

SEND Information Report: The Piggott School: Charvil Piggott Primary 2019-2020

<p>1) Types of Special Educational Need that are provided for at The Piggott School</p>	<p>The school provides support for students across the 4 areas of need as laid out in the SEN Code of Practice 2014</p> <ul style="list-style-type: none">• Communication and interaction• Cognition and Learning• Social, emotional and mental health difficulties• Sensory and/or physical needs
<p>2) Information about The Piggott School: Charvil Primary's policies for identification and assessment of students with SEND</p>	<p>Students are identified as having SEND, and their needs assessed through</p> <ul style="list-style-type: none">• Information passed on from Primary or previous schools/preschools• EYFS results, KS1 & KS2 results, CATS testing, baseline testing, and progress data• Feedback from teaching/SEN staff, and observations• Pupil Premium interventions that have proven ineffective• Referrals from parents
<p>3a) The Piggott School: Charvil Primary's approach to teaching students with SEND</p>	<p>Provision for SEND students includes</p> <ul style="list-style-type: none">• Quality first teaching with appropriate adjustments to the curriculum• Additional adult support in classrooms where appropriate• Access to smaller groups• Individualised short-term intervention programs, such as Accelerated/acceleratewrite, precision teaching, etc.• Adapted resources, materials, and interventions• Assistive technology, where appropriate• Touch-typing practice• 1:1 or small group TA support

<p>3b) How the Piggott School: Charvil Primary evaluates the effectiveness of provisions made for students with SEND</p>	<ul style="list-style-type: none"> • Assessment coordinator monitors the progress of students with SEND and reports to governors • Progress and evaluation is reported to the SEN Governor • An Annual Report is made to the Governing Body and the SEND Information Report is posted on the website (and available to school staff on the school network) • In line with the monitoring timetable, book scrutinies include the work of SEN pupils
<p>3c) Arrangements for assessing and reviewing students' progress towards outcomes, including available opportunities to work with parents & students as part of this assessment and review</p>	<p>These arrangements include</p> <ul style="list-style-type: none"> • Data tracking and school reports for student progress • Annual Reviews • Termly pupil profile and IEP / IBP reviews • Observations and follow up • Parents Meetings • SENCo in Primary is present at Parents' Evening, Open Evenings, and Information Evenings • Fortnightly pupil wellbeing briefings • Provision mapping is used to record the impact of interventions • School Planning Meetings are held termly to track the impact of interventions for vulnerable SEND students
<p>3d) How adaptations are made to the curriculum and the learning environment of students with SEND</p>	<p>The curriculum/learning environment may be adapted by</p> <ul style="list-style-type: none"> • Differentiated resources and teaching styles • Appropriate choices of texts and topics to suit the learner • Access arrangements for controlled assessments, tests, and examinations • Additional adult support in class • Alternative environments for tests, controlled assessments, and examinations • 1:1 support for pupils with physical needs in lessons such as PE • Alternative environments for learning (such as a space away from the classroom) as needed

<p>3e) Additional support for learning available to students with SEND</p>	<p>The Piggott School: Charvil Primary employs or uses services from various specialists and education professionals including, but not limited to:</p> <ul style="list-style-type: none"> • Dr Sally Gilbert – Educational Psychologist • Celia Mizelli – Teacher for the Hearing Impaired (Sensory Consortium) • Kate Statham – Teacher for the Hearing Impaired (Sensory Consortium) • Liz Butler– Teacher for the Visually Impaired (Sensory Consortium) • Tina Pipkin – SALT • Children’s physiotherapy team • Children’s OT team • Foundry College • Samantha Oppenheimer – Art therapist
<p>3f) How The Piggott School: Charvil Primary enables students with SEND to engage in activities of the school (including physical activities) together with children who do not have SEND</p>	<p>The Piggott School operates with an inclusion ethos, supported by medical needs and Special Educational Needs policies, and students spend the majority of their lessons in the classroom with peers who do not have SEND.</p> <p>Students with SEND are variously supported (as appropriate to the nature of their SEND) to engage in activities with their peers, such as:</p> <ul style="list-style-type: none"> • The school is built to accommodate wheelchair and walking frame users – the site is step-free and corridors are wide • Additional adults within the classroom to support students with SEND to access the learning within a classroom setting • Additional adults assigned to school (day) trips to support students with SEND off-site • Modified and adapted learning materials, as appropriate to facilitate learning within a classroom setting • Laptops for students with Dyspraxia/Developmental Co-ordination Disorder, enabling them to stay in the classroom during writing tasks in which they would otherwise struggle • Specialist chairs and other equipment as recommended by outside agencies are in place as needed • Additional adults are trained by external specialists to deliver physiotherapy exercises as needed • Purpose built physiotherapy room

<p>3g) Support that is available for improving the social, emotional, and mental development of students with SEND</p>	<p>Pupils are supported by</p> <ul style="list-style-type: none"> • Anti-bullying and safeguarding policies that are supported by a specialist trained member of staff (Mrs R Alexander, (Pastoral) Deputy Head and Ms L May_(Primary) Deputy Head) • An acceptable Internet-usage policy • Trained nurture assistants • Targeted support for individual students • ARC counsellor • Art Therapy • Daisy's Dream • Jigsaw PSHE scheme of work taught throughout the Primary school
<p>4) The name and contact details of the SEN Co-ordinator_and the SEN Governor</p>	<p>School Switchboard 0118 932 0033</p> <p>Mrs L May Deputy Head (Primary), SENCo MayL@piggottschool.org</p> <p>Mrs Lucy Walton SEN Link Governor Via Clerk to Governors MarrR@piggottschool.org</p>
<p>5) Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured</p>	<p>All staff hold an Enhanced DBS and are trained in Safeguarding and PREVENT.</p> <p>Ms May holds the SENCo Qualification, National Award for Special Educational Needs Co-ordination.</p>
<p>6) Information about how equipment and facilities to support children and young people with SEN will be secured</p>	<p>Equipment and facilities are funded through</p> <ul style="list-style-type: none"> • The Local Authority • Donations • SEN Departmental Budget
<p>7) The arrangements for consulting parents of students with SEN about, and involving parents in, the education of their child.</p>	<p>Parents are able to contact or be contacted by a their child's teacher, leadership staff, or SEN staff by</p> <ul style="list-style-type: none"> • Telephone via school switchboard • Email • Parents' Evenings

<p>8) Arrangements for consulting young people with SEND about, and involving them in, their education</p>	<p>Students have the opportunity to voice their opinions or concerns about their own education in the following arenas</p> <ul style="list-style-type: none"> • Annual Reviews, IEP reviews and pupil profiles as appropriate to the age and developmental stage of the pupil. • School Council
<p>9) Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning provisions made by the school</p>	<p>School Complaints Procedure</p>
<p>10) How the governing body involves external organisations, including Health and Social Services, Local Authority support services, and voluntary organisations, in meeting the needs and supporting the families of students with SEN</p>	<p>Applying for a Place at The Piggott School</p>
<p>11) The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with Section 3.2 of the SEND Code of Practice</p>	<p><u>CAMHS – Reading</u></p> <p>CAMHS Royal Berkshire Hospital Craven Road Reading RG1 5LF Tel: 0118 9315800 Fax: 0118 9750297</p> <p><u>CAMHS – Wokingham</u></p> <p>CAMHS Wokingham Community Hospital 41 Barkham Road Clinic Building RG41 2RE Tel: 0118 9495060/5177 Fax: 0118 9492944</p>

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SENDIASS

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Dyslexia Action – Egham

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CYPIT – Royal Berkshire NHS

(Through Berkshire Healthcare Health
Hub)

Tel: 0300 365 1234

Fax: 0300 365 0400

Bks-tr.healthhub@nhs.net

	<p><u>Children’s Services – Wokingham</u></p> <p>Wokingham Children's Services Directory (PDF)</p> <p><u>Sensory Consortium (Berkshire)</u> Sensory Consortium Service Central Office Children's Services Town Hall St. Ives Road Maidenhead Berkshire SL6 1RF Tel: 01628 796786 Fax: 01628 796907</p> <p>sensory.consortium@rbwm.gov.uk</p> <p><u>The Special Educational Needs Service (Wokingham)</u> SEN Team Shute End Wokingham RG40 1BN</p> <p>sen@wokingham.gov.uk</p>
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<p>12) Arrangements for supporting students with SEND in a transfer between phases of education</p>	<p>Students with SEND receive the following forms of support through transition phases</p> <ul style="list-style-type: none"> • Meetings between parents and class teachers to discuss additional transition arrangements • Supported visits to The Piggott School • Year 6 Transition Group for vulnerable students • 1:1 school visits (with parents) • Teachers liaise with Primary Schools on Primary Visit • Local authority attendance at Annual Review meetings for pupils with EHCPs who are moving in to Y2 or Y6 • PSCHE/Citizenship
<p>13) Information about where the Local Authority’s offer is published</p>	<p>Local Offer (Wokingham)</p>