



Bearwood Primary School

SEND Information Report

Local Offer - Support available for children and young people with additional needs

Contact Name: Miss Kay Clarke - Inclusion Lead
Contact Telephone: 0118 9784 628
Contact E-mail: admin@bearwood-pri.wokingham.sch.uk

School Information Report last reviewed: 05/05/2026

Identification of Special Educational Needs and Disabilities (SEND)

How does Bearwood identify children/young people with special educational needs and disabilities?

We will use a wide range of information to identify children with special educational needs and disabilities and these will include:

- o Information provided by any previous school I setting
- o National Curriculum expectations
- o Scores from standardised reading, spelling or mathematics tests
- o Other diagnostic assessment scores
- o Year 1 phonics screening check outcomes
- o Analysis of the pupil's work
- o Observations of the pupil
- o Feedback from discussions with parents, pupil and staff
- o Attendance and behaviour data
- o Information from outside agencies
- o Evidence of the impact of provision already tried

On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress. If teachers have any concerns regarding a child in their class, they discuss these concerns with the child's parents and with the SENCo.

What should I do if I think my child has SEND?

If you have concerns about your child we would advise you to contact the class teacher. The class teacher may recommend a meeting with the SENCo which can be arranged with parents' permission.

The SENCo offers SEND appointments at the termly parents' evenings where parents can book an appointment to discuss any SEND concerns they have.

If you continue to have concerns about your child then you can contact the main office to arrange a meeting with the SENCo and/or Head Teacher.

If your child has not yet started at our school, you can contact the main office and arrange a phone call meeting with the SENCo.

Support for children with Special Educational Needs

If my child is identified as having SEND, who will oversee and plan their education programme?

Class teachers are accountable and responsible for all children in their class which includes those children with SEND. All those children on the SEND Register will have either an Individual Support Plan (ISP) or a One Page Profile (OPP).

Both of these will be initially created by the class teacher with support from the SENCo.

There may also be input from the SENCo and other appropriate agencies such as Learning Support Service (LSS), Educational Psychology (EP), Foundry Outreach and Speech & Language Therapy (SALT).

Plans are reviewed termly and discussed with parents I carers, usually at termly parents' evenings, and new targets are set.

The SENCo monitors individual plans and meets with class teachers on a termly basis to review SEND provision. Parents I carers will be involved at all times.

How will I be informed I consulted about the ways in which my child is being supported?

We will have an early discussion with parents/carers when identifying whether a child needs special educational provision. These conversations will ensure that everyone develops a good understanding of the child's strengths and needs. We strive to work in partnership with parents I carers and we will make sure that everyone understands the agreed outcomes sought for the child and what the next steps are.

These are some of the ways you may be informed I consulted about your child's support:

- Parent consultation evenings with class teachers
- Parent consultation evening with SENCo
- Annual reports
- Sharing targets through an Individual Support Plan, One Page Profile, Predict & Prevent Plan or Healthcare plan depending on needs
- Individual Support Plans (ISPs) are reviewed termly with parents I carers
- Reports from outside professionals, if involved
- Annual Review meetings for children with an EHCP
- Additional meetings as needed with class teachers and I or SENCo

How will the school balance my child's need for support with developing their independence?

We aim to provide an inclusive education, which includes high quality class teaching with appropriate adaptations, for all children.

The Individual Support Plan (ISP) or One Page Profile (OPP) will detail the additional support your child needs.

Your child will be encouraged to be as independent as possible using a range of strategies and resources which may include:

- Visual timetables
- Checklists
- Tasks broken down into small, manageable steps
- Interventions to develop independent working skills

How will the school match I differentiate the curriculum for my child's needs?

The curriculum will be adapted based on each individual child's need, taking into account teacher assessments, advice from outside agencies, the need for small group or 1:1 support or specific interventions. A small number of children with an EHCP may require a more personalised curriculum.

What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Each child's strengths and needs are looked at individually to determine the best strategies for them. The school also follows individual therapy programmes and recommendations from outside agencies including speech & language (SALT), Educational Psychology (EP), Foundry Outreach, Berkshire Sensory Consortium and the Learning Support Service (LSS).

Strategies may include:

- Adapted activities
- Visual support including pictures, objects and word mats
- Visual timetables
- Social stories
- Calm Corner or Safe place
- First and Then cards -e.g. first reading then choosing time
- Communication cards
- Individual work stations
- Sensory or movement breaks
- Personalised reward systems
- ICT support
- Work broken down into small, achievable steps
- Modelled language
- Talk or Writing frames
- Alternative ways of recording work

Some children may have personalised strategies or a therapy plan from external agencies which will be incorporated into the school day.

What additional staffing does the school provide from its own budget for children with SEND?

Within the constraints of the budget we aim to provide:

- A SENCo to coordinate provision for SEND and advise teachers or support staff
- Learning Support Assistants in each year group

- Learning Support Assistants to support specific focused teaching or interventions where necessary
- Learning Support Assistants trained to support specific children
- Nurture Assistant trained LSAs to provide individual and group support
- A learning mentor

What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

The interventions offered change from year to year depending on the needs of the children in the school at the time. These are some of the interventions that may be offered: Social skills group, Nurture support, Nesy reading & spelling, precision teaching for reading or spelling, Mini maths mastery, Plus 1 maths, phonics, Bear Necessities reading programme, Words First, Speech & language therapy, occupational therapy, Fine motor skills and Touch typing

What resources and equipment does the school provide for children with SEND?

This will vary for each child but we will endeavour to provide additional resources as required. Any resources and equipment that a child needs will be considered based on recommendations made by specialist services.

The types of resources might include: Specialist cushions or seats, sloped writing desks, concentration work station, concentration toys ('fidget toys'), visual timetables, task cards I Now & Next boards, specific pens/pencils or grips, ear defenders, theraputty, Social Stories and Communication Cards and sensory toys

What special arrangements can be made for my child when taking examinations?

This will depend on the child's identified needs and the current DfE guidelines. Any additional support for SEND children during SATs is regulated by the Standards and Testing Agency.

This may include access to:

- Additional time
- A scribe
- Readers
- Prompts
- Adapted papers
- Quiet areas
- Movement breaks

My child's Progress

How will the school monitor my child's progress and how will I be involved in this?

The school regularly monitors the progress of all children, including those with SEND. This is carried out in a number of ways:

- On-going Teacher Assessments - as part of Quality First Teaching, teachers continually assess children and amend their teaching where necessary to either support or extend the children
- Pupil Progress Meetings - these are held once a term with the class teacher, Senior Leadership team and SENCo

- Inclusion meetings between each class teacher and the SENCo are held twice a year to discuss progress and additional support
- Tests that give standardised scores and comparative ages
- ISP (individual support plan) meetings and parents' evenings - a chance to give input from home experiences
- Aspects of progress will be discussed with parents where appropriate.

When my child's progress is being reviewed, how will new targets be set and how will I be involved?

Individual Support Plans (ISPs) are reviewed termly by class teachers, with input from the pupil, parents and SENCo. New targets are set based on how much progress has been made and on any recommendations from outside agencies such as Learning Support Service (LSS), Foundry Outreach, Educational Psychology Service (EP) and Speech & Language Therapy (SALT).

If your child has an Education Health Care Plan (EHCP) you will also be invited to be a part of the Annual Review, alongside other professionals who are involved with supporting your child, to review your child's targets.

In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

- ISP review meetings - termly
- Annual Review meetings for children with an Education Health Care Plan (EHCP)
- Parents I carers can request a meeting with the class teacher and I or Senco at a mutually convenient time.
- SEND parents' evening appointments with the Senco, which are offered termly

What arrangements does the school have for regular home to school contact?

- General information is available on the school website and weekly newsletter
- Home-school communication books are used as appropriate for some children
- The SENCo can be contacted by email, either directly or via the school office
- Class teachers can be contacted by email via the school office.
- It may be possible to speak to class teachers briefly after school in the playground
- Meetings I phone calls can be arranged with the class teacher and I or Senco to discuss any concerns about a child
- Information about SEND - related external workshops, webinars and meetings are forwarded to parents or included in the weekly school newsletter

How can I help support my child's learning?

The following support you can offer your child has significant impact on their progress:

- Ensure that your child has enough sleep and is ready for learning
- Ensure punctual, regular attendance
- Tell us about any issues from home that might impact your child's learning.
- Listen to your child read every day
- Read stories to your child

- Discuss vocabulary and look at books related to the topics being taught in class
- Help your child to learn their times tables
- Support home learning activities including online learning such as Times Tables Rock Stars and Accelerated Reading
- Support your child with their personal Individual Support Plan (ISP) or EHCP targets
- Provide opportunities for your child to engage with any specific learning programmes assigned to them such as Nessy or touch-typing
- Follow any programmes set by external agencies - e.g. speech & language therapy, occupational therapy, physiotherapy
- Talk to your child about things they are doing at school and about what is happening in the world around them.

Does the school offer any help for parents I carers to enable them to support their child's learning, e.g. training or learning events?

The school runs regular curriculum events and workshops throughout the year for specific subjects where ways to support your child are demonstrated.

Where appropriate, transition meetings will be held to ensure the smooth transition to a new year group or new school We are also able to signpost parents to support from a range of other agencies.

How will my child's views be sought about the help they are getting and the progress they are making?

The level of involvement will depend on your child's age and level of competence.

The views of the child are considered wherever possible. For example, they may be involved in the review of their ISP and if they have an EHCP, they will be invited to attend and contribute to the Annual Review process.

Children with SEND, may also have a one-page pupil profile which will be written and updated with the child to give a clear picture of their strengths and areas of need.

How does the school assess the overall effectiveness of its SEN provision and how can parents I carers and young people take part in this evaluation?

The school regularly assesses the effectiveness of its provision as part of a graduated approach. This is done in a number of ways including

- Monitoring progress using Teacher Assessments and standardised scores - this is done as part of Pupil Progress Meetings
- Outside agencies such as Speech and Language Therapy, Foundry Outreach and the EP Service review objectives set and progress made towards these
- Class teachers, supported by the SENCo and Senior Leadership team, evaluate the impact of teaching strategies
- The SENCo monitors the impact of interventions
- The SENCo meets with teachers on a termly basis to evaluate SEND provision and outcomes
- Annual Reviews for children with an Education Health and Care Plan (EHCP) - pupil and parents' views are obtained as part of the review process
- Discussion with children, as appropriate, and parents.
- Children are aware of own learning targets and next steps

Support for my Child's Overall Well-Being

What support is available to promote the emotional and social development of children with SEND?

We provide support for pupils to improve their emotional and social development in the following ways:

- We have many strategies which are part of our curriculum and they are embedded in our everyday classroom practice and school ethos. These include PSHE and various praise and reward systems
- A weekly assembly where academic and personal successes are celebrated with the whole school
- We have a zero tolerance approach to bullying and enable both parents and children to report incidents quickly
- A therapeutic approach to behaviour management

Extra support for individuals who need a more personalised approach includes:

- Social skills group
- Individual nurture sessions
- Social Stories
- 1:1 time with a trusted adult

Additionally, a referral can be made to the mental health support team in school (MHST) if there are concerns about a child's emotional wellbeing.

What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

We aim to work closely with parents / carers to support a child who is struggling to conform to normal behavioural expectations and will arrange regular meetings to monitor progress.

At all times we have clear, high and consistent expectations of behaviour. We have a therapeutic approach to behaviour management.

For children at risk of exclusion we may provide:

- Nurture sessions
- Personalised behaviour reward charts
- A calm corner
- Movement and /or sensory breaks
- A referral, with parental permission, to the mental health support team in school (MHST)
- A discussion, with parental consent, with an Educational Psychologist
- A Predict & Prevent Plan

A small number of children may be referred, with parental consent, to Foundry behaviour outreach support.

What medical support is available in the school for children with SEND?

We have members of staff including teachers, Learning Support Assistants and Lunchtime supervisors who have undertaken first aid training. All staff adhere to the First Aid Policy.

The school nurse team has also provided training for key staff supporting specific children:

- Allergies and EpiPen I Jext Pen
- Epilepsy
- Asthma I Inhaler
- Diabetes

Staff undertake any training needed for specific medical needs There is also a life-saving defibrillator in school.

How does the school manage the administration of medicines?

We only administer prescription medication and parents must fill in a form in the office outlining the dosage and correct use. Any medicines are kept securely at school.

All classrooms have a first-aid 'grab bag', containing children's asthma inhalers and EpiPens I Jext pens. The bags are taken to PE lessons and on class trips.

All staff adhere to the Supporting Children with Medical Conditions Policy.

How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc?

We have a disabled toilet which is also a wet room. If needed, we provide personal care and follow our Intimate Care Policy, usually having a 2:1 ratio.

Individuals may be provided with Caring Cutlery and extra time I supervision when eating if appropriate.

Specialist Services and Expertise Available at or Accessed by the School

What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?

The school can access the following services:

- Educational Psychologists (EP)
- Learning Support Service (LSS)
- Speech and Language Therapists (SALT)
- Physiotherapy
- Mental Health Team in School (MHST)
- Children and Adolescent Mental Health Services (CAMHS)
- CYPIT – ASD and ADHD referrals
- Behaviour Support teachers (Foundry College Outreach)

- Berkshire Sensory Consortium Service - for visual and hearing impairments
- Addington Outreach - advice regarding children with EHCPs or going through the EHCP process
- School Nursing Team
- SENDIASS - parental support
- CYPF - for ASD and ADHD referrals

Schools in the Wokingham area cannot directly refer a child to occupational therapy (OT) unless they have an EHCP but the SENCo can provide a referral letter for parents/ carers to take to their GP to request a referral.

What should I do if I think my child needs support from one of these services?

Speak to the SENCo who will advise on next steps and make referrals as necessary. You can also seek advice from your GP.

How are speech and language therapy, occupational therapy and physiotherapy services provided?

- A speech & language therapy (SALT) caseload meeting is held termly with the SENCo and the school's link therapist. If a formal assessment is recommended, this will be discussed with parents who will need to give written consent. Where a child has a SALT therapy plan, these are delivered in school by trained school staff.
- Nursery children cannot be referred to the school's link speech & language therapist. However, if the school has concerns about a nursery child's speech parents will be contacted and advised to phone the Early Years Speech Therapy Service for advice.
- A referral can be made to the physiotherapy service. All referrals are triaged and some children may be assessed and be given a therapy plan. In those cases, a trained member of staff will deliver the physiotherapy plan in school.
- Referrals cannot be made by the school to the occupational therapy service unless a child has an EHCP but if a child has an OT therapy plan it will be delivered in school by a trained member of staff. Where there are concerns, the school SENCo can provide a letter for parents I carers to take to their GP to request an OT assessment.
- Parents I carers are encouraged and supported to work on therapy targets, where provided, at home with their child

What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

Contact the SENCo who can offer advice and if appropriate arrange a referral.

- With your consent, the SENCO can discuss your child at the termly speech & language caseload meeting with the school's link therapist
- It is not currently possible for Wokingham schools to make a direct referral to occupational therapy unless the child has an EHCP but the SENCo can write a recommendation letter for parents I carers to take to the GP.
- You can also see your GP to request a referral to occupational therapy and physiotherapy

What arrangements does the school have for liaison with Children's Social Care services?

The SENCo / Inclusion Lead is the designated officer for Child Protection and the Designated Safeguarding Lead. The school has access to Children's Social Care services and can make a referral if an issue is identified to us.

Training of School Staff in SEND

What SEND training is provided for teachers in your school?

- Training is provided depending on current and future needs.
- Staff INSET and staff CPD SEND input as required
- The EP / SALT and LSS services can provide training to specific staff or the whole school as required
- The SENCo attends local SEND network meetings / training and cascades information to staff

What SEND training is provided for teaching assistants and other staff in your school?

- Learning Support Assistants are given opportunities to attend courses and access online training to further develop their knowledge and understanding of areas of SEN.
- Speech & Language therapists can train LSAs to deliver therapy plans to specific children
- The SENCo trains LSAs to deliver particular interventions
- LSAs support each other so they benefit from each other's knowledge and skills
- The SENCo provides or arranges relevant training for LSAs each term.

Do teachers have any specific qualifications in SEND?

- Our SENCo has successfully completed postgraduate training in SEN and has achieved the National Award in SEN Coordination
- Class teachers are experienced in working with a range of SEND pupils

Do teaching assistants have any specific qualifications in SEND?

- Several of our LSAs are trained Nurture Assistants
- Some of our LSAs have attended courses in speech & language needs, ADHD and OT
- All of our LSAs have received some autism training
- LSAs are experienced in working with a range of SEND pupils

Activities Outside the Classroom Including School Trips

How do you ensure children with SEND can be included in out of school activities and trips?

All children are included in out of school activities and trips in discussions with parents and risk assessments are undertaken in line with the Local Authority guidelines.

Parents may be invited to accompany their child if necessary or 1:1 support may be provided depending on the level of need. Staff undertake a preparatory visit to ensure the risk assessment is appropriate and staff ensure that venues are fully informed of any additional support that may be required.

How do you involve parents I carers in planning the support required for their child to access activities and trips?

As part of our preparations for activities and trips we will discuss the support needed for an individual child with their parents I carers. We will also inform parents of the advice given by the place to be visited in terms of their facilities and accessibility.

Accessibility of the School Environment

How accessible is the building for children with mobility difficulties I wheelchair users?

The school has relevant access points and ramps throughout. The school is on one level with no stairs.

Have adaptations I improvements been made to the auditory and visual environment?

Adaptations are made to suit individual needs as required and as advised by outside agencies I specialists.

Are there accessible changing and toilet facilities?

We have a disabled toilet in the key stage two area which is also a wet room with shower.

How do you ensure that all the school's facilities can be accessed by children with SEND?

The school ensures that reasonable adjustments are made to ensure that the school is accessible to all children and that these adjustments are reviewed and amended as necessary.

How does the school communicate with parents I carers who have a disability?

The school aims to communicate with parents I carers who have a disability in the most effective way for each individual.

How does the school communicate with parents I carers whose first language is not English?

We encourage parents to bring an advocate (trusted representative) who is able to offer translation services. We can access translation services via the local authority.

Some parents prefer to communicate using Google translate or similar during meetings.

Preparing my Child to Join the School or to Transfer to a New School or the Next Stage of Education and Life

What preparation will there be for both the school and my child before he or she joins the school?

Where possible, and depending on individual needs we may offer:

- Foundation Stage - staff visit children with SEND in their nursery I pre-school setting and/or arrange home visits or home phone calls
- Planned transition visits to the school

- Contact with the previous school's SENCo to discuss needs and appropriate support
- Meetings with parents I carers to discuss needs and strategies
- A photo booklet or Social Story to help familiarise the child with the school and staff

How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

- Transition meetings to share information between the current and new teacher
- Visits to their new classroom to spend some time with their new teacher
- Where appropriate, a transition booklet I Social Story to take home which includes photographs of the new classroom and staff, explanations of new routines and a welcome to the child
- Some children may be invited to an extra transition day before the beginning of term in September

How will my child be prepared to move on to his or her next school?

- Extra transition visits to secondary schools, where appropriate and where offered by receiving schools
- LSAs may accompany a child on a transition visit if necessary
- Secondary school colleagues are invited to school to meet the child and observe them in their current setting, particularly for those with an EHCP

How will you support a new school to prepare for my child?

- Y6 staff meet with secondary school staff to pass on information and share good practice and strategies
- Our SENCo will work closely with the receiving school's SENCo to ensure there is a smooth transition
- All relevant SEND information will be passed onto the new school
- For Y6 children with an EHCP:
 - o Preparations for transition will begin at the Y5 Annual Review meeting
 - o A transition meeting with parents, school staff and the secondary school Senco may be arranged in the summer term of Y6
 - o Staff at the new school can be invited to visit the child in the current setting

What information will be provided to my child's new school?

All SEN records will be passed onto the next school. This may include:

- EHCP documents and Annual Review paperwork
- Any diagnostic assessments and reports
- Individual Support Plans (ISPs), One Page Profiles (OPP) and information on successful interventions and strategies
- Relevant paperwork I reports from any external agencies such as speech & language, Educational Psychology, Foundry Outreach, Occupational Therapy, physiotherapy and the Learning Support Service
- Assessment records

Who Can I Contact to Discuss my Child?

Who would be my first point of contact if I want to discuss something about my child or if I am worried?

We would encourage you to firstly speak to your child's Class teacher. You can also contact the SENCo or Head Teacher.

What arrangements does the school have for signposting parents I carers to external agencies which can offer support, such as voluntary agencies?

We regularly email parent I carers relevant leaflets and information that is sent to the school from local agencies. Information about courses, webinars and parent workshops from external agencies are put in our weekly newsletter. The Senco can signpost parents I carers to relevant external support agencies.

What arrangements does the school have for feedback from parents, including compliments and complaints?

Parents are encouraged to speak to the class teacher in the first instance and can also email or make an appointment to see the Senco or Head teacher.

Parents can email or phone the school office and feedback will be passed on to the relevant person. Our complaints procedures are listed in our school policies including the SEND policy.

School Admissions and Policy Documents

School admission arrangements for children with special educational needs and disabilities School Admission Link

Bearwood Admissions Policy - https://www.bearwood-pri.wokingham.sch.uk/web/admissions_information/608528

School Accessibility Plan

Bearwood Accessibility Policy - https://www.bearwood-pri.wokingham.sch.uk/web/school_policies/607670

Special Education Needs Policy

https://www.bearwood-pri.wokingham.sch.uk/web/school_policies/607670