

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Policy: School SEND Information Report
Ratified FGB: November 2025
Review: November 2026

Name of School: Holy Trinity CE Primary, Sunningdale

SCHOOL VISION

Our vision is for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe.

Name of Headteacher:	Mrs Jo Griffith
Name of SEN Co-ordinator (SENCO):	Mrs Fiona Fargher
Name of SEN Governor:	Mrs Jo Steel
School address:	Holy Trinity CE Primary Church Road Sunningdale SL5 0NJ
Contact telephone number:	01344 620716
School email address:	holytrinitysunn@holytrinityprimary.org
School website:	http://www.holytrinityschsunningdale.co.uk/
Type of school:	Voluntary Aided Primary

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

- Holy Trinity is a warm and welcoming inclusive school and we believe that every child should have the opportunity to reach their full potential. We are proud of our positive atmosphere where there are high expectations of behaviour, effort and achievement. At Holy Trinity we value the contributions and support of parents/carers, professionals and all members of staff. We work collaboratively with a range of external organisations and agencies.
- We have staff trained to support children with needs in all 4 areas of SEND (**cognition and learning; communication and interaction; social, emotional and mental health; and physical and sensory needs**) and we continually update our training in order to support pupils with medical and other specific issues as necessary.
- We have experience in teaching children with a range of needs and diagnoses including, for example, physical disability, severe medical conditions, speech and communication difficulties, attachment disorder, dyslexia, Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum Condition (ASC).

b. How does the school know if children have special educational needs and disabilities and need extra help?

- At Holy Trinity we strive for Quality First Teaching (QFT) at all times and we are continually reflecting on our practice to ensure that this happens. All children are assessed regularly to monitor progress using a range of tools - please see the Assessment & Marking Policy on our website under policies.
- We hold regular Pupil Progress Meetings where all children are discussed to ensure that they are progressing as they should be and any possible barriers to their learning are identified and addressed.

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- After these meetings, action plans may be drawn up. Support may be given within the class or may be with our trained teaching assistants. If a child needs individual intervention the teachers bring this to the attention of the Special Educational Needs Co-ordinator (SENCo).
- The school works alongside other professional external agencies and with families to support specific needs so that children can access learning effectively.
- Interventions are implemented using the 'Assess, Plan, Do, Review' graduated approach to supporting pupils with special educational needs. We continue to refer to outside agencies where necessary, including the Child and Adolescent Mental Health Service (CAMHS) for assessment
- If small group or individual interventions are not having the required impact on pupil progress, then the school will speak to the parents/carers and may contact professional organisations if deemed appropriate. Specific assessments may be required to identify underlying issues; this helps to ensure that the school employs the right strategies to work with individual children.

c. What should I do if I think my child may have special educational needs/disabilities?

If you think that your child may have a special educational need, please talk to your child's teacher in the first instance, or to the school SENCo, Mrs Fiona Fargher. Supporting children in their learning is very much a partnership between the child, their parents/carers and the school and we are always happy to discuss how we can best help your child.

2. Support the school provides for children with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

- Our aim when teaching all children, including those with SEND, is to enable children to access their education and become independent learners. As part of Quality First Teaching (QFT), work is planned with the different needs of the children in mind, and adaptation allows children to work at a level appropriate to their stage of learning. We regularly assess the children's progress and adjust both lessons and interventions to ensure continued learning.
- Holy Trinity CE Primary is an 'Attachment Aware' school, having received the Bronze award in the summer; we are now working towards the Silver award. Our focus is on 'emotion coaching' and the use of positive, supportive language with all pupils to help them identify their emotions and employ appropriate strategies for self-regulation. We regularly refer to the Zones of Regulation to help children who may be struggling to manage their emotions and use appropriate tools to regulate themselves.
- We adopt a positive work ethic towards learning behaviours and attitudes to encourage motivation, engagement, resilience and teamwork.
- Our teaching assistants (TAs) work in a variety of ways to ensure that whilst they support your child, they encourage independent learning too. Work set is considered an 'achievable challenge' which is matched to the needs of the learner.
- Where pupils are judged to be making insufficient progress despite Quality First Teaching, additional interventions may be put in place to support specific aspects of learning. These interventions are usually timetabled to minimise time spent out of core subject lessons.
- TAs will spend time working with groups of children to also enable the class teacher to work with your child. It is important that the class teacher works in small groups and individually with all children including those with SEND. For a very few children 1:1 support is provided for specific interventions, some on a daily basis. Pupils may be learning in the classroom, in other parts of the school or outdoors depending on their personal needs.
- For specific needs we will seek training for relevant staff as appropriate. Continuing Professional Development (CPD) looks at many aspects of learning and intervention strategies to support pupils with:
 - Autistic Spectrum Condition (ASC)
 - Attention Deficit Hyperactivity Disorder (ADHD or ADD)
 - Dyslexia
 - Attachment and trauma difficulties
 - Speech and language difficulties
 - Occupational therapy and sensory needs

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

- The class teacher is responsible for adapting and refining the curriculum to respond to strengths and the needs of all pupils. Support strategies may include pre-teaching, reinforcement activities, memory games, repetition, small

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group activities, use of visual aids and practical resources, as well as specialist equipment or specialist work by outside agencies and professionals.

- We use Precision Teaching in school as needed to promote the acquisition of literacy skills, in addition to Early Reading Interventions which may be appropriate
- Our ELKLAN trained TA delivers speech and language therapy to pupils with an NHS therapy plan. They are supported by NHS Speech and Language therapists who visit pupils in the school and prepare and review plans on an individual basis.
- 2 of our staff have completed Level 1 Makaton training to support non-verbal pupils in the school.
- NELI – Nuffield Early Language Intervention – is delivered in our Reception Year as needed; this helps to ensure that children's oral language skills are developed sufficiently to support the early literacy skills which are necessary for longer-term progress.
- One of our TAs is ELSA trained to support children in a pastoral capacity and to help those with trauma, emotional, social and mental health difficulties.
- Several staff hold qualifications in paediatric first aid and are can support pupils with diabetes, severe allergies and asthma. This helps your child to be included in all aspects of school life irrespective of medical needs.
- We use visual timetables to support children, and provide work stations and access to quiet areas when appropriate.
- The school utilises specific software to support individual children, for example Clicker, Grid and Widgeit programmes.
- Online learning is accessed through the school's website and relevant software is on laptops and iPads.

c. How is the decision made about what type and how much support my child will receive?

- Children who are not making adequate progress and those who demonstrate difficulties in learning may access small group support within the classroom and may also receive specific interventions with the class teacher and / or TA to aid progress.
- If your child has been identified as having more complex needs, you will meet with the teacher and / or SENCo to agree a way forward. A pupil is normally placed on the school's SEN Register if they are a year or more behind Age Related Expectations in a core subject (maths, reading or writing) or they have a formal diagnosis which impacts (or may impact) their learning. They may also be added to the SEN Register if they have significant social, emotional or mental health needs. Some pupils on the SEN Register will have specific targets identified in a Personal Target Plan (PTP) and this will be shared with parents/carers and carers so that progress towards goals can be supported at home.
- The amount of additional support given is determined by the type and extent of your child's needs but is designed to enable them to access their education whilst building independence in learning. The level of staffing, experience of the staff available, access to resources required and the financial constraints will also be taken into consideration. The targets, provision and progress will be monitored and reported to you as part of the SEND process.
- If your child has complex needs and requires more intensive support, it may be appropriate to apply to the Local Authority for an EHCP (Education, Health and Care Plan) Needs Assessment. If an EHC plan is subsequently approved, it will set out the provision required according to the special educational needs of the child.

d. How will I (the parent) be involved in planning for and supporting my child's learning?

- All parents/carers are invited to a meeting where the class teacher will outline the curriculum areas to be covered in the new academic year. As the year progresses, information about curriculum topics and ideas for supporting children at home will be put onto our class pages on the school website, including links to online programmes such as Mathletics, Times Tables RockStars and Spelling Shed.
- A parent/carer will always be informed if the school believe that a child has a special educational need, and we welcome parental input when setting and revising targets in a PTP. . You will be invited to discuss your child's progress with the teacher and/or SENCo according to the level of SEND as appropriate. Class teachers and our SENCo are happy to make recommendations on how you can support your child's learning at home to maximise progress. If your child has an EHCP, there will be an annual review in addition to standard parent/teacher meetings.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

- As your child matures he/she is more able to contribute to setting of his/her own targets and we encourage pupils to take responsibility for their own learning. We seek the views of the children to find out what has helped them to learn including the size of the group, resources needed and the best approach of the staff.

3. Children's progress

a. How do you check and review my child's progress?

- The class teacher makes daily informal assessments and plans learning with the aim of reaching or exceeding the agreed targets. The teachers and SENCo meet to discuss progress and the provision required to enable a child to meet the targets agreed on a PTP; these PTPs are shared with parents/carers so that they can support their children at home to make progress.
- A formal review of pupils on the SEND register takes place approx. every twelve weeks involving the class teacher and SENCo. This forms part of the 'Assess, Plan, Do, Review' cycle of SEND provision. Where progress is slower than expected, barriers to your child's learning are discussed and you may be invited into school to meet with the SENCo; this may result in new priorities and targets being set.
- The SENCo may meet with you at other times to discuss issues relating to your child's special needs or disability. This can take the form of a brief discussion to clarify elements of the curriculum or share new information, or may require longer meetings to consider different approaches to assist your child. Parents/carers teachers and teaching assistants all play an important role in helping children make progress.
- If your child has an Education Health Care Plan (EHCP) there is a formal review annually, with paperwork submitted to the local authority; however, the class teacher and/or SENCo will arrange to meet on other occasions as appropriate.

b. How do you involve my child and us as parents/carers / carers in those reviews?

- Older children are encouraged to contribute their ideas when setting targets (including those with a PTP) and reviewing their progress with their teacher.
- We have an 'open-door' policy and parents/carers can share information about their child at any stage. Parents/carers are welcome to bring along other people to arranged meetings with staff, eg. other professionals or family friends.
- If your child has a PTP, it is reviewed at certain points in the academic year and any new targets, or revised targets, are sent home to be agreed by parents/carers and to keep them informed.
- Paperwork is completed for the formal EHCP Annual Reviews and distributed to all relevant parties. Parents/carers and children are invited to submit their views on what is and isn't working well prior to the EHCP Annual Review meeting so that these can be discussed formally.
- Where children and families are supported by the Multi-Agency Safeguarding & Early Help Hub, meeting minutes are completed and distributed by case workers.
- Children who are 'Looked After' have a Personal Education Plan (PEP) and this is reviewed in a similar way each term, together with support from the local authority and the Virtual School.

c. How do you know if the provision for children with SEND at your school is working?

At Holy Trinity School we have a robust and clear monitoring and assessment system so that we can understand how children are progressing towards their intended outcomes.

- Children receive a summative assessment at the end of each term and school year, and formatively during lessons and observations.
- Academic targets are reviewed and set throughout the year and these are shared with the parents/carers at our consultation evenings as well as through sharing of PTPs if appropriate. .
- Every term, senior leaders review the progress of all the pupils to check that they are on track to achieve their targets and to identify reasons if this is not the case.
- The SENCo will also meet regularly with class teachers to review progress of pupils on the SEND Register and to consider alternative strategies or external referrals as appropriate.
- The SENCo also reviews assessment data for SEND pupils on a termly basis to identify those who are making less than expected progress so that additional support can be put in place, or external referrals made as appropriate.
- The Headteacher and SENCo regularly report to the Governing Board where Governors challenge and check that the school is doing all it can to ensure all children are making progress.

4. Support for overall well-being

a. What support is available to promote my child's emotional and social development?

- One of our TAs is trained in developing the emotional and social needs of children in our school (ELSA). Support is either provided on a 1:1 or in small groups for a block of time (usually 6 -8 weeks) and progress is then reviewed.

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- Some children may be considered for a referral to the Children & Adolescent Mental Health Service (CAMHS) as their needs require a higher level of expertise. Unfortunately, there is a long waiting list for a formal assessment with CAMHS but children will be supported in school using a range of appropriate strategies during this time. Parents/carers are normally required to attend parenting training and/or support sessions as part of the CAMHS referral process.
- Information about specific courses, webinars and training for parents/carers of pupils with SEND are regularly shared – and our website has links to external organisations as well as a range of information which may be useful for parents/carers of pupils who are struggling with learning or their wellbeing.
- Where appropriate, support may be provided by the 'Getting Help Team' and the 'Wellbeing' team through an Early Help referral, and the Local Authority also has an SEMH team (Social, Emotional and Mental Health) project to support those at risk of exclusion (without an EHCP).
- Some staff have completed child mental health courses as part of CPD and are able to share ideas to help pupils in school who are waiting for support from external professionals.
- An online service called 'Kooth' provides mental health for pupils aged 11 years plus and pupils can access this directly without a referral; some pupils in Year 6 are therefore eligible for this support. The Local Authority also offers a counselling service, called Number 22, which pupils can access from the age of 11 years and both parents/carers and school can refer into this service.
- Teaching of Zones of Regulation is a focus across the school and this is intended to help pupils identify and regulate their own emotions, developing skills which are essential to successfully navigate the wider world in a positive way.
- The school has a buddy system for children to help them integrate into school life. Where there are a number of pupils who find outdoor playtime challenging, we aim to provide lunchtime activities to help pupils with social needs integrate on a smaller scale.
- Our 'Happy Hub' is a space where pupils can go to play games, draw and read at breaktimes; this is timetabled to allow all year groups to access it throughout the week without it becoming overcrowded.
- The curriculum, behaviour expectations and Christian values instil positive relationships and create a harmonious school learning environment. As part of the PSHE and the Relationships and Health Education (RHE) curriculum, there is increased emphasis on mental wellbeing, emotional regulation and mindfulness; sessions around these topics, which are also woven into everyday teaching, can empower children with confidence to speak out and also have a better understanding of themselves and others.
- We deliver assemblies and workshops throughout the year on topics such as safeguarding (NSPCC), anti-bullying and mental wellbeing to ensure pupils know who to speak to if they are worried.
- The school is keen to engage pupils in the life of the school so that they feel valued, responsible and have a voice. Positions of responsibility include Head Boys and Girls, House Captains, Digital Leaders, School Councillors, Eco Warriors, Buddy Supports, Sports Ambassadors, Librarians and Spiritual Leaders. Pupils with SEND are encouraged to take on these positions and supported in their role to do so.
- There is wrap around care at the school. We have a breakfast club where children can socialise and prepare for the day ahead, various clubs throughout the week offer sport and other activities, **including Lego Club???** **Is this RUNNING?**, and we have links with our neighbouring preschool which runs an after-school care provision.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- Holy Trinity School has a comprehensive transition programme in place for all pupils. If your child has been identified as having a special need prior to entry to school, we will normally visit their current setting and liaise with staff there. We will meet with you to discuss the transition and agree additional visits to ensure that your child has a smooth transition, including home visits. You may take photographs of the room and the staff who will be working with your child, for example, to help reduce any anxieties that your child may have.
- Older children joining the school are usually allocated a buddy to help them settle into life at Holy Trinity. We offer a family visit and you are welcome to revisit the school on more than one occasion to increase familiarity.

b. How will you prepare my child to join their next year group/school/college/ stage of education or life?

Children with SEND can become particularly anxious about 'moving on' so we seek to support a successful transition both in-house and when going off to a new school.

- At Holy Trinity School transition sessions in the Summer Term enable children to spend time in their new classrooms with their new teacher. This time is spent getting to know new routines and expectations. During the first weeks of each new academic year we spend a great deal of time on social skills and working together as a team, supporting each other.

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- At Holy Trinity we have good transition links with Charters School and Ranelagh – our local secondary schools; most Year 6 children transfer to one or the other, although a small number go on to private or specialist schools. Year 6 children at Holy Trinity will attend transition days at their intended secondary school towards the end of the school year. Pupils may also visit the secondary schools to engage in workshops and sporting events during their last years at Holy Trinity.
- Pupils with a higher level of SEND may have additional transition sessions at their new school. They may also attend some transition sessions with our ELSA where they have the opportunity to voice concerns and ask questions which they may not want to ask in front of a larger group.
- We encourage you and your child to also visit the new setting; a member of staff may be able to accompany you if appropriate.
- A SENCo handover is an important element of transition, ensuring that SEND pupils' needs are known at the earliest opportunity. Information is shared on the range and severity of need as well as arrangements which have been in place to support your child at primary school. This includes social and emotional needs, family support, medical conditions arrangements, long and short-term disabilities and other learning needs.
- All school reports including assessments and reports from outside agencies are also sent to the receiving school with relevant records passed on as soon as possible.
- If your child has an EHC Plan, discussions about secondary school will usually take place when your child is in Year 5 so that the Local Authority can consult with potential schools early to determine the most suitable placement.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(The School's Accessibility Plan can be found on our school website)

- The school is built on a slope and subsequently the school's internal structure has several split levels. Many of the classrooms are accessible using a wheelchair from outside in the playground but there are restrictions internally as only stairs are in place.
- The only internal access to the hall is via steps, but it can also be accessed through a fire door from a side road.
- There are no automatic doors. The playground and school field have a gentle slope and are easily accessible.
- There is one disabled toilet which houses showering facilities.
- There is one car space for a blue badge holder in the school car park and a second immediately outside the school entrance.
- The school main hall has recently been fitted with sound boards to improve the acoustics and help reduce noise.
- The EYFS is accessible by the playground and a ramp to the rear of the school building.

b. What if my child needs specialist equipment or facilities?

- We make every effort to provide additional equipment and resources for your child's learning needs. If we do not receive additional funds through your child's EHC Plan, we are happy to investigate other sources of funding eg. a local charity or trust.
- Recommended equipment currently used in school includes sloping boards and pencil grips for handwriting, wobble cushions for help with sitting. Computers and software programmes may be purchased for access to specific literacy programmes. Computer handheld tablets are available and other software utilised to support learning.
- We liaise with colleagues from Manor Green special school, Behaviour Support, Educational Psychologists, the Shine Team, school nurse service, NHS speech and language therapists and occupational therapists to ensure that we provide as much specialist support as we can.
- The school has a medical room for privacy and for recovery.

c. How will my child be included in activities outside the classroom including physical activities, school clubs and school trips?

Holy Trinity is an inclusive school and we will do all we can to include your child in activities, both on-site and off-site.

- We want all children to take part in activities and school trips beyond the classroom. We do our best to make sure all school clubs are made accessible for SEND pupils by seeking additional equipment or adult support. If events are deemed too risky we will discuss this with you and seek a solution.
- When planning school trips, we consider the needs of your child and will talk to you in the early stages of planning to help ensure your child will be able to participate and be safe. Staff will visit sites to assess the suitability for your child and will consider all pupils in selecting other places if found to be unsuitable.
- When residential visits are planned, again staff will meet with you prior to the trip to determine your child's needs. These could be relevant to his / her dietary requirements or specific medical needs. Discussions with external

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agencies may include meeting with a specialist nurse and/or the outdoor activities adviser. You have the right to withdraw your child if you have serious concerns and have discussed this with the SENCo and class teacher.

- Risk Assessments are undertaken to identify levels of risk and the actions needed to mitigate such risks.
- There is a daily breakfast club open to all children with an after-school club organised by the pre-school next door. Children with SEND can attend both, subject to risk assessment and appropriate staffing levels.
- If your child is keen to join one of the privately arranged clubs, you will need to notify organisers so that risk assessments can be undertaken and appropriate measures put in place to meet your child's needs.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

- 1 X TA emotional literacy support assistant (ELSA).
- 1X TAs ELKLAN qualified TA (speech, language and communication needs).
- 2 x staff members have Level 1 Makaton training.
- 1 x TA is NELI trained
- Several staff have training and experience of working with children who have diabetes,
- ALL STAFF have training on dealing with ANAPHYLAXIS and ASTHMA
- Most teaching staff have received training in Attachment Disorder Awareness
- 2 x TAs are trained to deliver precision monitoring for literacy support
- One staff member is trained to use the school defibrillator
- Recent training has covered: dyslexia and strategies to support dyslexic learners, attachment theory, emotion coaching, autism awareness, speech and language, ELSA, behaviour for learning, maths in key stage 1, Grid 2, Team Teach (positive handling and safety), E-safety, diabetes, asthma, Epi-pen training, social stories and precision teaching.
- Best practice guidance and strategies for supporting a range of needs are shared with staff on a regular basis. Staff are carefully deployed in the school to ensure that their skills and experience best match the needs of the pupils in the various cohorts.

b. What other agencies do you involve to meet the needs of my child and how can I access support from these agencies?

At Holy Trinity we work with various external agencies to seek advice and support to ensure that the needs of all children are understood and met. These include;

- Adoption Services,
- The Virtual School,
- Children & Adolescent Mental Health Service (CAMHS),
- Daisy's Dream Charity,
- Early Help and Advisory Service,
- Educational Psychology Service,
- Family Friends,
- Kooth – online wellbeing and mental health service (self-refer over 11 years),
- NHS Speech & Language Therapy Service,
- NHS Occupational Therapy Service,
- Number 22 counselling service (parent or carer referral for over 11s)
- RBWM Children and Young People Disability Service,
- Shine Team (Autism Service)
- Manor Green (Outreach Autism and other support services/ training),
- Specialist Teachers,
- School Nursing Service,
- Social Services,
- Social and Emotional Mental Health Team within RBWB

If you have any concerns about your child's needs, please speak with the class teacher or SENCo.

c. Who should I contact to find out about other support for parents/carers/carers and families of children with SEND?

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You can contact the Information, Advice and Support Service for Windsor and Maidenhead (IAS) 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

Web site: RBWM IAS

Further information about support services for pupils and their families can also be found in:

- The School's SEND Policy
- RBWM Local offer (see below)
- [DfE SEND Code of Practice](#)

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: [RBWM Local Offer](#)

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes. The school's SEND Policy is reviewed annually.

b. Where can I find other school policies relating to SEND?

The following policies are available on the school website:

- School SEND Policy
- **The School SEND Information Report (previously known as the Local Offer)**
- Allergy and Anaphylaxis Procedures Policy
- Asthma Policy
- Accessibility and Disability Plan
- Admission Arrangements (look under admission tab on the website)
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy & Procedures
- Data Protection Policy
- Equality Objectives
- Equality Policy
- Health & Safety Policy
- Internet Safety Policy
- Intimate Care Policy
- Looked After and Previously Looked After Children Policy
- Medical Conditions Policy
- Outdoor Education Visits Policy
- Positive Handling Policy
- Safeguarding and Child Protection Policy
- Relationships, Health and Sex Education Policy
- Visitors into School Policy
- Volunteers into School Policy

These documents can be found under Policies on the school's website – <http://www.holytrinityschsunningdale.co.uk/> or you can request a copy from the school office.

9. Additional Information

a. Do you provide any other resources for children with SEND?

- On our website, you can find a range of information and links to external organisations which offer support to parents/carers and carers of pupils with SEND.

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- If your child has a specific requirement or a resource need, please talk to us and we will do all we can to help. The school holds a small budget and will gladly work with you to provide resources where possible.

10 . Feedback and complaints

A. What do I need to do if I have a concern or complaint about the school and its provision for my child?

- In most cases a concern or complaint can be resolved when talking to the class teacher, the SENCo or senior member of staff directly. However, if you consider that the issue has not been dealt with to your satisfaction there is a formal complaints procedure which parents/carers/carers should follow. Please see the Complaints Policy which can be found on the school website or you can ask for a copy in the main office.

11. Glossary

Terms used in this document	Description/explanation of term
Behaviour Support (SEMH team)	An RBWM service that offers support for children and families. Its aim is to support the child, parents/carers and staff to understand and manage difficult behaviour to improve the child's well-being.
Child & Adolescent Mental Health Service (CAMHS)	A National Health Service: Colleagues meet with parents/carers and children to offer assessments, support and strategies to support a child's mental health issues.
Early Help Advisor	An RBWM Service: A Colleague works with families offering advice and support from specialist teams.
Educational Psychology Service	An Educational Psychologist visits the school. She/ he can observe a child; help to determine the child's needs, offer helpful strategies for staff and families. A report is completed following visits. Written permission is sought before an Education Psychologist can see your child.
Education, Health and Care Plan (EHC Plan) *	"An EHC Plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies."
ELKLAN	Staff who have additional training to support children with their speech and language development
Emotional Literacy Support Assistants (ELSA)	Teaching assistants who have received additional training to support the emotional well-being of children.
NELI (Nuffield Early Language Intervention)	NELI is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills.
Outreach Service from Manor Green Special School	Manor Green Special School staff offer support and strategies which may include developing early communication skills and assisting with providing independent learning appropriate to the child's cognitive ability.
Physio & Occupational Therapists	Both services are provided by the National Health Service.
Shine Team	An outreach service that support children with a diagnosis of Autism in mainstream schools.
Special Educational Needs Co-ordinator (SENCo)	The member of staff who is responsible for co-ordinating special educational needs provision in the school.
Special Educational Needs *	"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools."
Speech & Language therapy	A National Health Service: Colleagues aim to enable children with speech, language and communication difficulties to reach their

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	communication potential. In school they assess children and provide programmes to develop children's communication skills.
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- Education, Health and Care plan- definition from the Special educational needs and disability code of practice: 0 to 25 years 2014, page 280 line 2
- Definition of special needs taken from: Special educational needs and disability code of practice: 0 to 25 years 2014, page 285 line 4