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| Royal Borough of Windsor and Maidenhead  **U:\Logos\A3 Logos\A3 Logo Black (transparent background).pngSpecial Educational Needs and Disabilities (SEND)  Local Offer and School SEN Information Report**  **Add school name**   |  |  | | --- | --- | | Name of Headteacher: |  | | Name of SEN Co-ordinator (SENCO): |  | | Name of SEN Governor: |  | | School address: |  | | Contact telephone number: |  | | School email address: |  | | School website: |  | | Type of school: |  | |
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| 1. **Identifying special educational needs and disabilities (SEND)** |
| 1. **What kinds of special educational needs and disabilities does the school provide for?** |
| * What SEND experience have you had recently? Think about diagnoses, physical disabilities, behaviours and speech and language needs you have catered for. * What is your ethos? Do you plan from children’s interests and individual needs? How do you plan for next steps? * How do you monitor and adapt your provision to ensure inclusion? |
| 1. **How does the school know if children and young people have special educational needs and disabilities and need extra help?** |
| * Any pre-admission information provided? * Home visits? Induction days? Parent information evening? * Baseline assessments? * What do you do if you have any initial concerns? |
| 1. **What should I do if I think my child or young person may have special educational needs or disabilities?** |
| * Encourage parents to contact setting to discuss? * Any additional transition visits possible? * What should parents do if they have concerns once their child has started nursery? |

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| 1. **Support the school provides for children and young people with SEND** |
| 1. **What teaching strategies do you use to support children with special educational needs and disabilities?** |
| * Visual supports? * Visual timetables? * Makaton? * Speech and language programmes? * Assessment of individual needs and adapt strategies as required? |
| 1. **What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?** |
| * Staff ratios - how do you support SEND children within these ratios? * Staff training? * If a child needed specific adaptations what would you do? |
| 1. **How is the decision made about what type and how much support my child or young person will receive?** |
| * Baseline assessments? * Ongoing assessments – formative observations and summative assessments? * Analyse progress? * Individual education plans (IEPs)/play plans? * Team discussions? * Dependent on child’s presenting needs? * Liaison with other professionals? |
| 1. **How will I (the parent) be involved in planning for and supporting my child’s or young person’s learning?** |
| * Parent workshops? * Progress meetings? * Can additional meetings be arranged? * Any information provided on supporting learning at home? * Team around the child meetings? * Informal discussions? * Formal review meetings? |
| 1. **How will my child be involved in their own learning and decisions made about their learning?** |
| * Liaison regarding child’s specific interests? * Observations? * Choices in free flow play? Does environment facilitate choice? * Learning journeys? |

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| 1. **Children and young people’s progress** |
| 1. **How do you check and review my child or young person’s progress?** |
| * Baseline assessments? * Play plan/IEP targets? * Involvement of other professionals? * Ongoing observations? * Formal review/team around child meetings * ‘Every Child a Talker’ (ECAT) monitoring tool? Do you engage in the ECAT programme? * Any other monitoring tools used? |
| 1. **How do you involve my child or young person and parents in those reviews?** |
| Children:   * Photographs, recorded observations, reflecting on learning by looking at learning journey?   Parents:   * Ongoing informal discussions? * Written contributions prior to formal meetings? * Can advocates attend? * When will they receive meeting minutes/updated plans? * IEP/Play plan reviews? * If looked after child personal education plan reviews? |
| 1. **How do you know if the provision for children and young people with SEND at your school is working?** |
| * Meet IEP/play plan targets? * Ongoing observations of the child’s well-being and involvement? * Achieve next steps in learning? How do you know? * Observations from other professionals? * Parents report on the progress that their child is making? * Data analysis? |
| 1. **Support for overall wellbeing** |
| 1. **What support is available to promote my child or young person’s emotional and social development?** |
| * Key person? What is key person responsible for? * Staff experience and qualifications? * Staff training? * Free flow? Choices for children? * Communication friendly spaces? * Assessment of well-being and involvement? * Toileting assistance? * Assistance with eating/drinking? How do you manage allergies/intolerances? * Procedures in place for giving medications? |

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| 1. **Preparation for new and next steps** |
| 1. **How will you help and prepare my child to join your school?** |
| * Information for parents? * Information from other professional involved (need parental permission)? * Additional transition visits? Transition plan? |
| 1. **How will you prepare my child young people to join their next year group, school, college, stage of education or life?** |
| * Transition visits to next school? What is done additionally for children with SEND? Additional visits? Transition plan? |

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| 1. **Accessibility and specialist equipment** |

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| 1. **How accessible is the school environment?**   Do you have an accessibility plan? |
| * **Is your school wheelchair accessible?**   Independent/assisted access?   * **Have adaptations been made to the auditory and visual environment?**   Could include quiet areas/reduced visual stimuli alongside adaptations for hearing and visually impaired children   * **What changing & toilet facilities does the school have for children and young people with SEND?**   Disabled toilet? Independent/assisted access?  Toilets at child height?  Nappy changing facilities?  Hoist?  Shower?   * **Do you have disabled car parking for parents?**   Any parking? |
| 1. **What if my child needs specialist equipment or facilities?** |
| * What would you do if a child required specialist equipment? |
| 1. **How will my child or young person be included in activities outside the classroom including physical activities, school clubs and school trips?** |
| * What off site activities do you provide? Are they inclusive of all children? * Ratio for offsite activities? * Who would support SEND child? Lower ratio? * Could parent(s) attend? |

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| 1. **Training for staff, specialist services and further support** |
| 1. **With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?** |
| * Paediatric first aid training? Who? * Epipen training? * If child entering the setting has a known medical condition that requires support/medication/specific procedures to be undertaken etc. what would you do? * Ongoing training? e.g. behaviour management, developing early speech language and communication skills, developing early physical skills etc. * What would happen if training was required to support a specific child? * Any relevant whole team training e.g. Elklan, Team Teach, ECAT? |
| 1. **What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?** |
| * With parental permission who do you liaise with? e.g. Speech and Language Therapists, Occupational Therapists, Shine Team (Autistic Support Team), Children’s and Young People’s Disability Team, Educational Psychologist. |
| 1. **Who should I contact to find out about other support for parents, carers and families of children and young people with SEND?** |
| You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families  Tel: 01628 683182  Email: [IAS@rbwm.gov.uk](mailto:IAS@rbwm.gov.uk) Website: <http://ias-rbwm.co.uk/>  Please follow this link to the Royal Borough of Windsor and Maidenhead’s Local Offer for information about other services that might be available to support your child/young person: <https://rbwm.afcinfo.org.uk/local_offer> |
| 1. **Policies** |
| 1. **Are you aware or familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?** |
| Yes |
| 1. **Where can I find other school policies relating to SEND?** |
| Website? Link if appropriate  Copies in school?  How can parents access a copy?  Relevant policies include:   * SEN Policy * Safeguarding Policy * Behaviour Policy * Equality & Diversity Policy * Accessibility Plan * Policy for Supporting Pupils with Medical Conditions * Restraint Policy * Personal Care * Whistleblowing Policy   How often are they updated? |

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| 1. **Additional Information** |
| 1. **Do you provide any other resources for children and young people with SEND?** |
| * Contact to discuss |

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| 1. **. Feedback and complaints** |
| 1. **What do I need to do if I have a concern or complaint about the school and its provision for my child or young person?** |
| * Do you have a complaints policy? How would parents access the policy? * Include website link if appropriate |

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| 1. **Glossary** |
| |  |  | | --- | --- | | **Terms used in this document** | **Description/explanation of term** | |  |  | |  |  | |  |  | |  |  |   Define any acronyms |

Date of last update of this document:

Date of next review: Should be reviewed annually.