



Shinfield St Mary's CE Junior School

Special educational needs (SEN) information report

2024-2025

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Contents

Contents	2
1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	3
3. What should I do if I think my child has SEN?	5
4. How will the school know if my child needs SEN support?	5
5. How will the school measure my child's progress?	6
6. How will I be involved in decisions made about my child's education?.....	6
7. How will my child be involved in decisions made about their education?	7
8. How will the school adapt its teaching for my child?	7
9. How will the school evaluate whether the support in place is helping my child?	9
10. How will the school resources be secured for my child?	9
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?	9
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	10
13. How does the school support pupils with disabilities?.....	10
14. How will the school support my child's mental health and emotional and social development?	10
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	10
16. What support is in place for looked-after and previously looked-after children with SEN?	11
17. What should I do if I have a complaint about my child's SEN support?	11
18. What support is available for me and my family?	11
19. Glossary.....	12

1. What types of SEN does the school provide for?

Shinfield St Mary's CE Junior School is a mainstream school but there is support for children who experience barriers in their learning. If these difficulties are significantly greater than the majority of children of the same age, or they have a disability which hinders their use of educational facilities provided for the age group, then they are considered to have Special Educational Needs.

The school supports pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Emotional and behavioural difficulties (EBD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO Beth Webster senco@shinfield-st-marys.wokingham.sch.uk

Mrs Webster has extensive experience from several posts working within SEND. They have more than 20 years of experience in this role and have worked in this field at Activate Learning (Reading College) as both SENCO and Regional Inclusion and Learning Support Manager for Berkshire. They are a qualified teacher.

They are allocated 3 days week to manage SEN provision.

Headteacher

The Headteacher, Mrs Philippa Healy is responsible for developing and monitoring procedures, implementing and managing the school's SEND policy, as well as offering advice to the governing body.

Class teachers

At Shinfield St Mary's, all teachers are teachers of SEND. Staff are trained in adaptive teaching and identification of needs. All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. In addition, all classed based staff members completed a programme of speech and language training delivered by specialist provision The Grove.

Teaching assistants (TAs)

We have a team of TAs, who are trained to deliver SEN provision.

Our teaching assistants who are trained to deliver interventions such as:

- Little Wandle
- Number Stacks
- Speech and Language
- Fine motor control
- Spelling Shed

Three members of the team have completed ELSA training

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

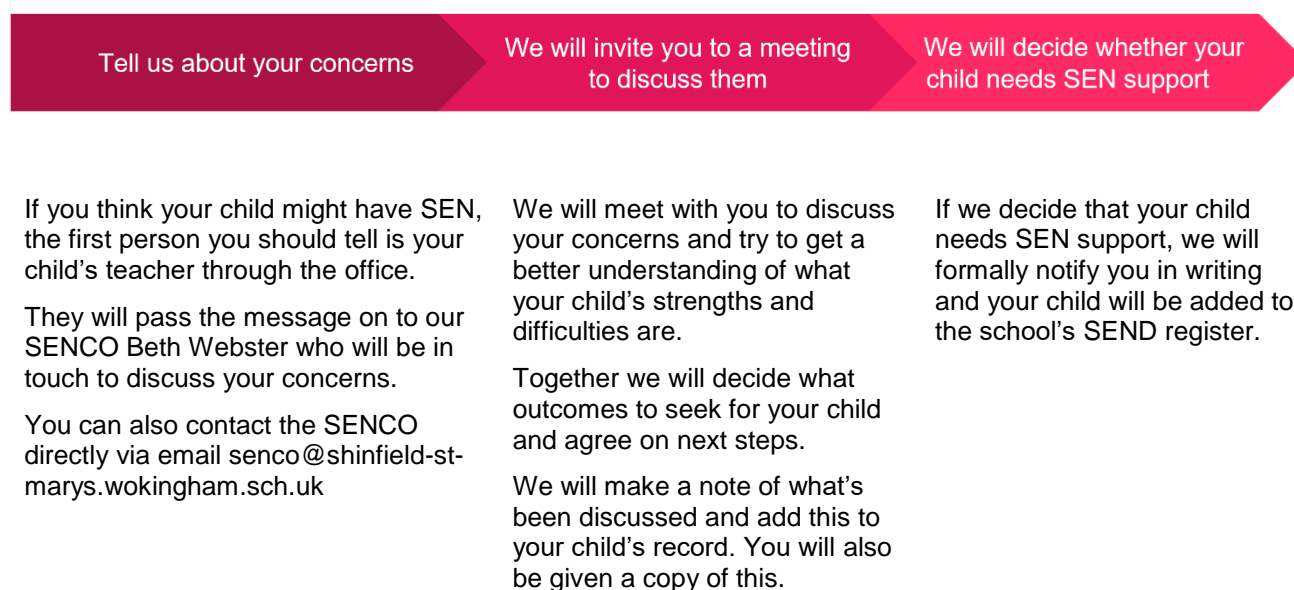
- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other local authority (LA)-provided support services
- › Voluntary sector organisations

Governors

The governors are responsible (in conjunction with the Headteacher for determining and supporting the school's SEND policy.

3. What should I do if I think my child has SEN?

A child's presentation can vary between home and school and we have a collaborative approach to identifying the needs of children.



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, spelling and maths.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you and the class teacher to create an individual learning plan for them.

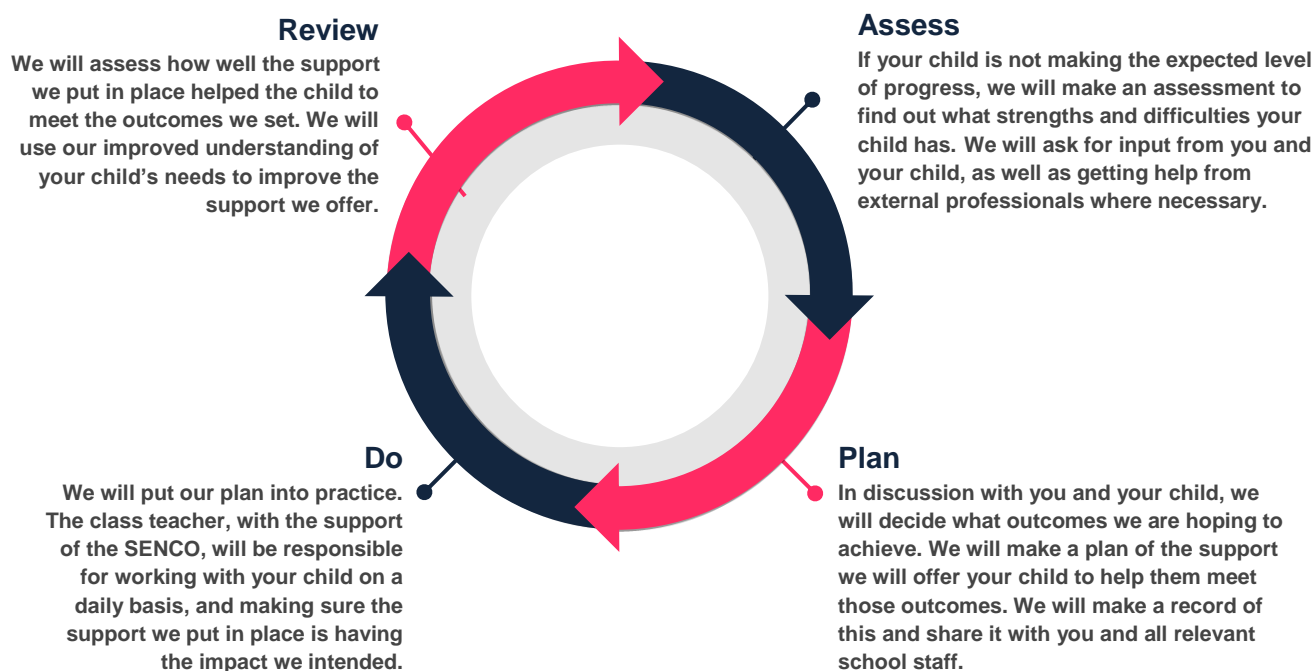
Children will be removed from the SEND register when they have progressed to reach age related expectations and this has been maintained for another assessment period.

5. How will the school measure my child's progress?

During the quality first provision Class teachers gather information about the children's attainment. This is backed up by more formal assessments in November, February and May.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual written reports and parent meetings in the Autumn and Spring term. In addition termly ILP meetings are held specifically for children with special educational needs.

The aim of the planned communication is to:

- Set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher through the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes
- › Prepare a presentation, written statement, video, drawing, etc.
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Considering special arrangements in our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- On occasions teaching assistants will support pupils on a 1-to-1 basis.
- Teaching assistants will support pupils in small groups when to support with a task or to provide extra opportunities to master a concept.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Support for social skills Sensory circuits Now and Next boards Structured lunchtimes
	Speech and language difficulties	Speech and language therapy Vocabulary mats and sentence stems
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Nessy Precision teaching High frequency word mats The Power of Maths Number stacks
	Moderate learning difficulties	Phonics interventions Pre-teaching and overlearning of curriculum content
	Severe learning difficulties	Individualised curriculum
Social, emotional and mental health	ADHD, ADD	Quiet workstation Sensory circuits Movement breaks Concentration aids
	Adverse childhood experiences and/or mental health issues	Nurture groups MHST support Key adults Bereavement support

Sensory and/or physical	Hearing impairment	Visual support Speech therapy
	Visual impairment	Enlarged and adapted texts
	Multi-sensory impairment	Individualised curriculum
	Physical impairment	Occupational or physical therapy

These interventions are part of our contribution to Wokingham’s local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

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

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

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

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

11. How will the school make sure my child is included in activities alongside pupils who don’t have SEN?

Our vision is for all children to be included in all aspects of school life. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. We participate in inter school sporting events that are specifically designed for children with additional needs

Where children can safely access the activities, we encourage all children to go on our school trips, including our residential trips to Upton Court and Rhos-y-Gwaliau

All pupils are encouraged to take part in sports day, school plays, trips out and will benefit from special visitors.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

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

Our school welcomes all children regardless of their SEN status. Admissions are done in line with our admissions policy.

In accordance with the law, children with an Education Health Care plan who have the local authority have named our school will be allocated places before any other considerations.

We encourage parents with children with SEN to reach out to the school so we can support their transition into school.

13. How does the school support pupils with disabilities?

All our children are valued and included. The school's accessibility plan lays out the steps to ensure that disabled pupils are able to take full advantage of all the education and facilities that the school has to offer.

The accessibility plan is found on the school website

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- › Pupils with SEN are encouraged to be part of the school council
- › We regularly seek the views of our vulnerable learners to identify areas that may be barriers to emotional well being.
- › We provide extra pastoral support for listening to the views of pupils with SEN by our SENCO
- › We run a nurture club for pupils who need extra support with social or emotional development

We have apply educational consequences to bullying. We prevent bullying in the school by teaching about protected characteristics

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Arrange informal visits to the new class in addition to the universal offer of a move up morning.
- Invite our Vulnerable learners to visit on the inset day before the start of a new school year.
- Ensure ILP's are written by the class teacher in the summer term and run until October so provision is in place from day one of the new school year.
- Invite the new teacher to any annual reviews or key meetings in the summer term.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

Staff from secondary schools will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Nurture groups where worries can be shared.
- Highlighted to the secondary school as requiring additional visits
- Support for the adaptations to new routines and expectations
- Plugging any gaps in knowledge

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

Philippa Healy, our designated teacher for Looked after children will work with Beth Webster, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

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

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation ([see Global Mediation](#)), where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

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

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

[Wokingham](#)

[Reading](#)

[West Berks](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Wokingham SENDIAS](#)

Local charities that offer information and support to families of children with SEN are:

[Parenting Special Children](#)

[Assist](#)

National charities that offer information and support to families of children with SEN are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages