



## Mainstream Schools' Local Offer

Edgbarrow School is located in the village of Crowthorne, Berkshire. We are a truly comprehensive school and have been judged to be 'Outstanding' by OFSTED. We are a larger than average secondary school with approximately 1460 students on role, including 380 students in our Sixth Form.

Edgbarrow School promotes academic excellence, mutual respect and a sense of community within a vibrant, purposeful working environment, enabling all individuals to develop their talents and acquire skills for life.

### 1. Identification of Special Educational Needs and Disabilities (SEND)

#### 1.1 How does the school identify children/young people with special educational needs and disabilities?

At the beginning of the year, pupils already identified as having SEND are placed on the SEND register. Each year group has a separate register, which gives some idea of the difficulties the pupil experiences. Pupils with a higher level of concern also have a separate, individual summary sheet. These are sent to departments, along with the SEND registers, and are the main source of information for departments. For those pupil's not yet identified, there is a referral system where pupil's suspected of needing additional support are identified through their teacher and/or their parents. This is then followed up by an initial assessment where it is then decided how to address the pupil's difficulties within the resources we have. This may involve putting them on the SEND register.

The Progress Department is always ready to listen to staff concerns, and sees the views of subject staff as important in determining the pupils' needs. When it comes to making important decisions such as determining the level of support a pupil needs, or whether we need to apply for exam access arrangements, we take into account the views of departments.

The Progress Department adopts an individualised approach to each pupil's difficulties. After the initial assessment it is decided how to address the pupil's difficulty within the resources we have. Any action taken is monitored and reviewed regularly.

The action taken depends on the nature and severity of the child's difficulty and resources available and regular meetings take place with pupils and their parents. Each approach will be different but examples of the support:

- Joining the withdrawal groups for intense literacy/numeracy work
- Individual sessions with a Progress Department teacher, HLTA or LSA
- Individual morning reading sessions
- Individual programmes of work supported by individualised reports or targets.
- Specific support linked to a Statement of Special Educational Need/ Education, Health and Care Plan (EHCP)
- Referral to outside agencies
- Social skills sessions
- Support in the 'hangout' at break and lunch times
- Additional support in examinations



## 1.2 What should I do if I think my child has SEND?

If you suspect your child as having SEND, it is important to communicate this with the school and the Progress department. After an initial assessment, the findings would be conveyed back to the parents and if required appropriate interventions put in place.

## 2. Support for children with special educational needs

### 2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

- The Progress Department in liaison with other Heads of Departments including Student Support Department and the Head of Year.

### 2.2 How will I be informed /consulted about the ways in which my child is being supported?

- All interventions would be conveyed back to parents through written correspondence and if necessary through a meeting at school. If the child is Statemented or has an EHCP, this would be reviewed regularly through annual review meetings. The Provision Map would also be an indicator of what support has been put in place.

### 2.3 How will the school balance my child's need for support with developing their independence?

- The school will aim to provide those pupils with SEND with a balance of support and allowing independency. For example it is important that the pupil does not have individualised LSAs (Learning Support Assistants) but the support is provided through small groups.

### 2.4 How will the school match / differentiate the curriculum for my child's needs?

- All teachers and relevant staff will be aware of individual needs through information provided by the Progress Department. Where possible, it will be the intention of all teachers to take this into consideration when planning appropriate activities in lessons.

### 2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

- The teaching strategies will depend on the nature of the pupil and their difficulty. But for those with more severe needs, for most of the time this will be based on advice and recommendations of the professionals that work with the child such as the Educational Psychologist or the teacher of the deaf for those with hearing difficulties. This can mean that from time to time those professionals would support the child by doing some observations in lessons and individual 1:1 assessments.



2.6 What additional staffing does the school provide from its own budget for children with SEND?

- The school has a Student Support department and the staff here work with those students who have social, emotional and mental health difficulties.
- Additional 1:1 support
- Smaller class sizes in core subjects

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

<b>Type/Title of Intervention</b>	<input checked="" type="checkbox"/> <b>One to one</b>	<input checked="" type="checkbox"/> <b>Small group</b>
Literacy withdrawal	✓	✓
Numeracy withdrawal	✓	✓
Social skills		✓
SALT		✓
ASD support	✓	
SEMH- Student Support	✓	
Small Maths Groups (7-8)		✓
Small English Groups(7-8)		✓
Short term interventions- handwriting, phonics, etc. (approx. 6 weeks)		✓
Breakfast Club-(Pupil Premium)		✓
Paired reading-(7-8)	✓	
Literacy ambassadors –Paired reading	✓	
Peer Mentoring- Student Support	✓	
HangOut (safe space)- break and lunchtime		✓
Progress Homework club – with LSA support		✓

2.8 What resources and equipment does the school provide for children with SEND?

Resources and equipment provided for pupils with SEND in our school are specific to the pupil's needs but can include:

- Lap Tops
- Task and Homework Organisers (ASD)
- Communication Passports (ASD)
- Transition Support
- Coloured Overlays
- Red Cards
- Traffic Light Cards
- Stress Management Gadgets
- Literacy/Numeracy games

2.9 What special arrangements can be made for my child when taking examinations?



- Exam concessions (Access Arrangements) are provided for all those students from year 9 onwards who have been assessed in line with JCQ regulations as stated by exam boards.

### 3. My child's progress

#### 3.1 How will the school monitor my child's progress and how will I be involved in this?

- Pupil's progress is monitored through grade reports. Parents will receive three reports yearly for KS4 and two reports yearly for KS3 showing progress made against individual targets.

#### 3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

- For Statemented pupils and those with EHCPs, targets will be reviewed and set at the annual reviews. All relevant people will be involved in this, including parents.
- Academic targets are reviewed annually in line with pupil progression and are shared on grade reports

#### 3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

- By contacting the student's Form Tutor, Head of Year or SENCO.

#### 3.4 What arrangements does the school have for regular home to school contact?

- Through the student planners and by email or telephone.

#### 3.5 How can I help support my child's learning?

- By supporting the strategies and recommendations which have been implemented by the school and other professionals.

#### 3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?

- For SEND pupils there are regular functions, activities and training offered by Bracknell-Forest (please see the [Family Services Directory](#) on the Bracknell-Forest website). [Short Breaks](#) (formerly 'Aiming High') also have a variety of activities available for SEND children and their parents/carers. The school also shares resources on the website under 'Supporting SEN'.

#### 3.7 How will my child's views be sought about the help they are getting and the progress they are making?



- The Progress department carry out an annual questionnaire in the summer term which gauges the views of the pupils in terms of how they rate the support they get. The findings are then used to prepare for the support in the new term in September.
- For Statemented pupils and those with EHCPs, all have a pupil sheet which takes on board the views of the individual at the annual review.

### 3.8 What accredited and non -accredited courses do you offer for young people with SEND?

- GCSE's and BTECs in a range of subjects
- AS and A2 in a range of subjects

### 3.9 How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

- Looking at the 'Raise On line Data' for the progress made by SEND pupils.
- The Progress department has tracking sheets for all SEND pupils and tracks the progress made by SEND pupils.
- All departments undergo a Subject Review which involves members of SLT and senior managers carrying out a department evaluation. The Subject Reviews will evaluate effective teaching and learning support procedures within the department in order to ensure good practice; thus maintaining high standards and implementing appropriate improvements where necessary. This targeted support also aims to meet the expectations of Local authority criteria as well as encourage independent learning, allowing all students to fulfil their potential.
- Parent feedback is always welcome via email and phone calls. Grade Reports and Parent's Evening give opportunities for evaluation of effectiveness.

## 4. Support for my child's overall well being

### 4.1 What support is available to promote the emotional and social development of children with SEND?

- Working with the Pastoral team which includes the form tutor and Head of Year.
- The Progress Department works closely with the following organisations: BST (Behavioural Support Team), ASSC (Autistic Spectrum and Social Communication Service) and ASSIST (Autism Spectrum Service for Information, Support & Training), CAMHS (Child and Adolescent Mental Health Service).
- We have the Student Support Department who work alongside any student that may be experiencing a social, emotional or mental health difficulty.
- Social Skills groups are run by SEN teachers and HLTAs.
- Peer mentoring is also available.
- ASD support from HLTA specialising in ASD.
- Student's with EHCP/Statements will have a key worker



4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

- Refer the child to Student Support Department who would work with them using behaviour strategies.
- Use of Red Card for time out to Student Support.
- Use of PSPs (Pastoral Support Plans)
- Having a key worker
- Personalised curriculum
- Guidance from outside professionals such as BeST, ASSC, ASSIST, CAMHS and Educational Psychologists

4.3 What medical support is available in the school for children with SEND?

- The School Nurse would be the person to contact for any student with medical needs.

4.4 How does the school manage the administration of medicines?

- Following the school's guidelines in administering medicine. See [School Policies](#) for further details.

4.5 How does the school provide help with personal care where this is needed, e.g. help with toileting, eating, etc.?

- All needs are discussed on an individual basis and this is organised through prior discussions with relevant professionals and parents.

## **5. Specialist services and expertise available at or accessed by the school**

5.1 What SEN support services does the school use?

- Educational Psychology
- Sensory Consortium Services (visual Impairment, Hearing impairment)
- ASSC/ASSIST( ASD)
- Behaviour Support Team(BST)Speech and Language Service
- CAMHs (Child and Adolescent Mental Health Service)
- Occupational Therapist
- Support for Learning Services (SFL- formerly LAL and TASS)
- Tourettes Action
- College Hall Outreach
- Children`s Social care

5.2 What should I do if I think my child needs support from one of these services?

- Contact the school for advice.
- Contact your G.P for advice.



5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

- Through the 'SALT in schools' programme; liaising with the speech and language therapist (small groups)
- Some school based exercises on advice of the Occupational Therapist.
- The Educational Psychologist has a limited number of visits a year and their services can be requested through appropriate referrals from the school.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- It is important to contact the current school and the G.P where appropriate.

5.5 What arrangements does the school have for liaison with Children's Social Care services?

- This will be led by the Edgbarrow designated Child Protection officer.

## **6. Training of school staff in SEND**

6.1 What SEND training is provided for all school staff?

- All staff have SEND training depending on the SEND students that are on roll. (E.g. Autism Awareness by ASSC).
- All Progress staff are National Autistic Society SPELL framework trained as well having training in Pathological Demand Avoidance (PDA)
- All staff working with the hearing/visual impaired students have training at the beginning of term by the Sensory Consortium Services.

6.2 Do teachers have any specific qualifications in SEND?

- The Head of Progress has the Master's-Level National Award for Special Educational Needs Co-ordination. Teacher of Science
- Two SEN teachers have the Master's-Level National Award for Special Educational Needs Co-ordination. Teachers of English and Psychology.
- One teacher is ELSA trained.
- One SEN teacher is training for the Certificate of Psychometric Testing and Access arrangements(CPTA3) and certificate of competence in educational testing (CCET)- Teacher of English and EAL
- One HLTA has Certificate of Psychometric Testing and Access arrangements(CPTA3) and certificate of competence in educational testing (CCET)- qualified to degree level in English
- One HLTA specialised in ASD- SPELL Framework Training for trainers (NAS course Understanding and Supporting People with Autism.)
- One HLTA- Teacher of Maths and BTEC Level 3 Sensory Impairment (Visual Impairment)- Mental Health First Aid training



### 6.3 Do teaching assistants have any specific qualifications in SEND?

- Eleven LSAs are qualified to degree level
- Five LSAs hold the title 'Level 3 certificate in Supporting Teaching and Learning in the classroom'
- One LSA has Mental Health training and one LSA is ELSA (Emotional Literacy Support Assistant) trained
- Two LSAs have had online training for SEND Hearing Impairment and one LSA for Visual Impairment
- All LSAs are National Autistic Society SPELL framework trained as well having training in Pathological Demand Avoidance (PDA)

## 7. Activities outside the classroom including school trips

### 7.1 How do you ensure children with SEND can be included in out of school activities and trips?

- Where necessary LSAs will accompany students who need this support on visits.

### 7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

- Prior discussions with individual parents of those pupils who would need additional support.
- A risk assessment is always completed

## 8. Accessibility of the school environment

### 8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

- Refer to the school's [accessibility plan](#)

### 8.2 Have adaptations / improvements been made to the auditory and visual environment?

- Amendments /adaptations have been made on a needs basis to cater for specific students with VI or auditory difficulties.

### 8.3 Are there accessible changing and toilet facilities?

- There are disabled toilets available.

### 8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?



- By liaising with the relevant advisory services such as the Sensory Consortium, ASSC, EPS

8.5 How does the school communicate with parents / carers who have a disability?

- Each case is looked at on a needs basis and relevant adjustments made where necessary. For example enlarged print or contact through letter, phone or email.

8.6 How does the school communicate with parents / carers whose first language is not English?

- We have used the LA EAL and Diversity team for advice on translators.

## **9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life**

9.1 What preparation will there be for both the school and my child before he or she joins the school?

- All SEND pupils will be discussed at the annual meetings carried out at the local primary schools with Progress staff. For those with Statements/EHCPs the SENCO will attend the annual review in Year 6. A student profile will be completed and the information disseminated to all staff at the beginning of the year.
- For the most vulnerable transitions, there will be an additional induction day for a small number of students to ease with transition.

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

- All pupils are guided through this process via the form tutor and Head of Year. For some students there would be additional support through the Progress department.
- Adviza would be involved for those Statemented pupils /pupils with EHCPs moving Key Stage.

9.3 How will my child be prepared to move on to his or her next school?

- All pupils are guided through the Transition process via the form tutor and Head of Year. For some students there would be additional support through the Progress or Student Support department.
- Adviza would be involved for those Statemented pupils or pupils with EHCPs moving Key Stage.
- For the most vulnerable transitions, there will be an additional induction day for a small number of students to ease with transition.

9.4 How will you support a new school to prepare for my child?



- Prior discussions with the local colleges or other educational establishments to share information.
- Having transition meetings with relevant staff
- Form 8's are sent for pupil's with Access Arrangements
- EHCP and additional information regarding the pupil's SEND are sent as requested
- Help with visits if required.

#### 9.5 What information will be provided to my child's new school?

- Sharing pupil profiles, including SEND information/ EHCPs.
- Passing on files once they have joined the new school/college.

#### 9.6 How will the school prepare my child for the transition to further education or employment?

- Transition meetings
- Adviza involvement
- Inviting new school/college to the annual review for Statemented pupils/ those with EHCPs
- Additional visits for those who need support.
- Support with researching college/apprenticeship placements
- Help with filling forms

### **10. Who can I contact to discuss my child?**

#### 10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

- You should contact your child's tutor, Head of Year or SENCO (if SEND related).

#### 10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

- The school does not offer specific support for parents but work closely with organisations that can support parents and carers.

#### 10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

- Through the Edgbarrow website which has useful websites for the different organisations.
- Through 'Short Breaks'
- Referrals through the school.



10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

- There is opportunity for feedback on the school's website.
- Any feedback from parents is always acted upon and shared with relevant members of staff.
- Our [Complaints Policy](#) is also available online