



SEN Information Report 2024/ 25

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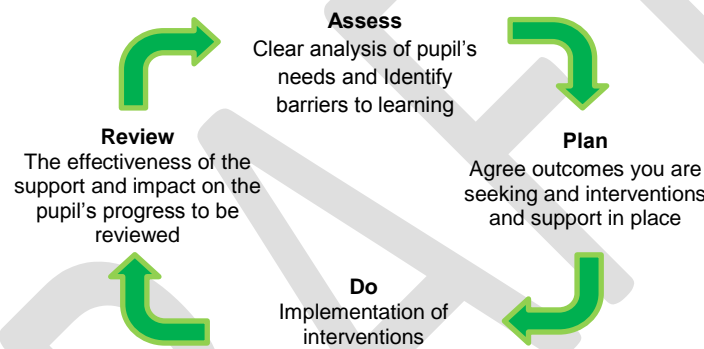
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INTRODUCTION

At the Gorse Ride Schools we believe that children learn best when they feel happy, motivated and safe. We are committed to ensuring that all children receive the highest quality education and care, including those identified with additional needs. We pride ourselves on celebrating our children's diverse needs and tailoring their learning experiences to ensure that these needs are met.

Provision for children with additional needs is a matter for the school as a whole. All teachers are teachers of children with additional needs and Quality First Teaching is our first step in responding to them. At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. For those children identified as having an additional need reasonable adjustments will be made to ensure they make good progress from their starting point.

The school follows a graduated response following an assess, plan, do and review cycle to ensure that every child, who needs it, has effective support in place for them.



We use [Wokingham's Ordinarily Available](#) document to help us distinguish between the following levels of support within school:

- Universal Provision 1(U1) Quality First Teaching as part of Ordinarily Available Offer
- Universal Provision 2 (U2) Early intervention support as part of Ordinarily Available Offer
- Universal Provision 3 (U3) Targeted additional support as part of Ordinarily Available Offer
- SEND Support (K) Targeted intensive additional support where child is placed on SEND register
- EHCP targeted and personalised support following the outcomes and provision laid out in the Education Health Care Plan.



THE KINDS OF SEND THAT ARE PROVIDED FOR

Gorse Ride Schools currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, Specific Learning Difficulties, Moderate learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and anxiety
- Sensory and/or physical needs, for example, hearing impairments and physical difficulties

IDENTIFYING PUPILS WITH SEND AND ASSESSING THEIR NEEDS

Provision for children with special educational needs is a matter for the school as a whole and as such all teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility although the Inclusion Manager, Mrs Kathryn Dewey, is responsible for ensuring that all children identified are supported appropriately.

A child may be identified as having Special Educational Needs in the following ways:

- Information from the parents regarding the child's pre-school development
- Information from health visitors for the pupils being admitted to nursery
- Concerns expressed and recorded by the class teacher
- Information from another professional at the School's Planning Meetings e.g. Educational Psychologist or information from another professional report e.g. Speech and Language assessment
- Low EYFS assessments
- Low attainment and/or progress not in line with expected progress in literacy and numeracy every year
- Observation by the Inclusion Manager, Head Teacher or other member of staff

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress, which may include progress in areas other than attainment, for example, social needs, for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.



Children need to meet at least 1 of the following criteria before they are placed on the school's SEND Register:

- The child is working significantly below age related expectations and is not making progress despite targeted interventions being implemented and reviewed for at least 3 APDR cycles.
- Advice has been sought and provided from an outside agency and an individualised plan/programme has been provided for school to follow which is over and above the provision provided by the school's Universal provision
- A diagnosis (with supporting evidence from an outside professional) which is impacting on the child's learning and development and who's needs cannot be met at through the universal provision

Children who have a diagnosis which is not having an impact on their learning and development will be placed on the school's Additional Needs Register to ensure that reasonable adjustments are made as appropriate to their needs. If it is felt that their needs have changed their learning and/or development is being impacted, then they can be moved onto the SEND Register. This would be done after a discussion with staff and parents.

Once assessments have been carried out, the outcomes are discussed at Pupil Progress Meetings where staff discuss needs and barriers to learning. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer, or whether something different or additional is needed.

CONSULTING AND INVOLVING PUPILS AND PARENTS

Any concerns about a child's progress are discussed with parents and their views and information about how they feel their child is getting on are sought.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND Support. Parents will be asked to sign a consent form to ensure that they understand that their child is being placed on the Special Educational Needs Register and the support that is being provided to them.

Parents/ carers are also invited to comment on their child's provision and progress on their termly IPPs.



ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

We follow the graduated approach and the four-part cycle of assess, plan, do, review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Children will have outcomes linked to any interventions that they are involved in. These interventions and class targets will be reviewed at least termly at Pupil Progress Meetings.

Progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

For some children, a Therapeutic (Risk Reduction) Plan will be written which has targets focused on specific behaviours that the school and parents feel need addressing. Therapeutic Plans will be reviewed every 6 weeks and these review meetings will involve parents, school staff and sometimes the behaviour support team, if appropriate.

SUPPORTING PUPILS MOVING BETWEEN PHASES AND REPARING FOR ADULTHOOD

At Gorse Ride Schools we work hard to foster good relationships with settings where children are transferring from and to.

Children entering the EYFS are invited in to the reception class for at least 2 visits. Staff at Gorse Ride will speak to staff at the child's current setting and the Inclusion Manager may speak to the SENCO at the child's current setting to gather information as well. For some children an additional visit and a more staggered start will be required

Year 2 children spend one lunch time a week in the summer term playing on the Junior playground/field and the Year 3 teacher goes into their Year 2 class to meet and work with them. This may be through reading a story to the class or supporting in class.

For children moving between classes we have transition sessions where the whole class meets their new teacher for at least an afternoon. Children are also provided with a transition booklet and additional visits and meetings with key staff where appropriate.

Where possible, staff who are receiving children with additional needs will be invited to any meetings in the term prior to their transition to discuss any plans in place, transition planning and also to meet the parents and other professionals involved.

For children transferring to secondary schools the Year 6 teachers (and Inclusion Manager if required) meet with staff from the secondary schools to provide information about the children they will be receiving.



OUR APPROACH TO TEACHING PUPILS WITH SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. Reasonable adjustments will be made for individual pupils, as appropriate to their need. By doing this we ensure that children identified as having Special Educational Needs/Disabilities will be fully integrated into the class whenever possible. There will be times when some children will receive additional support in small groups or one-to-one in an appropriate location other than their usual class. This will be reflected on termly reports, pupil passports or provision plans.

In order to help children, who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to advise on the difficulties that a child may be experiencing.

REASONABLE ADJUSTMENTS TO THE CURRICULUM AND LEARNING ENVIRONMENT

We make the following reasonable adjustments (under our universal offer) to ensure all pupils' needs are met:

- Scaffolding and differentiating (where necessary) eg. by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing to meet the needs of all pupils
- Using recommended aids, such as laptops, coloured overlays, visual timetables, work schedules, providing PowerPoint slides on their desks.
- Using strategies such as giving longer processing times, reading instructions aloud, chunking information, visuals, key vocabulary visuals
- Providing ear defenders, wobble cushions etc
- Bespoke reward systems as part of positive behaviour plans
- Use of Zones of Regulation

Some of the provisions that are part of our universal offer are:

Area of Need	Provision	Grouping	
		1:1	Group
Cognition & Learning	Number Sense	✓	
	IDL Maths	✓	
	Ashley Downs Multiplication Tables	✓	✓
	RWI Fast Track Tutoring	✓	
	Reading Fluency	✓	
	Reading Comprehension	✓	✓
	IDL Reading & Spelling	✓	
Social, Emotional & Mental Health	ELSA work focusing on anxiety, anger management, emotional regulation, emotional based school avoidance, dealing with bereavements and divorce and separation	✓	
	Friendship Groups		✓
	Movement breaks	✓	✓
	Therapeutic play - Sand Tray and Drawing & Talking	✓	
	Rollercoaster of Emotions	✓	



Area of Need	Provision	Grouping	
Communication & Interaction	Social Skills		✓
	Pre teaching of Key vocabulary	✓	✓
	Language Link		✓
Physical & Sensory	Fine Motor Skills		✓
	Handwriting		✓
	Sensory/ Movement break	✓	✓

In addition to the above provisions these are also available for children on the SEND register:

Area of Need	Provision	Grouping	
		1:1	Group
Cognition & Learning	Precision Teaching	✓	
Social, Emotional & Mental Health	Bespoke programme provided by outside agencies – eg Foundry College	✓	
Communication & Interaction	Bespoke Speech and language programme		✓
Physical & Sensory	Bespoke Occupational Therapy Programme	✓	
	Bespoke Physio Therapy programmes	✓	

ADDITIONAL SUPPORT FOR LEARNING

In Early Years and Key Stage 1 and Lower Key Stage 2 (Years 3 and 4), there are Teaching Assistants in every class who support the whole class as well as carrying out small group support and work with individual children as appropriate.

In Upper Key Stage 2 (Years 5 and 6) there are Teaching Assistants in every year group who support children in class as well as carrying out small group support and work with individual children as appropriate.

Children who have an EHCP are supported by the Teaching Assistants within the year by supporting them within class and working with them to make progress towards achieving the outcomes detailed in their EHCP. We feel that it is very important that children with EHCPs have are given independence and opportunities to work with other children and not be isolated with an adult all of the time.

The Inclusion Team consists of 2 ELSAs and an Inclusion TA. They work across the schools and deliver small group and 1:1 interventions which need more specialist input for any child who requires it. The Inclusion Team work also alongside outside agencies and other professionals to provide support and implement programmes and strategies suggested by them.

Please be aware that staffing structures can be subject to change according to the needs of the children and budget restraints.



EXPERTISE AND TRAINING OF STAFF

Our Inclusion Manager, Mrs Kathryn Dewey, has 23 years teaching experience and has worked as a class teacher and SENCO in 2 other schools. She has a Masters in Education which included modules on working with children with Speech and Language difficulties and those with Autistic Spectrum Disorders. She is allocated 4 days a week to manage SEN provision. For 1 day a week she is seconded to Wokingham Local Authority as Deputy Area SENCO.

The Inclusion Team consists of 2 ELSAs and an Inclusion TA

All staff have regular training on aspects of Inclusion. The Inclusion Team and Teaching Assistants working with children who have Speech and Language needs, get regular training on Speech and Language work given by our link therapist or support from the Outreach teacher at The Grove.

Gorse Ride Schools is part of Mental Health in Schools Team (Hub 2) and training will be provided through the hub to all staff as required.

SECURING EQUIPMENT AND FACILITIES

Where a child needs specific equipment provided, we will take advice from other professionals involved as to what equipment is required and obtain training to ensure that it is used correctly and effectively.

Our Accessibility Plan outlines the facilities the school has for children with physical difficulties. This can be found on the school's website.

EVALUATING THE EFFECTIVENESS OF SEN PROVISION

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after 8 weeks
- Using pupil and parent questionnaires
- Monitoring by the Inclusion Manager
- Holding annual reviews for pupils EHC plans

ENABLING PUPILS WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Our Year 6 pupils are encouraged to go on our residential trip in the Autumn term.

We encourage all pupils to take part in sports day/school plays/special workshops, etc and no pupil is ever excluded from taking part in these activities because of their SEN or disability.

Both schools have accessible toilet facilities and there is step free access to all buildings. Further information can be found on the schools' accessibility plan which can be found on the school website.

SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

Gorse Ride Schools ethos is underpinned by core values which we believe supports the development of the whole child as a reflective learner within a calm, caring, happy and purposeful



atmosphere.

The whole school community were involved in identifying 12 core values which were felt to be the foundations on which our pupils can develop and grow to be stable, educated and responsible adults. These are explored through lessons and assemblies but also permeate the whole curriculum and form the basis for the social, intellectual, emotional, spiritual and moral development of our pupils.

Children across the schools have access to specific emotional literacy support programmes which run on a small group or 1:1 basis depending on needs. These focus on social skills, anxiety, self-esteem, friendships, identifying/ understanding emotions and emotional based school avoidance. The school employs 2 ELSAs to support children's needs in this area.

Pupils with SEN are encouraged to be part of the school council, Eco council and House captains.

We have a zero tolerance approach to bullying.

WORKING WITH OTHER AGENCIES

Gorse Ride Schools works in close partnership with other agencies.

For any issues involving Social Care, the Designated Safeguarding Lead (Miss Rogers) takes the lead and where necessary the Inclusion Manager is also involved.

The following agencies to provide support for pupils at Gorse Ride:

- Learning Support (through online surgery sessions and in person consultations and assessments)
- Educational Psychology (through online surgery sessions)
- Behaviour Support (Foundry College)
- Speech and Language Therapy Service
- ABC To Read
- Hearing Impairment Service
- Occupational Therapy
- Mental Health in Schools Team Hub
- The Grove – Speech and Language Outreach
- Addington Outreach

COMPLAINTS ABOUT SEN PROVISION

Complaints about SEN provision in our school should be made to the Inclusion Manager in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services



CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEN

SENDIAS is Wokingham's impartial parent support advisory team. They can be contacted in the following way:

Telephone: 0118 908 8233 email: sendiass@wokingham.gov.uk

Web: [Home \(sendiasswokingham.org.uk\)](http://Home.sendiasswokingham.org.uk)

SEND Voices Wokingham is an independent group of parent carers of children & young people with SEND. They act as a collective voice to represent all parents of children & young people up to the age of 25 with any Special Educational Need or Disability (SEND) in the Wokingham Borough.

[Parent Carer Forum for Wokingham Borough | SEND Voices Wokingham](#)

CONTACT DETAILS FOR RAISING CONCERNS

Please contact the school office to make an appointment to speak to one of the following:

Eileen Rogers
Kathryn Dewey
Laura Hopper
Katy Wery

Executive Head Teacher
Inclusion Manager
SEND Governor
Chair of Governors



THE LOCAL AUTHORITY LOCAL OFFER

Wokingham's Local Offer

The Wokingham Local offer provides contact details and information about the services and provision available for children living in Wokingham.

[Local Offer for 0 - 25 year olds with additional needs - Wokingham Borough Council](#)

Our contribution to the local offer is:

Nursery: <https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=Ji7oJAE8y7M#ocaloffer>

Infants: <https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=w2e72bh6Fg0>

Juniors: <https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=LFfQ7QxodaU>

MONITORING ARRANGEMENTS

This SEND Information Report will be reviewed by Mrs Kathryn Dewey (Inclusion Manager) **every year**. It will also be updated if any changes to the information are made during the year. It

will be approved by the governing board.

LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions