

SEN Information Report 2023-24 : The Piggott School, including Charvil Piggott Primary School

<p>1) 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">• Communication and interaction• Cognition and Learning• Social, emotional and mental health difficulties• Sensory and/or physical needs
<p>2) 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">• 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• Student referrals
<p>3a) The Piggott's approach to teaching students with SEN</p>	<p>Provision for SEN students includes</p> <ul style="list-style-type: none">• Quality first teaching with appropriate differentiation in place as the key part of Universal, Targeted and Specialist provision• LSA (TA in Primary) support in classrooms where appropriate• Access to smaller groups• Individualised short-term intervention programs, such as Dyslexia Coaching, Computer Skills Club, etc., and 5 minute box, precision teaching, etc. in Primary• Adapted resources, materials, and interventions• Assistive technology, where appropriate• Touch-typing practise• 1:1 TA support in Primary school
<p>3b) How the Piggott School evaluates the effectiveness of provisions made for students with SEN</p>	<ul style="list-style-type: none">• For individual students and groups of students we adopt an Assess, Plan, Do, Review process• Progress and evaluation is reported to

	<p>the SEN Governor</p> <ul style="list-style-type: none"> • 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 network) • Annual reviews are held for students with EHCPs • School Planning Meetings are held termly to track the impact of interventions for vulnerable SEN students • In Primary, pupil premium reviews are held termly
<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 • SEN Support Plans • Annual Reviews for students with EHCPs • Observations and follow up • Parents' Meetings • SENDCO is present Open Evenings, and Information Evenings • Weekly pupil review for SEN Staff • Weekly Staff briefing for teaching staff • Access Arrangement assessments for GCSEs and GCE qualifications
<p>3d) 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"> • Teachers planning quality first teaching as a key part of Universal, Targeted and Specialist provision • Alternative provision for students with Physical disabilities, e.g. GCSE Backup, use of the SEN Kitchen, physiotherapy • Groupings that target specific levels of progress • Differentiated resources and teaching styles • Appropriate choices of texts and topics to suit the learner • Access arrangements for tests and examinations • Additional LSA (TA in Primary) support in class or the in the SEN area • 'Curriculum Support' lessons to provide

	<p>additional support in Maths and English.</p> <ul style="list-style-type: none"> • Alternative environments for tests, controlled assessments, and examinations • 1:1 support for Primary 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 SEN</p>	<p>The Piggott School employs or uses services from various specialists and education professionals including</p> <p>In house:</p> <ul style="list-style-type: none"> • Carol Cann – Dyslexia Coach • Yasmin Cox – Specialist LSA (physical needs) • Alison Medhurst – Specialist LSA (physical needs) • Caroline Khan – Specialist LSA (physical needs) • Hannah McLeod – Specialist LSA (physical needs) • Emma Stedman – Specialist LSA (physical needs) • Hayley Walkden– Specialist LSA (physical needs) • Keeley Smith – Physical Needs Assistant LSA • Bernadette Fox – Specialist Maths LSA • Patricia Jackson – Specialist LSA (Visual Impairment) • Denise Kirby – Specialist LSA (Hearing Impairment) • Alison Marsh – Maths Coach • Margaret Moody – SEN Coach <p>External Professionals include:</p> <ul style="list-style-type: none"> • Educational Psychologist • Specialist Assessor for Access Arrangements • Speech and Language Therapist • Children’s physiotherapy team • Staff from the Sensory Consortium <p>We have links with:</p> <ul style="list-style-type: none"> • Foundry College • BCA

	<ul style="list-style-type: none"> • Just Around the Corner • Raw Mentoring • Various home tutors
<p>3f) 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 <u>medical needs</u> and <u>Special Educational Needs</u>, 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"> • Taxis to take wheelchair users to other 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. • Wheelchair accessible coaches are booked for school trips. • 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 physiotherapy sessions or may have their Food lessons in the (downstairs) Learning Support Kitchen and may be accompanied by another classmate in theory lessons. • 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 • Accessible toilets • All departments, the Library, and the Primary school have adjustable tables for students with wheelchairs • LSAs (TAs in Primary) within the classroom to support students with SEN to access the learning within a classroom setting • LSAs (TAs in Primary) assigned to school (day) trips to support students with SEN off-site • Modified and differentiated learning materials, as appropriate to facilitate

	<p>learning within a classroom setting</p> <ul style="list-style-type: none"> • Chromebooks can be loaned to students with SEN for them to use in lessons and at home • The Primary is built to accommodate wheelchair and walking frame users – the site is step-free and corridors are wide • Specialist chairs are in place as needed • LSAs (TAs in Primary) trained by external specialists to deliver physiotherapy exercises as needed • Purpose built physiotherapy room with therapy table and hoist • Accessible toilets around the site including one with a hoist and changing table and another with a hoist.
<p>3g) Support that is available for improving the social, emotional, and mental development of students with SEN</p>	<p>Pupils are supported by</p> <ul style="list-style-type: none"> • <u>Anti-bullying</u> and <u>safeguarding</u> policies that are supported by a specialist trained member of staff (Mr D Bibby Wargrave Deputy Head and Mrs C Waite Charvil Head) • An <u>acceptable Internet-usage</u> policy • A social, emotional and mental health support team that provides programmes such as social skills support, anger management, self-esteem and anxiety mentoring/support • Targeted support for individual students • ARC counsellor • Art Therapy • Daisy’s Dream • Primary staff trained in running nurture groups • Primary staff trained in dealing with bereavement • Jigsaw PSHE scheme of work taught throughout the Primary school
<p>4) The name and contact details of the SEND Co-ordinator, Assistant SENDCo, and the SEN Governor</p>	<p>School Switchboard 0118 940 2357</p> <p>Mrs V Hunt Assistant Head Teacher SENDCo (qualified) – Secondary Huntv@piggottschool.org</p> <p>Miss S Parsons</p>

	<p>Assistant SENCo - Secondary ParsonsS@piggottschool.org</p> <p>SEN Admin team: Jane Daser and Carly Knights SENDAdmin@piggottschool.org</p> <p>Mrs Lucy Bowley 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 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>Every member of the LSA team is trained to support students with Access Arrangements in their exams. Additionally, several are experienced invigilators. All LSAs have received invigilation training from the school's Examinations Officer.</p> <p>Mrs Hunt holds the National Award for Special Educational Needs Co-ordination.</p> <p>Mrs Cann holds the following relevant qualifications</p> <ul style="list-style-type: none"> • Level 4 CPD 'The Emotionally Connected Classroom' • Level 4 Exam Access Arrangements for Support Staff • 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 <p>Mrs Moody holds the following relevant qualifications</p> <ul style="list-style-type: none"> • Level 2 Certificate in Introduction to Counselling Skills <p>Mrs Marsh holds a Level 3 Teaching Assistant</p>

	<p>NVQ</p> <p>Mrs Scott holds a level 3 NVQ in supporting teaching and learning.</p> <p>Staff appraisals are held annually and specialist expertise is engaged through the following external services</p> <ul style="list-style-type: none"> • ASSIST • CAMHS • CYPIT • SENDIAS • Children’s Services • Local Authority (Educational Psychologist, Assistive Tech Support, Adviza, etc.) • Autism Berkshire • Sensory Consortium
<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 named point of contact, their child’s tutor, teachers and Pastoral staff, or SEN staff by</p> <ul style="list-style-type: none"> • Telephone via school switchboard • Email • Parents’ Evenings • Open Evenings
<p>8) 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"> • (Ad hoc) Open Door policy in Learning Support Area • Drop-in sessions • Referrals through Pastoral Team • Annual Reviews • School Council • 1:1 sessions with staff or external professionals (listed in Section 3e)

	<ul style="list-style-type: none"> • Child or Young Person Voice document in Annual Review process
<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><u>School Complaints Procedure</u></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><u>Applying for a Place at The Piggott School</u></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> <p><u>ASSIST</u></p> <p>Learning Difficulties & Disabilities Service – WBC Highwood Annexe Fairwater Drive Woodley RG45 3RU assist@wokingham.gov.uk</p> <p><u>Autism Berkshire</u></p> <p>Autism Berkshire Unit 7 Richfield Place Richfield Avenue</p>

Reading
RG1 8EQ
contact@autismberkshire.org.uk

SENDIAS

SENDIASS
Wokingham Youth Centre
35 Reading Road
Wokingham
Berkshire
RG41 1EG
sendiass@wokingham.gov.uk

Dyslexia Action:

dyslexiaaction.org.uk

CYPIT – Royal Berkshire NHS

(Through Berkshire Healthcare Health
Hub)
Tel: 0300 365 1234
Fax: 0300 365 0400
Bks-tr.healthhub@nhs.net

Children's Services – Wokingham

[Wokingham Children's Services Directory
\(PDF\)](#)

Sensory Consortium (Berkshire)

Sensory Consortium Service Central
Office
Children's Services
Town Hall
St. Ives Road
Maidenhead
Berkshire
SL6 1RF
Tel: 01628 796786
Fax: 01628 796907
[E-mail via webpage](#)

**The Special Educational Needs Service
(Wokingham)**

SEN Team
Highwood Annexe
Fairwater Drive
Woodley

	<p>RG5 3RU Tel: 0118 974 6216 sen@wokingham.gov.uk</p>
<p>12) 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"> • Pastoral Support Teams according to Key Stage • Supported visits (to The Piggott School for incoming students and to colleges for leavers) • Year 6 Transition Group for vulnerable students • 1:1 school visits (with parents) • Teachers liaise with Primary Schools on "Primary Visits" • Inter-school liaison by SENDCo • Careers guidance • Options Evenings/Interviews (Year 8) • Work Experience • PSCHE/Citizenship • CoPE • SEN mentoring for 6th Formers
<p>13) Information about where the Local Authority's offer is published</p>	<p><u>Local Offer (Wokingham)</u></p>