



SEN Information Report / Local Offer Submission 2021-2022 (all schools)

Please submit your responses to Disc@reading.gov.uk

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: New Town Primary School

Address: School Terrace, Reading, RG13LS

Telephone: 0118 9375509

Email: admin@newtown.reading.sch.uk

Website: <http://www.newtown.reading.sch.uk>

Ofsted link:

<http://www.newtown.reading.sch.uk/page/?title=OFSTED+Reports&pid=21>

Head teacher: Ms Polly Cornish

SENCo:

Name: Kate Rex

Contact: admin@newtown.reading.sch.uk

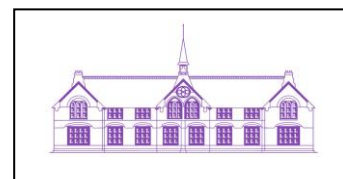
Date of latest Accessibility Plan: 2020-2023

Date completed: July 2022

By whom:

Name: Kate Rex

Role: SENCo



Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children’s Act). This report is co-produced by the Headteacher, Governors and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

*School to provide a general statement about what the school provides in box below

General Statement -

All children receive quality first teaching which takes into account individual learning needs and creates an inclusive learning environment. Through ongoing discussion and regular pupil progress meetings, we frequently review and record what we offer EVERY child in our care and what we offer additionally, including interventions. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs and disabilities.

Regulations		School Response	Examples of Best Practice
1	The kinds of special educational needs for which provision is made at the school	<p>Children and young people’s SEND are generally thought of in the following four broad areas of need and support:</p> <ol style="list-style-type: none"> 1. Communication and interaction <p>Provision has included daily speech and language groups, speech and language support for children with hearing impairments, 1:1 activities, individual daily visual timetables and planning charts, social stories, verbal instructions being broken</p>	<ul style="list-style-type: none"> • Support for visually impaired • Support for children with hearing impairments • Provision for sensory needs for the whole school from FS2- Y6 • Transition for

		<p>down, visual prompts and scribed work.</p> <p>2. Cognition and learning</p> <p>Provision has included 1:1 practising of skills, (e.g. name and sentence writing, phonics, reading and number work), focus small group work with TA or teacher, prompts on desk (e.g. days of the week, Literacy checklist, reminders), Toe by Toe (reading intervention, computer programmes for touch typing, precision learning.</p> <p>3. Social, emotional and mental health</p> <p>Provision has included individual reward charts and systems, card systems for emotions/feelings/anxieties, sand timers, social stories, lunchtime club, social skills and self-esteem groups (FS2-6), time with Pastoral Support ELSA, or trusted adult, time out/safe space area, additional planning and arrangements for transition, Individual Behaviour Plans, TSPs and aromatherapy/massage therapy.</p> <p>4. Sensory and/or physical needs</p> <p>Provision has included pencil grips and moulded pencils/pens, fiddle toys, PE changing cards, ear defenders, writing slopes, foot rests, daily practice of fine or gross motor skills, sensory circuits, handwriting practice schemes (e.g. Write from the Start), alternative recording arrangements (e.g. dictaphone, typing, scribe, Dictaphone white boards), touch typing practice, peer massage, music therapy, use of radio transmitters for hearing impairments, individual arrangements for tests, additional planning and arrangements for transition.</p> <p>There are currently 53 children on the SEN register at New Town, which includes children in FS, representing approximately 12.3% of our total number on roll, compared to 12.2% nationally.</p> <p>There are 10 children with Education,</p>	<p>pupils of in year transfers and end of Key Stage</p> <ul style="list-style-type: none"> ● Emotional guidance from trained ELSAs to support mental health ● Weekly peer massage ● Music therapy ● Occupational Therapy Support
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		Health and Care Plans	
2	Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND	<p>We assess our children regularly both formally and informally and use these outcomes to initiate SEN support where necessary.</p> <p>Assess</p> <ul style="list-style-type: none"> • We encourage parents/carers to talk to staff about any concerns as they arise. • Teachers assess and observe children's learning closely; TAs support this process. • All staff monitor children's wellbeing closely. • Data is tracked on the school data system. • Staff meet termly to discuss individual pupils' progress and attainment and so identify any concerns and strategies to ensure progress continues. • Meetings are held with parents/carers and relevant staff and practitioners to discuss needs and support, which is recorded on Individual Provision Plans (IPPs). • Multi- professional meetings are held with complex cases to ensure full support is planned. • Health Plans are created with the information from all professionals involved and communication from parents to support the daily routine of children with additional needs and disabilities. • IPPs are reviewed three times a year, in consultation with parents/carers, and next steps agreed. • Some interventions have formal assessments which are used to measure their effectiveness after a set period of time. Others are measured using personalised targets, start and end scales, tracking and by academic progress. • Termly teacher assessments also show the impact of interventions. • Continuous communication with all professionals regarding more complex cases and disabilities throughout the year allow for Health Plans and provision to be adapted to meet the child's changing needs. 	<ul style="list-style-type: none"> • Rapid identification of need through baseline assessments completed within the first two weeks of child being in school • Regular SEN conferences to discuss pupils needs amongst staff • Rapid identification throughout the school using concern forms and data alerts • Constant electronic communication between all staff to monitor and record pupil's needs
3.	Information about the school's policies	<ul style="list-style-type: none"> • the SEND policy can be found here • Other policies can be found here 	

	for making provision for pupils with SEND whether or not pupils have EHC plans		
3a.	How the school evaluates the effectiveness of its provision for such schools	<ul style="list-style-type: none"> • IPPs are reviewed three times a year, in consultation with parents/carers, and next steps agreed. • Some interventions have formal assessments which are used to measure their effectiveness after a set period of time. Others are measured using personalised targets, start and end scales, tracking and by academic progress. • Termly teacher assessments also show the impact of interventions. • Staff meet termly to discuss individual pupils' progress and attainment, reviewing current support and planning next steps to ensure progress continues. • Continuous communication with all professionals regarding more complex cases and disabilities throughout the year allow for Health Plans and provision to be adapted to meet the child's changing needs. 	<p>Our equality statement is:</p> <p>We strive to narrow or close the gap between the performance of children with Special Educational Needs or who are disadvantaged and all other children in all areas of the curriculum through specialised support and provision.</p>
3b.	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	<p>Assess</p> <ul style="list-style-type: none"> • We encourage parents/carers to talk to staff about any concerns as they arise. • Teachers assess and observe children's learning closely; TAs support this process. • We communicate regularly with outside professional to seek advice and feedback on current practice. • All staff monitor children's wellbeing closely. • Data is tracked on the school data system and by the SENCo. • Staff meet termly to discuss individual pupils' progress and attainment and so identify any concerns and strategies to ensure progress continues. • Meetings are held with parents/carers and relevant staff and practitioners to discuss needs and support, which is recorded on 	<ul style="list-style-type: none"> • SEN children have a plan/do/review IPP that is reviewed 3 times a year • The IPP measures progress against targets set by external professionals as well as internal monitoring

		<p>Individual Provision Plans (IPPs).</p> <ul style="list-style-type: none"> • Multi- professional meetings are held with complex cases to ensure full support is planned. • Health Plans are created with the information from all professionals involved and communication from parents to support the daily routine of children with additional needs and disabilities. • IPPs are reviewed three times a year, in consultation with parents/carers, and next steps agreed. • Some interventions have formal assessments which are used to measure their effectiveness after a set period of time. Others are measured using personalised targets, start and end scales, tracking and by academic progress. • Termly teacher assessments also show the impact of interventions. • Continuous communication with all professionals regarding more complex cases and disabilities throughout the year allow for Health Plans and provision to be adapted to meet the child’s changing needs. 	
3c	The school’s approach to teaching pupils with SEND	<ul style="list-style-type: none"> • Teachers scaffold learning to support every child’s needs, to ensure they make progress e.g. different tasks on the same topic, additional resources, phonics lessons grouped according to ability, pre-teaching vocabulary, knowledge organisers. • Additional resources and equipment, including visual symbols, are used to support learning, relevant to need. • Class teachers provide varied support, e.g. making time to talk with a child or creating a picture checklist to enable a child to change for PE independently. • Additional interventions or specific support are used to address specific needs, in groups or individually, such as speech and language therapy programmes, Write from the Start (handwriting), or precision learning. • Lunchtime clubs for identified children to develop social skills, self-esteem and anger management skills. • Our Pastoral Support staff are closely involved with some children, in many different ways. E.g. offering support and 	<ul style="list-style-type: none"> • Staff have been trained by the Speech and Language therapist to support children with communication difficulties • Staff training has been topped up regarding supporting children with complex ASD needs • We are a therapeutic thinking school

		<p>discussing issues with children.</p> <ul style="list-style-type: none"> • A fully embedded Rainbow Club offers daily support at break and lunch times for many children. • Teaching Assistants (TAs) and teachers communicate well, to ensure appropriate support is in place and discuss the impact of the support. • Training is put in place from specialist services to enable staff to understand how to support children with disabilities. • Information regarding support groups and parenting support is offered to parents whose children have additional needs and disabilities. • Physical environments are organised to allow children with disabilities to access learning at their pace and within their comfort levels. • We have worked to translate policies and other key information into the common languages of our school in order to make them equally accessible to all. • If you require more information regarding your specific child please contact the class teacher. 	
3d	How the school adapts the curriculum and learning environment for pupils with SEND	<ul style="list-style-type: none"> ▪ Children with additional needs are always included by name in risk assessments for off site visits. Some have individual risk assessments when required. ▪ Parents of disabled children are invited to discuss any trips and understand how provision is made to support their child when not on site. ▪ All children are encouraged to participate in after school clubs and ratios are adjusted to cater for their needs. ▪ Teachers are supported by the SENCo and other advisory services on how to support children with additional needs. ▪ Teachers and TAs needing specific training have had support from the SENCo, SALT, Ed Psych, Primary Mental Health services, Behaviour Support, Occupational Therapy, Massage Therapist and sensory consortium. ▪ Teachers use advice from sensory 	<ul style="list-style-type: none"> ▪ All children in FS2, KS1 and 2 attended the trips available this year, although a little different due to restrictions, regardless of need. ▪ Clubs have been open to all year groups in KS1 and KS2 and provision made to enable SEND children from across the school to attend the club of their choice.

		<p>consortium, the Ed Psych and other professionals to adapt their planning and meet the needs of disabled children. This is monitored termly through IPP monitoring.</p> <ul style="list-style-type: none"> ▪ Learning areas have risk assessments. As these learning areas are constantly changing risk assessments are working documents and change with the environments. ▪ Specialists are consulted when required and multi professional meetings are held when complex cases arise. ▪ The new building work has included a disabled toilet, accessible via a ramp. ▪ Many steps in school are marked with yellow strips or an edging that is contrasting, either in vision or in texture, to the rest of the flooring. ▪ There are spaces in the car park designed for disabled users ▪ The new building work has accommodated a buzzer at wheelchair height. ▪ Entrance and exit to the school office is via a ramp and an electric door. Low level windows are in place to accommodate for people in wheel chairs. New doors are wheel chair width. A ramp allowing access to the rear of the East Block has also made it accessible from the other side of the school 	<ul style="list-style-type: none"> ▪ Staff have been trained in Read Write Inc and use this to support all pupils and smaller groups of SEN
<p>3e</p>	<p>Additional support for learning that is available to pupils with SEND</p>	<ul style="list-style-type: none"> ▪ Children are taught in class, sometimes with support and sometimes through interventions run by support staff. Wave one differentiation in the classroom allows for children to experience a variety of teaching strategies to support their learning. ▪ Children are encouraged to find styles that suit their learning needs and are supported in using these styles. These include the use of iPads, ear defenders, break out spaces or time away from the main group. All of these learning styles are supported in the school and the children are free to use them when they feel the need. ▪ Considerable thought, planning and preparation goes into utilising our support 	<ul style="list-style-type: none"> ▪ children are supported more through scaffolding and in class support from the teacher. ▪ Pastoral needs are met by blocks of support from the ELSA ▪ All children have taken part in understanding equality and

		<p>staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.</p> <ul style="list-style-type: none"> ▪ Support staff are deployed according to the needs of children, as advised by outside practitioners and from our knowledge and observations. Whilst the needs of the children are paramount, the duty of care will also inform the deployment of TAs and the roles that they play. ▪ Additional funding from SEN for children with EHCPs is allocated to provide adult support for our children and meet the outcomes expected in the EHCP. ▪ Annual reviews for children with EHCP take place ▪ IPPs are reviewed and shared with the parents three times a year. ▪ We have an open door policy and parents and carers can meet with staff by appointment. 	<p>equity in order to accept their differences and needs</p>
3f	Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum	<p>During the school day children are invited to access:</p> <ul style="list-style-type: none"> • Sensory activities • Peer massage • Pastoral support programmes • Rainbow Club • Lunch time and break time clubs • After school clubs • Breakfast club • A variety of interventions • Time out • Pastoral support 	<p>After school we usually have a number of clubs ranging from Lego and art, to cricket and dance. Opportunities to attend a club are open to all pupils in KS1 and 2 every term</p>
3g	Support that is available for improving the emotional and social development of pupils with SEND	<ul style="list-style-type: none"> • Sensory circuits • Peer massage • Pastoral support programmes • Lunch time clubs • After school clubs • Breakfast club • A variety of interventions • Music Therapy 	<p>Sensory circuits usually runs three separate sessions; one for FS2, one for KS2 and one for KS1. This allows us to access more children and supports transition for vulnerable pupils.</p>
4.	In relation to mainstream schools, the	If you have any questions or concerns regarding your child’s development please contact the class teacher in the first instance	

	name and contact details of the SEN Co-ordinator	or: Kate Rex admin@newtown.reading.sch.uk	
5.	Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured	<p>Specialist support:</p> <ul style="list-style-type: none"> • Pastoral Support Team • Pupil Premium and SEN support • Speech and Language Therapist (NHS) • Behaviour support (when needed) • Music therapist (when needed) <p>We are committed to developing the ongoing expertise of our staff. Recent training has included:</p> <ul style="list-style-type: none"> • Read, Write, Inc • Supporting pupils with social communication issues • Supporting early language • Mental Health Surgeries • Strategies for engaging pupils with learning • Speech and language training for non-verbal pupils • Behaviour and therapeutic thinking • Scaffolding • Equality and equity <p>Specialist advice can be found here</p>	
6.	Information about how equipment and facilities to support children with SEND will be secured	<ul style="list-style-type: none"> • Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. • Support staff are deployed according to the needs of children, as advised by outside practitioners, EHCP outcomes and from our knowledge and observations. Whilst the needs of the children are paramount, the duty of care will also inform the deployment of TAs and the roles that they play. <p>Provision for each of the identified areas are:</p> <ul style="list-style-type: none"> • Communication and interaction <p>Provision has included daily speech and</p>	<p>We have 10 children with EHCPs and funding is provided by the SEN team at BFFC. Short falls are topped up by the school when possible.</p>

		<p>language groups, 1:1 activities, individual daily visual timetables and planning charts, social stories, verbal instructions being broken down, visual prompts and scribed work.</p> <ul style="list-style-type: none"> • Cognition and learning <p>Provision has included 1:1 practising of skills, (e.g. name and sentence writing, phonics, reading and number work), focus small group work with TA or teacher, prompts on desk (e.g. days of the week, Literacy checklist, reminders), Toe by Toe (reading intervention, computer programmes, write from the start, precision learning.</p> • Social, emotional and mental health <p>Provision has included individual reward charts and systems, card systems for emotions/feelings/anxieties, sand timers, social stories, lunchtime club, social skills and self-esteem groups (FS2-6), time with Pastoral Support TAs, or trusted adults, time out/safe space area, additional planning and arrangements for transition, Individual Behaviour Plans, PSPs, reduced timetables, music therapy and peer massage therapy. Rainbow Club has become a well embedded support group that children can access daily.</p> • Sensory and/or physical needs <p>Provision has included pencil grips and moulded pencils/pens, fiddle toys, PE changing cards, ear defenders, writing slopes, foot rests, daily practice of fine or gross motor skills, sensory circuits, handwriting practice schemes (e.g. Write from the Start), alternative recording arrangements (e.g. dictaphone, typing, scribe), touch typing practice, braille books and resources, aromatherapy/massage therapy, individual arrangements for tests, additional planning and arrangements for transition, wheelchair, physical therapy work and access to a sensory room.</p> 	

7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	Action/Event	Who's involved	Frequency	All EP meetings are started with a parent meeting and followed up by a meeting with the SENCo. Parent consultations evenings are followed up with SENCo appointments when necessary.
	Informal discussion at the start and end of the day	Child, parents/carer, class teacher, sometimes SENCo, Pastoral Support Mentor	Daily	
	IPP review meeting	Parents/carer, class teacher, sometimes SENCo	3x yearly	
	Parents' evening	Parents/carer, class teacher, sometimes child	3x yearly	
	Teacher/parent consultations using translators	Teacher, parent, adult with additional language skills who can translate	As required	
	Meeting following concern raised by parent/carer, teacher or child	Parents/carer, class teacher, sometimes SENCo	As required	
	Review meetings to follow up concerns/ actions	Parents/carer, school staff, outside practitioners	As required, usually termly	
	Annual review meetings for children with Statements of Special Educational Needs or Education, Health and Care Plans	Parents/carer, school staff, outside practitioners, SENCo	Annually	
	Meeting with outside practitioner,	School staff, parents/carer, sometimes	As required	

		e.g. Speech and Language Therapist, Educational Psychologist, Behaviour Support teacher	child, SENCo		
8.	The arrangements for consulting young people with SEN about, and involving them in their education	As Above			Pupil interviews have informed the next IPP.
9.	Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	We follow Reading Borough Council's Complaints Policy. This year we have had 0 complaints.			
10.	How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils	local offer In school we have also used the services of: <ul style="list-style-type: none"> • Speech and Language • Music Therapy • Educational Psychologist • Behaviour support • Educational welfare officer • The school nurse • The safeguarding team • One Reading • ASD advisory service • PCSO • PMHW • CAMHS 			
11.	The contact details of support services for the parents of pupils with SEND including those for	<ul style="list-style-type: none"> • Children & Families Act 2014 • Equality Act 2010 • Mental Capacity Act 2005 			

	arrangements made in accordance with clause 32.	<ul style="list-style-type: none"> • contact details of support services • Reading IASS 	
12.	The school's arrangements for supporting pupils with SEND in transferring between phases of education	<ul style="list-style-type: none"> • There is additional transition support in place that is tailored to the needs of the child. • Before any transition, wherever possible, arranging visits for pupils, staff and parents/carers e.g. between feeder settings, home and secondary schools. • Holding transition meetings with staff, parents/carers and other practitioners, if necessary. • Passing all records on to new schools. • Arranging additional visits for pupils, if it is felt necessary. • Creating photo diaries for children, where needed. • Year 6 children attending a 'Secondary School Awareness' day for their chosen secondary school. • In order to prepare for new classes in September we hold a class swap session in July. • A transition programme for year six children personalised to the anxieties prominent within the year group as analysed from a pupil questionnaire. • Staff providing relevant additional support to those anxious about changes, where appropriate e.g. staff sharing their knowledge of secondary schools with individuals to reassure and give them confidence. 	<ul style="list-style-type: none"> ▪ support for KS2 pupils transitioning to secondary has resulted in a programme of support tailored to meet their needs and anxieties. ▪ Detailed meeting between Primary and secondary school regarding children's needs. ▪ Detailed communication between preschool settings and the receptions team ▪ SEN transition passports used internally ▪ Social stories for every child due to inability to mix bubbles for the usual transition
13.	Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE	http://www.newtown.reading.sch.uk school information contact details of support services	

	statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)																											
14.	Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review	<table border="1"> <thead> <tr> <th>Action/Event</th> <th>Who's involved</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>Informal discussion at the start and end of the day</td> <td>Child, parents/ carer, class teacher, sometimes SENCo, Pastoral Support Mentor</td> <td>Daily</td> </tr> <tr> <td>IPP review meeting</td> <td>Parents/ carer, class teacher, sometimes SENCo</td> <td>3x yearly</td> </tr> <tr> <td>Parents' evening</td> <td>Parents/ carer, class teacher, sometimes child</td> <td>3x yearly</td> </tr> <tr> <td>Teacher/ parent consultations using translators</td> <td>Teacher, parent, adult with additional language skills who can translate</td> <td>As required</td> </tr> <tr> <td>Meeting following concern raised by parent/carers, teacher or child</td> <td>Parents/ carer, class teacher, sometimes SENCo</td> <td>As required</td> </tr> <tr> <td>Review meetings to follow up concerns/ actions</td> <td>Parents/ carer, school staff, outside practitioners</td> <td>As required, usually termly</td> </tr> <tr> <td>Annual review</td> <td>Parents/</td> <td>Annually</td> </tr> </tbody> </table>	Action/Event	Who's involved	Frequency	Informal discussion at the start and end of the day	Child, parents/ carer, class teacher, sometimes SENCo, Pastoral Support Mentor	Daily	IPP review meeting	Parents/ carer, class teacher, sometimes SENCo	3x yearly	Parents' evening	Parents/ carer, class teacher, sometimes child	3x yearly	Teacher/ parent consultations using translators	Teacher, parent, adult with additional language skills who can translate	As required	Meeting following concern raised by parent/carers, teacher or child	Parents/ carer, class teacher, sometimes SENCo	As required	Review meetings to follow up concerns/ actions	Parents/ carer, school staff, outside practitioners	As required, usually termly	Annual review	Parents/	Annually		
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		meetings for children with Statements of Special Educational Needs or Education, Health and Care Plans	carer, school staff, outside practitioners, SENCo		
		Meeting with outside practitioner, e.g. Speech and Language Therapist, Educational Psychologist, Behaviour Support teacher	School staff, parents/ carer, sometimes child, SENCo	As required	

15	Who can I contact for further information?	admin@newtown.reading.sch.uk contact details of support services IASS@brighterfuturesforchildren.org
	What is the complaints procedure?	We follow Reading Borough Council's Complaints Policy. We operate an open door policy. Parents make an appointment to see the class teacher/senco in the first instance.

Our external partners are	
Educational Psychologist	Emma Chettier
Speech & Language Therapist	CYPIT website Isabel Clifford
Social Care	Marcia Heron- EWO Penny Angel- School Nurse
Case officer	Maria Zameer
Paediatric Occupational Therapist	
Music Therapist	Rima Jakubauskas
Massage Therapist	Sophie Webster
Behaviour Support	Sue Walker Vanessa Treston

SEN Support
SEN@brighterfuturesforchildren

Virtual School

ASD advisor
Jenna Redmond

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

Is there any additional provision you have developed during the year?

This year we have developed:

- The impact and deployment of our TAs
- Support for children with social communication difficulties, ASD and emotional, behavioural needs
- Support for children with SALT needs and training for staff working with children 1:1, including intensive interaction, PECS and Autism Bucket
- Scaffolding support for all children in the classroom
- Quality provision for physically disabled children through excellent links with RBH
- Staff skills for managing mental health issues within children, SEN
- Embedded use of RWI to support all children as well as SEN
- Personalised provision for high need children linked to sensory learning
- Supported transition using social stories for all children

Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?

Please add the links

[local offer](#)
[school website](#)
[school SEN report](#)