

## SEN Information Report: The Piggott School, including Charvil Piggott Primary School

<p><b>1)</b> Types of Special Educational Need that are provided for at The Piggott School</p>	<p>The SEN Department 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"><li>• Communication and interaction</li><li>• Cognition and Learning</li><li>• Social, emotional and mental health difficulties</li><li>• Sensory and/or physical needs</li></ul>
<p><b>2)</b> Information about The Piggott's policies for identification and assessment of students with SEN</p>	<p>Students are identified as having SEN, and their needs assessed through</p> <ul style="list-style-type: none"><li>• Information passed on from Primary or previous schools/preschools</li><li>• EYFS results, KS1 &amp; KS2 results, CATS testing, baseline testing, and progress data</li><li>• Feedback from teaching/SEN staff, and observations</li><li>• Pupil Premium interventions that have proven ineffective</li><li>• Referrals from parents</li><li>• Student referrals</li></ul>
<p><b>3a)</b> The Piggott's approach to teaching students with SEN</p>	<p>Provision for SEN students includes</p> <ul style="list-style-type: none"><li>• Quality first teaching with appropriate differentiation in place</li><li>• LSA (TA in Primary) support in classrooms where appropriate</li><li>• Access to smaller groups</li><li>• Individualised short-term intervention programs, such as Dyslexia Coaching, Computer Skills Club, etc., and 5 minute box, precision teaching, etc. in Primary</li><li>• Adapted resources, materials, and interventions</li><li>• Assistive technology, where appropriate</li><li>• Touch-typing practise</li><li>• 1:1 TA support in Primary school</li></ul>
<p><b>3b)</b> How the Piggott School evaluates the effectiveness of provisions made for students with SEN</p>	<ul style="list-style-type: none"><li>• Progress and evaluation is reported to the SEN Governor</li><li>• An Annual Report is made to the Governing Body and the SEN Information Report is posted on the website (and available to school staff on the school</li></ul>

	<p>network)</p> <ul style="list-style-type: none"> <li>• Annual reviews are held for students with EHCPs or Statements</li> <li>• School Planning Meetings are held termly to track the impact of interventions for vulnerable SEN students</li> <li>• In Primary, pupil premium reviews are held termly</li> </ul>
<p><b>3c)</b> Arrangements for assessing and reviewing students' progress towards outcomes, including available opportunities to work with parents &amp; students as part of this assessment and review</p>	<p>These arrangements include</p> <ul style="list-style-type: none"> <li>• Data tracking and school reports for student progress</li> <li>• Personal Support Plans and Annual Reviews</li> <li>• Termly pupil profile reviews</li> <li>• Observations and follow up</li> <li>• Parents Meetings</li> <li>• Inclusion Manager (SENCo in Primary) is present at Parents' Evening, Open Evenings, and Information Evenings</li> <li>• Weekly pupil review for SEN Staff</li> <li>• Weekly Staff briefing for teaching staff</li> <li>• Year 9 Screening for later assessment (for Exam Access Arrangements)</li> <li>• Access Arrangement assessments for GCSEs and GCE qualifications</li> </ul>
<p><b>3d)</b> How adaptations are made to the curriculum and the learning environment of students with SEN</p>	<p>The curriculum/learning environment may be adapted by</p> <ul style="list-style-type: none"> <li>• Alternative provision for students with Physical disabilities, e.g. GCSE Backup, use of the SEN Kitchen, physiotherapy</li> <li>• Groupings that target specific levels of progress</li> <li>• Differentiated resources and teaching styles</li> <li>• Appropriate choices of texts and topics to suit the learner</li> <li>• Access arrangements for controlled assessments, tests, and examinations</li> <li>• Additional LSA (TA in Primary) support in class or the in the SEN area</li> <li>• Maths Help and English Support (supplementary content)</li> <li>• Alternative environments for tests, controlled assessments, and examinations</li> </ul>

	<ul style="list-style-type: none"> <li>• 1:1 support for Primary pupils with physical needs in lessons such as PE</li> <li>• Alternative environments for learning (such as a space away from the classroom) as needed</li> </ul>
<p><b>3e)</b> Additional support for learning available to students with SEN</p>	<p>The Piggott School employs or uses services from various specialists and education professionals including</p> <ul style="list-style-type: none"> <li>• Dr Madeleine Cooper – Educational Psychologist</li> <li>• Alison Marsh – Maths Coach</li> <li>• Sue Woodcock – Specialist LSA (Visual Impairment) and Braillist</li> <li>• Emma James – Specialist LSA (Visual and Hearing Impairment) and Braillist</li> <li>• Carol Cann – Dyslexia Coach</li> <li>• Bernadette Fox – Specialist Maths LSA</li> <li>• Judith Cassingham – EAL teacher</li> <li>• Julia Battle – Teacher for the hearing impaired (Sensory Consortium)</li> <li>• Hannah Bishop – Teacher for the Hearing Impaired (Sensory Consortium)</li> <li>• Celia Mizelli – Teacher for the Hearing Impaired (Sensory Consortium)</li> <li>• Jane Lovering – Teacher for the Visually Impaired (Sensory Consortium)</li> <li>• Margaret Moody – Anxiety Mentor</li> <li>• Gina Carey – Specialist Assessor</li> <li>• Tina Pipkin – CYPIT</li> <li>• Penny Carter – Speech and Language Therapist</li> <li>• Children’s physiotherapy team</li> <li>• Neurology at John Radcliffe Hospital</li> <li>• Foundry College</li> <li>• Rachel Chopping</li> <li>• Louise May</li> </ul>
<p><b>3f)</b> How The Piggott School enables students with SEN to engage in activities of the school (including physical activities) together with children who do not have SEN</p>	<p>The Piggott School operates with an inclusion ethos, supported by <a href="#">medical needs</a> and <a href="#">Special Educational Needs</a>, and students spend the majority of their lessons in the classroom with peers who do not have SEN.</p> <p>Students with SEN are variously supported (as appropriate to the nature of their SEN) to engage in activities with their peers, such as</p> <ul style="list-style-type: none"> <li>• Taxis to take wheelchair users to other</li> </ul>

	<p>sites, e.g. the church for Carol Service, or on other school trips. In such cases, a small number of peers are invited to join the student with a wheelchair in the taxi, which affords them the same opportunities to socialise as their more able-bodied peers</p> <ul style="list-style-type: none"> <li>• Some students may occasionally need to have 1:1 lessons outside of the classroom depending on their needs, e.g. students with physical disabilities have their Food lessons in the (downstairs) Learning Support Kitchen and may be accompanied by another classmate in theory lessons.</li> <li>• Ramps across the site and elevators in all two-story buildings (except Food Department) to enable students with physical disabilities to join their peers in the classroom</li> <li>• Most departments, the Library, and the Primary school have adjustable tables for students with wheelchairs</li> <li>• LSAs (TAs in Primary) within the classroom to support students with SEN to access the learning within a classroom setting</li> <li>• LSAs (TAs in Primary) assigned to school (day) trips to support students with SEN off-site</li> <li>• Modified and differentiated learning materials, as appropriate to facilitate learning within a classroom setting</li> <li>• 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</li> <li>• The Primary is built to accommodate wheelchair and walking frame users – the site is step-free and corridors are wide</li> <li>• Specialist chairs are in place as needed</li> <li>• LSAs (TAs in Primary) trained by external specialists to deliver physiotherapy exercises as needed</li> <li>• Purpose built physiotherapy room</li> </ul>
<p><b>3g)</b> Support that is available for improving the social, emotional, and mental</p>	<p>Pupils are supported by</p> <ul style="list-style-type: none"> <li>• <a href="#">Anti-bullying</a> and <a href="#">safeguarding</a> policies</li> </ul>

<p>development of students with SEN</p>	<p>that are supported by a specialist trained member of staff (Mrs R Alexander, (Pastoral) Deputy Head and Ms L May (Primary) Deputy Head)</p> <ul style="list-style-type: none"> <li>• An <a href="#">acceptable Internet-usage</a> policy</li> <li>• A social, emotional and mental health support team that provides programmes such as social skills support, anger management, self-esteem and anxiety mentoring/support</li> <li>• Targeted support for individual students</li> <li>• ARC counsellor</li> <li>• Art Therapy</li> <li>• Daisy's Dream</li> <li>• Primary staff trained in running nurture groups</li> <li>• Primary staff trained in dealing with bereavement</li> <li>• Jigsaw PSHE scheme of work taught throughout the Primary school</li> </ul>
<p><b>4)</b> The name and contact details of the SEN Co-ordinator, the Inclusion Manager, and the SEN Governor</p>	<p>School Switchboard                      0118 940 2357</p> <p>Mrs V Hunt Assistant Head Teacher/SENCo <a href="mailto:HuntV@piggottschool.org">HuntV@piggottschool.org</a></p> <p>Mrs G Carey Inclusion Manager <a href="mailto:CareyG@piggottschool.org">CareyG@piggottschool.org</a></p> <p>Mrs L May Deputy Head (Primary), SENCo qualified <a href="mailto:MayL@piggottschool.org">MayL@piggottschool.org</a></p> <p>Mrs R Chopping SENCo <a href="mailto:ChoppingR@piggottschool.org">ChoppingR@piggottschool.org</a></p> <p>Mrs Lucy Walton SEN Link Governor Via Clerk to Governors <a href="mailto:MarrR@piggottschool.org">MarrR@piggottschool.org</a></p>
<p><b>5)</b> Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured</p>	<p>All staff hold an Enhanced DBS and are trained in Safeguarding and PREVENT.</p> <p>Mrs Hunt is in the process of qualifying for the SENCo Qualification, National Award for Special Educational Needs Co-ordination.</p>

Mrs Carey holds the following relevant qualifications and training

- Level 2 Certificate in Equality and Diversity
- Level 3 Certificate for Adult Learner Support
- Level 3 Certificate for Supporting Literacy and Numeracy
- Level 5 Additional Diploma in Teaching English (Literacy)
- Level 7 Postgraduate Certificate in Adult Dyslexia Diagnosis and Support
- Certificate in Education
- Conflict management
- Team Teach
- Positive Handling
- ACAS Mediation Skills Training

Mrs May holds the National Award for Special Educational Needs Co-ordination.

Mrs Chopping is in the process of qualifying for the SENCo Qualification, National Award for Special Educational Needs Co-ordination

Mrs Cann is due to attend the Exam Access Arrangements for Support Staff course (through Dyslexia Action) in January, and holds the following relevant qualifications

- Level 4 CPD Award in Developing Literacy Skills in Learners with Dyslexia
- Level 4 CPD Award in Perspectives on Dyslexia Level 4 CPD Certificate in Supporting Literacy in Learners with Dyslexia
- Level 5 CPD Award in Curriculum Wide Support for Learners with Dyslexia
- Level 5 CPD Diploma in Strategic Teaching Support for Dyslexia and Literacy

Mrs Marsh holds a Level 3 Teaching Assistant NVQ

Mrs Moody holds the following relevant qualifications

- Level 2 Certificate in Introduction to Counselling Skills
- Introduction training for Secondary Teaching Assistants

- ECDL certificate
- Behaviour Management Techniques Training
- Mentoring Pupils Training
- Autism Training Levels 2 & 3
- OCD Training
- CBT Training with Educational Psychologist
- EAL Training (Wokingham BC)
- Attachment training (Wokingham BC)
- Adoption Training (Wokingham BC)
- Dyspraxia training (Wokingham BC)
- Anger Management (Wokingham BC)
- Daisy's Dream training for Serious Illness Support, Supporting Bereaved Children in School, and Death in a Family

Mrs Woodcock holds the following relevant qualifications

- HLTA status
- Level 3 NVQ for Teaching Assistants
- CACHE Level 3 Diploma in Support Work in Schools
- BTEC Level 3 Advanced Award – Working with Sensory Impaired Young People (Visual Impairment)
- RNIB Certificate in Contracted (Grade 2 ) English Braille
- Nurture Assistant Certificate (Wokingham TAMHS training course)
- Training on Behaviour Management (Course run by Wokingham Council)

Mrs James holds the following relevant qualifications

- Level 2 CPCAB Counselling Skills
- BTEC Communication Support Worker (covering Deaf people and the community, language and communications skills, support strategies, and information technology)
- BTEC Advanced Award for Teaching Assistants working with Sensory Impaired children and Young People.
- Grade 2 RNIB Certificate in Contracted English Braille
- CACDP British Sign Language Stage 2
- Deaf Blind Communication Stage 1
- Certificate in Notetaking

	<p>Mrs Worth holds the following relevant qualifications and training</p> <ul style="list-style-type: none"> <li>• Diploma in Autism Awareness</li> <li>• City and Guilds Community Care</li> <li>• Level 3 Management for Care level 3</li> <li>• NVQ Level 3 Teaching Assistant</li> <li>• Level 1 Making Sense of Autism</li> <li>• First Aid at Work</li> <li>• ECDL</li> <li>• Behaviour Management Techniques</li> <li>• Disability and inclusion in sport</li> <li>• Supporting students who have experienced attachment difficulties, trauma and loss</li> <li>• Anxiety</li> <li>• Transition from KS2 to KS3</li> </ul> <p>Mrs Davies holds the following relevant qualifications</p> <ul style="list-style-type: none"> <li>• Advanced Diploma in Adult Nursing</li> <li>• First Aid at Work</li> </ul> <p>Mrs Cassingham holds the following relevant qualifications</p> <ul style="list-style-type: none"> <li>• BA(Hons) English</li> <li>• CELTA</li> </ul> <p>Staff appraisals are held annually and specialist expertise is engaged through the following external services</p> <ul style="list-style-type: none"> <li>• ASSIST</li> <li>• CAMHS</li> <li>• CYPIT</li> <li>• SENDIAS</li> <li>• Children’s Services</li> <li>• Local Authority (Educational Psychologist, Assistive Tech Support, Adviza, etc.)</li> <li>• Autism Berkshire</li> <li>• Sensory Consortium</li> </ul>
<p><b>6)</b> 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"> <li>• The Local Authority</li> <li>• Donations</li> <li>• SEN Departmental Budget</li> </ul>
<p><b>7)</b> The arrangements for consulting parents of students with SEN about, and</p>	<p>Parents are able to contact or be contacted by a named point of contact, their child’s tutor,</p>



<p>involving parents in, the education of their child.</p>	<p>teachers and Pastoral staff, or SEN staff by</p> <ul style="list-style-type: none"> <li>• Telephone via school switchboard</li> <li>• Email</li> <li>• Parents' Evenings</li> <li>• Open Evenings</li> </ul>
<p><b>8)</b> Arrangements for consulting young people with SEN 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"> <li>• (Ad hoc) Open Door policy in Learning Support Area</li> <li>• Drop-in sessions</li> <li>• Referrals through Pastoral Team</li> <li>• Annual Reviews</li> <li>• School Council</li> <li>• 1:1 sessions with staff or external professionals (listed in Section 3e)</li> <li>• Student voice in Pupil Profile Reviews and Annual Reviews</li> </ul>
<p><b>9)</b> 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><a href="#"><u>School Complaints Procedure</u></a></p>
<p><b>10)</b> 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><a href="#"><u>Applying for a Place at The Piggott School</u></a></p>
<p><b>11)</b> 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><b><u>CAMHS – Reading</u></b></p> <p>CAMHS Royal Berkshire Hospital Craven Road Reading RG1 5LF Tel: 0118 9315800 Fax: 0118 9750297</p> <p><b><u>CAMHS – Wokingham</u></b></p> <p>CAMHS Wokingham Community Hospital 41 Barkham Road Clinic Building RG41 2RE</p>

Tel: 0118 9495060/5177

Fax: 0118 9492944

**ASSIST**

Learning Difficulties & Disabilities Service

– WBC

Highwood Annexe Fairwater Drive

Woodley

RG45 3RU

[assist@wokingham.gov.uk](mailto:assist@wokingham.gov.uk)

**Autism Berkshire**

Autism Berkshire

Unit 7

Richfield Place

Richfield Avenue

Reading

RG1 8EQ

[contact@autismberkshire.org.uk](mailto:contact@autismberkshire.org.uk)

**SENDIAS**

SENDIASS

Wokingham Youth Centre

35 Reading Road

Wokingham

Berkshire

RG41 1EG

[sendiass@wokingham.gov.uk](mailto:sendiass@wokingham.gov.uk)

**Dyslexia Action – Winchester**

Dyslexia Action Winchester Learning  
Centre

Basepoint Business Centre

1 Winnall Valley Road

Winchester

SO23 0LD

[winchester@dyslexiaaction.org.uk](mailto:winchester@dyslexiaaction.org.uk)

**Dyslexia Action – Egham**

Dyslexia Action Egham Learning Centre

7 High Street

Egham

Surrey

TW20 9EA

[egham@dyslexiaaction.org.uk](mailto:egham@dyslexiaaction.org.uk)

	<p><b><u>CYPIT – Royal Berkshire NHS</u></b></p> <p>(Through Berkshire Healthcare Health Hub)  Tel: 0300 365 1234  Fax: 0300 365 0400  <a href="mailto:Bks-tr.healthhub@nhs.net">Bks-tr.healthhub@nhs.net</a></p> <p><b><u>Children’s Services – Wokingham</u></b></p> <p><a href="#">Wokingham Children's Services Directory (PDF)</a></p> <p><b><u>Sensory Consortium (Berkshire)</u></b></p> <p>Sensory Consortium Service Central  Office  Children's Services  Town Hall  St. Ives Road  Maidenhead  Berkshire  SL6 1RF  Tel: 01628 796786  Fax: 01628 796907  <a href="#">E-mail via webpage</a></p> <p><b><u>The Special Educational Needs Service (Wokingham)</u></b></p> <p>SEN Team  Highwood Annexe  Fairwater Drive  Woodley  RG5 3RU  Tel: 0118 974 6216  <a href="mailto:sen@wokingham.gov.uk">sen@wokingham.gov.uk</a></p>
<p><b>12)</b> Arrangements for supporting students with SEN in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>Students with SEN receive the following forms of support through transition phases</p> <ul style="list-style-type: none"> <li>• Pastoral Support Teams according to Key Stage</li> <li>• Supported visits (to The Piggott School for incoming students and to colleges for leavers)</li> <li>• Year 6 Transition Group for vulnerable students</li> <li>• 1:1 school visits (with parents)</li> <li>• Teachers liaise with Primary Schools on “Primary Visits”</li> <li>• Inter-school liaison by Inclusion Manager</li> <li>• Careers guidance</li> </ul>

	<ul style="list-style-type: none"><li>• Options Evenings/Interviews (Year 8)</li><li>• Work Experience</li><li>• PSCE/Citizenship</li><li>• CoPE</li><li>• SEN mentoring for 6<sup>th</sup> Formers</li></ul>
<b>13)</b> Information about where the Local Authority's offer is published	<a href="#">Local Offer (Wokingham)</a>