEND to discuss issues, share knowledge and information, and receive training in various areas of SEND.

The school would liaise with appropriate agencies to support communication with parents and carers whose first language is not English. Parents are encouraged to speak their mother tongue at home with their child. This ensures accurate modelling is presented and learned at school. A translator would be used if required.

We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

For children with special needs or a disability, parents are invited to accompany their child on a school trip, when appropriate.

If parents are concerned that their child has Special Educational Needs, they should first discuss their concerns with the class teacher. If concerns still persist, then the class teacher will arrange a meeting with Miss Langston or the Headteacher.

IDENTIFICATION OF NEED

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- evidence obtained by teacher observation and formative assessment
- performance and progress in the National Curriculum
- pupil progress in relation to national measures
- standardised screening or assessment tools
- discussions with parents.

Initially, when a child's special needs are identified, a meeting is held with the parents to discuss the nature of the child's needs and the resources and/or support the school will put in place. Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

INTERVENTION:

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- having support staff in the classroom
- a more focused level of support provided to an individual or a small group withdrawn from the class
- focused work to be completed at home

Where necessary, ELSA (Emotional Literacy Support) is provided, with the permission of the parents.

EXTERNAL SERVICES

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, the school will engage with relevant external services. This is triggered when a child shows one or more of the following:

- continues not to make adequate progress
- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing literacy and numeracy skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- has learning needs which are manifesting themselves either in a more complex or in a more specific way as they move on through the school

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child.

RECORDING SEND PROVISION: GAPs and SAPs

Once we have identified a particular need, a Graduated Approach Plan (GAP) or Support and Achievement Plan (SAP) will be created for the individual pupil. This will include short term targets plus the resources and support that will be given.

GAPs are used for pupils who are achieving slightly below expected in one or more areas. They are given some additional small group support and are monitored closely. If the additional support closes the

attainment gap, the pupils will no longer need the GAP. If the difficulty persists, the GAP will continue or the child may be moved to a SAP.

SAPs are used for pupils who have a diagnosed difficulty, are receiving support from an external agency or are getting standardised scores of 85 or less in assessments. A SAP will continue while a pupil needs provision that is different or additional to that provided for their peers.

All pupils at our school have termly assessments to ascertain their levels of attainment. Pupils with SEND are given additional assessments in reading, spelling and/or maths to monitor closely any small steps of progress and to judge whether interventions and support have been successful.

STATUTORY ASSESSMENT: EHCP (Education, Health Care Plan)

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child, contribute to this plan. If a Statutory Assessment is required, the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is West Berkshire.

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

This information includes, where relevant:-

- Support and Achievement Plans for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services)
- behaviour logs and Therapeutic Plans.

The views of the parents and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

If the Provision Panel agrees to the need for an EHCP, the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

EHC Plans are subject to an annual review which will include parental views about the child and the child's progress. The child will also take part in the review if appropriate.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

RECORD- KEEPING

Records are kept on each child, including those with SEND.

Once a child's individual need is identified, it is recorded on the school's SEND register. A master copy is stored in the Headteacher's Office and on the school's internal ICT network. The school's flexible approach allows for children to access support and intervention as and when necessary. Names can also be added or removed from the SEND Register following consultation with relevant personnel and agencies. Parents are included in this consultation.

SAPs and GAPs will be stored along with any reports from external professionals. Copies of all records and reports will be shared with parents.

There is a Medical List to enable staff to be kept informed of any medical information. This is updated regularly. Care Plans, Pastoral Support Plans, Therapeutic plans and information from outside agencies will also be stored. General learning support and intervention records are maintained by class teachers, to chart children's progress. SAPs are written or amended in October, February and July each year.

RESOURCES

A wide range of materials is provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

SCHOOL AGENCY PARTNERS

These include:

Education Psychologist

Child and Adult Mental Health Service

Cognition and Learning Team

Specialist Inclusion Support Service

Early Development Intervention Team

Autism Team

Speech and Language Therapy

Occupational Therapy

Hearing Sensory Support

Visual Sensory Support

Therapeutic Thinking Support Team

Emotional Health Triage

DIAGNOSTIC ASSESSMENTS

Schools have a duty to provide learning and support to enable each child to reach their full potential. To support this, we make referrals to our professional agency partners with the support of parents.

Whilst many assessments are centrally funded, some (such as dyslexia) require a private funding stream. There is not a requirement for schools to fund formal diagnostic assessments. If parents wish to pay for an assessment privately, the school will support this by completing all necessary paperwork.

ADMINISTRATION OF MEDICINES

We have a policy regarding the administration and management of medicines on the school site. Parents need to contact the school secretary if medication is recommended by Health Professionals to be taken during the school day.

The school secretary, who is also a First Aider, administers medicines. If a child requires additional medical support in school, this will be managed through an individual care plan written by the class teacher and First Aider in conjunction with parents. Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.

BEHAVIOUR / ATTENDANCE

We have a positive, therapeutic approach to behaviour management with a clear Positive Behaviour for Learning Policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class; we also take every opportunity to include all pupils socially at break and lunch times.

We understand fully that some diagnoses include issues with concentration, managing emotions, focus and/or social skills, all of which may contribute to difficult behaviour. In such cases we work closely with the pupil and parents to help them to identify and manage their emotions so that they can behave in an acceptable and appropriate manner in school and other social situations. In this way we hope that their particular needs don't impact on their social relationships.

After any serious behaviour incidents, we inform parents about what has happened and the action taken. We would then expect the child to reflect upon their behaviour with their parents; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

As a school we don't feel exclusions are beneficial to promoting positive behaviour. That being said, in the event of extreme difficult or dangerous behaviour we would follow the West Berkshire procedure for exclusion.

The attendance of every child is monitored on a daily basis by the office staff. Lateness and absence are recorded and reported to the Head Teacher and Governing Body.

INCLUSION IN SCHOOL ACTIVITIES

We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with parents, 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.

We try to ensure our wraparound care is accessible to all. A child with more complex needs who requires a 1:1 for support during normal school hours may not be able to be cared for safely in these clubs as we do not have additional adults available for support. Parents should contact the Headteacher to discuss their request and a decision will be made on an individual basis.

School-run after-school clubs are run by staff in their own time and are not part of normal school provision. If a parent wishes their child to attend but they are unable to do so independently, the parent will be asked to attend alongside them to ensure they can access the activity safely. Parents should contact the Headteacher to discuss their request and a decision will be made on an individual basis.

TRANSITION

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories with children to help explain and prepare them for any major transition.
- When children are preparing to leave us for secondary school, we arrange additional transition visits for them.

- We liaise closely with staff when receiving children from and transferring children to other schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an EHCP and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

ROLE OF GOVERNORS

The Headteacher reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.

The governor responsible for Special Needs, Mrs Emma Barker, meets termly with the SEND Coordinator (SENDCo). She also reports to the Governors to keep them informed.

The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

TRAINING

Members of staff have received the following training in the last two years:

National Award for SENCo (NASENCo)

Understanding Autism Level 2

Autism & Behaviour

Autism & Emotionally Based School Avoidance

PDA Strategies

ELSA

Structured Approach to Reading (STAR)

Structured Approach to Writing (STRAW)

Therapeutic Plans

Using Colourful Semantics in the Classroom

Supporting Reluctant Talkers and Selective Mutism in School

SNAP on 2 Maths

Team Teach – Level 1

Building Blocks

Homunculus (CBT)

FURTHER INFORMATION / COMPLAINTS

The first point of contact for any concerns or queries would be your child's class teacher. You are also welcome to make an appointment to meet with the Headteacher and/or SENDCo (Miss Langston).

We hope that complaints about SEND provision will be rare, however if there should be a concern, the process outlined in the school's Complaints Policy should be followed.

USEFUL LINKS

Englefield CE Primary School's Local Offer

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=8D1zmvC07W8&localofferchannel=4>

West Berkshire's Local Offer

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0>

West Berks Special Educational Needs & Disability Information Advice & Support Service (SENDIASS)

<https://westberkssendiass.info/>

ASSOCIATED POLICIES

Send Code of Practice 2015

Admissions Policy

Equality Access Plan

Child Protection and Safeguarding Policy

Intimate Care Policy

Medicines in School Policy

Positive Behaviour for Learning Policy

This information document will be reviewed annually and shared on the school website.

Agreed by the Governing Body:

Agreed on Sept 8th 2025

Signed by Chair of Governors:

Review Date:

August 2026