



SEND Information Report: The Piggott School: Charvil Piggott Primary 2025-26

<p>1) Types of Special Educational Need that are provided for at The Piggott School: Charvil Primary</p>	<p>We provide support for a wide range of additional needs across the four areas of need as set out in the SEN Code of Practice 2014</p> <p>Communication and interaction Autism, speech, language and communication difficulties, interacting and communicating with others</p> <p>Cognition and Learning Specific learning difficulties including dyslexia, dyscalculia and dyspraxia as well as global developmental delay</p> <p>Social, emotional and mental health difficulties Attention deficit hyperactivity disorder, (ADHD), social and emotional difficulties</p> <p>Sensory and/or physical needs Physical disabilities, hearing and/or visual impairments and sensory processing needs</p>
<p>2) Information about The Piggott School: Charvil Primary's policies for identification and assessment of students with SEN</p>	<p>We identify pupils with SEND through a range of different measures. They include:</p> <ul style="list-style-type: none"> • Using assessments both formal and informal • feedback from staff • the child's voice if they are asking for help or showing different learning behaviours than previously demonstrated • Observations by external professionals, e.g. speech and language, Occupational Therapy, Sensory Consortium • Liaison with previous schools and settings
<p>3a) The Piggott School: Charvil Primary's approach to teaching students with SEND</p>	<p>Our approach to Special Educational Needs and Disabilities (SEND) is built upon our deeply held Christian values of Love and Respect. We believe that every child is unique. Our commitment is to creating a truly inclusive learning environment where every member of our school community can flourish.</p> <p>We provide quality first teaching and effective provision for all children.</p> <p>We make reasonable adjustments that provide appropriate support for individual needs:</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 intervention programs, such as Nessy • Adapted resources, materials, and interventions • Assistive technology, where appropriate • Small group TA support • Adult support on a 1-1 basis but with a team of adults providing the support • Support plans detailing standing provisions and specific, measurable targets • Visual timetables



<p>3b) How the Piggott School: Charvil Primary evaluates the effectiveness of provisions made for students with SEND</p>	<p>The attainment and progress of all children with SEND is closely monitored and tracked by the class teacher, Inclusion Lead/ SENCO and wider senior leadership team.</p> <p>Children’s attainment and progress towards targets is tracked and monitored through:</p> <ul style="list-style-type: none"> • On-going teacher assessments including statutory and standardised assessment scores • Review meetings with external agencies • Evaluating the impact of interventions and adapting as needed • Discussion with children and parents as appropriate • Pupil progress meetings <p>Additionally, effectiveness is evaluated by:</p> <ul style="list-style-type: none"> • Regular SEND reports to governors
<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>Support is also regularly reviewed through the ‘assess, plan, do review’ process. This process is fed back to parents so that transparency of progress is known to all.</p> <p>Arrangements for assessing progress can include:</p> <ul style="list-style-type: none"> • Data tracking and school reports for student progress • Annual Reviews • Support plans • Observations and follow up • Parents meetings
<p>3d) How adaptations are made to the curriculum and the learning environment of students with SEND</p>	<p>We offer an engaging and balanced curriculum, where teaching is tailored to the needs of the children and is planned to cater for the range of abilities and needs. Access to the curriculum is further supported through a range of resources, including the use of assistive technology</p> <p>We adapt the curriculum and learning environment by:</p> <ul style="list-style-type: none"> • Implementing access arrangements for controlled assessments, tests, and examinations. • Providing alternative, quiet environments for testing, assessments, and examinations. • Offering separate learning spaces (like a quiet area away from the main classroom) when required. • Making adaptations to the class seating plan. • Ensuring access to nurture and sensory rooms. <p>School trips, plays and events are adapted to ensure that all children can access a full range of opportunities that the school offers.</p> <p>We take advice from outside agencies regarding adaptations or modifications that may be required in teaching areas for specific needs e.g. using radio transmitters or physical adaptations such as ramps/ additional rails for steps.</p>



<p>3e) Additional support for learning available to students with SEND</p>	<p>We work with a range of specialists and education professionals, such as</p> <ul style="list-style-type: none"> • Educational Psychologist • Learning Support Service • Teacher for the Deaf/Hearing Impaired (Sensory Consortium) • Teacher for the Visually Impaired (Sensory Consortium) • Hearing Impaired SALT support • CYPIT - Children and Young People Integrated Therapies – SALT, children’s physiotherapy and Occupational Therapy • Access to independent/private Speech and Language Therapy (as required) • Foundry College Behaviour Support Team • Addington Outreach • MARF (Early Help, children’s services, autism team) <p>Links to Alternative providers such as JAC and Foundry.</p>
<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>Children with SEND are supported in multiple ways (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 some students • 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 • Sensory room and nurture room
<p>3g) Support that is available for improving the social, emotional, and mental development of students with SEND</p>	<p>To prepare children for the next phase of their education and adulthood, we have created a strong, supportive environment and offer a variety of interventions and support programs to help them with both their social and academic skills.</p> <p>Pupils are supported by:</p> <ul style="list-style-type: none"> • High standards of behaviour with Behaviour Blueprint and Behaviour curriculum, delivered with a therapeutic approach • Regular internal and external CPD for all staff • Behaviour and pastoral worker, trained in mental health first aid • 2 Nurture UK trained TA’s • Targeted support for individual students • Art Therapy - Drawing and talking • Zones of Regulation • Theraplay • Access to nurture room and sensory room • Implementation of the Jigsaw PSHE scheme of work • Bereavement support
<p>4) The name and contact details of the SEN Co-ordinator and the SEN Governor</p>	<p>School 0118 932 0033</p> <p>Mrs C Waite Inclusion Leader, SENCo</p>



	<p>charvilsenco@piggottschool.org</p> <p>Primary Committee has responsibility for monitoring SEND across the primary phase</p> <p>Email via Clerk to Governors MarrR@piggottschool.org</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>All staff hold an Enhanced DBS and are trained in Safeguarding and PREVENT.</p> <p>Miss Gibson (Pastoral and behaviour support worker) is trained in Youth Mental Health and providing nurture support.</p> <p>2 members of staff have completed the Nurture UK accreditation.</p> <p>A comprehensive annual CPD program covers training in SEND needs such as ADHD, Autism, PDA, dyslexia, sensory processing, ACEs and trauma, medical training from the NHS,</p>
6) What equipment and facilities are available to support children and young people with SEN?	<p>Equipment and resources are provided within the school's budget in line with the Local Education Authority procedures and guidance.</p> <p>Recommendations from external specialists will be accommodated within the constraints of the school budget.</p> <p>Some equipment may be secured through accessing funding through local charities or the CPSA</p>
7) How are parents of students with SEN consulted about and involved the education of their child.	<p>We have an open-door policy; the initial contact is usually the class teacher, the inclusion lead will support as necessary.</p> <p>In addition to this we also offer:</p> <ul style="list-style-type: none"> • Meetings as needed to discuss and review progress and effective strategies to support the child. • Parent consultation meetings twice a year • Support plan meetings to share and review targets • Specific meetings to support family transition to a new school, class, or following a change of staff. • Annual reviews for children with an Education, Health and Care Plan
8) How are young people with SEN consulted about and involved in their education?	<p>Pupil voice is a key part of our approach to supporting children with additional needs. Their views and aspirations (short and long term) are recorded as part of the Support plan and EHCP review process.</p> <p>Children with additional needs are included by subject leaders when they gather pupil voice about their subjects.</p>
9) How do we handle complaints from parents of children with SEN about provision made at the school?	<p>Concerns should initially be raised with the class teacher, then the Inclusion Lead. In the event that concern is not resolved, parents are signposted to the complaints procedure which can be found on the school website.</p>
10) What support services are available for the parents of pupils with SEN?	<p>The Special Educational Needs Service (Wokingham) SEN Team Shute End Wokingham RG40 1BN sen@wokingham.gov.uk</p> <p>SENDIASS (Special Educational Needs Information, Advice and Support Service) provide a free service to families living in Wokingham.</p>



	<p>Telephone: 0118 908 8233 Email sendiass@wokingham.gov.uk</p> <p>Further advice and support are available through local and national agencies such as:</p> <ul style="list-style-type: none">• SEND Voices• ASSIST (families with children with Autism)• CYPIT online toolkit (Speech and Language or OT support) <p>Parenting special children Wokingham's local offer</p>
11) What are the arrangements for supporting students with SEND in a transfer between phases of education	<p>We maintain strong links with feeder pre-schools and receiving secondary schools; ensuring that we can work closely with colleagues to plan for successful transitions between phase of education.</p> <p>The support between moving schools or phases within our school may also include:</p> <ul style="list-style-type: none">• Early Years staff visit to pre-schools in the summer term to meet children in their familiar setting• Opportunities for children and families to visit our schools prior to taking up a place• Children spending time in their new classes• An additional visit on the September INSET Day prior to all children starting• Meetings with families and any external agencies involved with their support• Sharing information, strategies, reports, one-page profiles and assessment data to support progress• Arranging additional visits for children to spend some extra time at their receiving school during the summer term• Internal transition meetings for families as children move between classes/Key Stages to meet new staff and receive key information• Welcome booklets with photos and key information
12) Where can information about where the Local Authority's offer be found?	<p>Local Offer (Wokingham)</p>