



SEN Information Report / Local Offer Submission 2019-2020 (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

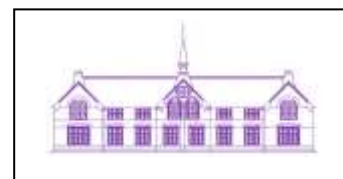
Date of latest Accessibility Plan: 2017-2020

Date completed: June 2018

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, PSPs 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 48 children on the SEN register at New Town, which includes children in FS, representing approximately 16.8% of our total number on roll, compared to 14.9% 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
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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 	<ul style="list-style-type: none"> • Rapid identification of need through baseline assessments completed within the first two weeks of child being in school • SEN conferences to discuss pupils needs amongst staff

		provision to be adapted to meet the child's changing needs.	
3.	Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans	<ul style="list-style-type: none"> • the SEND policy can be found here 	
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 target was to narrow the gap in the performance of children with Special Educational Needs and those without, in writing.</p> <p>In 2018 83% of pupils met ARE. 88% non SEN and 67% SEN</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. 	

		<ul style="list-style-type: none"> • 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. 	
<p>3c</p>	<p>The school's approach to teaching pupils with SEND</p>	<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. 	

		<ul style="list-style-type: none"> • 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. • Daily Sensory circuits develop physical independence for all age groups in the school. • Our Pastoral Support staff are closely involved with some children, in many different ways. E.g. offering support and discussing issues with children. • 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	<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 	All children in FS2, KS1 and 2 attended the trips available this year, regardless of

	<p>SEND</p>	<p>to discuss any trips and understand how provision is made to support their child when not on site.</p> <ul style="list-style-type: none"> ▪ 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 and sensory consortium. ▪ Teachers use advice from sensory 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. ▪ 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 	<p>need. Extra support was provided so that needs were also met on residential trips. 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>
<p>3e</p>	<p>Additional</p>	<ul style="list-style-type: none"> ▪ Children are taught in class, sometimes with 	

	<p>support for learning that is available to pupils with SEND</p>	<p>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.</p> <ul style="list-style-type: none"> ▪ 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 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 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>3f</p>	<p>Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum</p>	<p>During the school day children are invited to access:</p> <ul style="list-style-type: none"> • Sensory circuits • Peer massage • Scrap store • Pastoral support programmes • Rainbow Club • Lunch time and break time clubs • After school clubs • Breakfast club • A variety of interventions • Time out 	

		<ul style="list-style-type: none"> • Pastoral support <p>After school we 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 • Scrap store • Pastoral support programmes • Lunch time clubs • After school clubs • Breakfast club • A variety of interventions • Music Therapy • Weekly parent coffee morning 	Sensory circuits now 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.
4.	In relation to mainstream schools, the name and contact details of the SEN Co-ordinator	<p>If you have any questions or concerns regarding your child’s development please contact the class teacher in the first instance or:</p> <p>Kate Rex admin@newtown.reading.sch.uk</p>	
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 • Pastoral Support TAs • Speech and Language Therapist • Music therapist • Behaviour support <p>We are committed to developing the ongoing expertise of our staff. Since Sept 18 training has included:</p> <ul style="list-style-type: none"> • First Aid • Supporting pupils with social communication issues • Supporting early language • Speech and language drop in • School Link Project • Mental Health Surgeries • Strategies for engaging pupils with learning 	
6.	Information	<ul style="list-style-type: none"> • Considerable thought, planning and 	

	<p>about how equipment and facilities to support children with SEND will be secured</p>	<p>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.</p> <ul style="list-style-type: none"> • 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 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> • 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 and music therapy and peer massage therapy. Rainbow Club has become a well embedded support group that children can access</p> 	
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		<p>daily.</p> <ul style="list-style-type: none"> 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.</p>																			
7.	The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	<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/carer, teacher or child</td> <td>Parents/carer, class teacher, sometimes SENCo</td> <td>As required</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/carer, teacher or child	Parents/carer, class teacher, sometimes SENCo	As required	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.
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		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, e.g. Speech and Language Therapist, Educational Psychologist, Behaviour Support teacher	School staff, parents/carer, sometimes child, SENCo	As required	
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	local offer In school we have also used the services of:			

	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	<ul style="list-style-type: none"> • Speech and Language • Music Therapy • Educational Psychologist • Behaviour support • Educational welfare officer • The school nurse • The safeguarding team • The CAT team • ASD advisory service • PCSO 	
11.	The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.	<ul style="list-style-type: none"> • Children & Families Act 2014 • Equality Act 2010 • Mental Capacity Act 2005 • 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 	<p>EP training and 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 when transferring from one county to another.</p>

		reassure and give them confidence.																			
13.	Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)	http://www.newtown.reading.sch.uk school information contact details of support services																			
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</td> <td>Parents/ carer, class</td> <td>As required</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	Parents/ carer, class	As required	
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		concern raised by parent/carers, teacher or child	teacher, sometimes SENCo	
		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, 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

**Speech & Language
Therapist**

CYPIT website

Social Care

Marcia Heron- EWO

Penny Angel- School Nurse
Case officer Christine Trim-Coleman
Paediatric Occupational Therapist
Music Therapist Rima Jakubauskas
Sensory Consortium Jeremy Strutt Heather Cullinaire Cate Statham
Behaviour Support Sue Walker
SEN Support
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?	<p>This year we have developed:</p> <ul style="list-style-type: none"> • The impact and deployment of our TAs • Support for children with social communication difficulties, ASD and emotional behavioural needs through the implementation of Rainbow Club • Support for children with SALT needs and training for staff working with children 1:1, including PECS and Autism Bucket • Support and inclusion of children with ASD through 'The Nest' • Equipping a high quality sensory space and naming our 'Glastonbury Room' for children with sensory needs • Support for all children in the classroom • Quality provision for visually and hearing impaired children through excellent links with sensory consortium • Staff skills for managing mental health issues within children, SEN • Staff understanding of the development of early language and strategies to implement learning • The use of Dyslexia Portfolio prior to EP visits and to inform support programmes • Introduction of an intervention planning system to help monitor the progress of your children
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Has the school added a link to the SEN Information	Please add the links local offer
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Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?

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