



# Emmbrook Junior School

## *SEND Local Offer/Information Report*

Status of Policy	Date
Statutory	September 2014
Reviewed	Annually
Policy written	September 2023
Last reviewed by governors	October 2023
Review due	September 2024

Schools are asked to give their responses to the following questions for publication in the Authority's Local Offer.

Local Offer: <https://www.wokingham.gov.uk/children-families-and-young-people/send-local-offer>

This information will help parents, carers and young people to understand how you manage Special Educational Needs and Disabilities (SEND) in your school.

SEN Governor: Christine Mitchell

Special Educational Needs and Disabilities Coordinator (SENCO/SENDSCO): Chloe Liddiard (Known as The Assistant Head Teacher for Inclusion & Designated Teacher for looked after and previously looked after children)

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**Emmbrook Junior School is a two-form entry school for children aged seven to eleven, serving the children and families of Emmbrook and the surrounding area. The school has a Total Communication Base shared with Emmbrook Infant School. The provision is an integral part of the two schools with a culture of inclusion and a strong focus on achievement for children who are deaf. We use the term deaf to refer to any child with a hearing loss, irrespective of cause or degree.**

**We are proud to welcome children and families of many different nationalities into our school on a daily basis. We work hard to support children to develop understanding of English alongside skills they need to help them learn and thrive in their educational setting.**

**We are an inclusive school. We work with other schools, providers and professionals to help children with special needs overcome their barriers to learning and find success.**

**We offer support to families, and value the partnerships between children, parents, the school and wider community. Our purpose is to improve the lives of the children in our care.**

**Our Inclusion Statement is:**

We strive to secure opportunities for all children, remove barriers to learning in order to improve outcomes and work together with parents and children to create a collaborative partnership.

Teachers are responsible and accountable for progress and development for **all** our pupils. All staff provide high quality teaching, scaffolded learning tasks and additional interventions for pupils with additional needs.

We have high aspirations for our pupils and provide an inclusive approach, which remove barriers to learning and celebrate individual abilities.

**The Emmbrook Junior School values have been developed to underpin what we stand for and strive to achieve. The values are:**

**Kind, Inclusive, Courageous, Inquisitive, Adaptable**

**We aim to provide excellent education for all our children, helping them develop confidence, skills, curiosity and understanding, to grow and progress academically, socially and emotionally.**

**Our school aims to express our school motto in every aspect of our work. 'Roots to Grow, Wings to Fly'.**

## 1. Identification of Special Educational Needs and Disabilities (SEND)

### 1.1 How does the school identify children/young people with special educational needs and disabilities?

#### SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support, as defined in the SEND Code of Practice 2014:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

(**Reference:** SEN Code of Practice *April 2015*) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

As of September 2023, we have 46 pupils receiving some form of SEND Support.

We have internal processes for monitoring quality of provision and assessment of need. Our whole school approach involves quality first teaching and additional interventions, which are defined through our regular dialogue across the school contributing to our provision management. These procedures help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a scaffolded and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of: Assess Plan Review Do



**Assess:**

Quality first teaching in the first instance and if required the SENCO, parents, young person and other relevant professionals such as Speech and Language therapists, occupational therapists, Educational psychologists and so forth.

**Plan:**

A personalised plan is developed in collaboration with SENCO, parents, young person and other relevant professionals. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

**Do:**

All involved parties will actively participate in the delivery of any additional provision required.

**Review:**

In line with school policy all teachers are involved in termly Pupil progress meeting. Where concerns are raised, the SENCO will consider, with parental permission the need to bring in the support of outside professional agencies e.g. Speech and Language Therapy (SALT). Parents and children are given the opportunity to attend regular Consultation meetings and the school offers an open-door policy to meet with a child's class teacher as and when the need arises. Additionally, SEND pupils will receive review meetings appropriate to their specified need, for example pupils with statements of Special Educational Need or Educational Health Care Plans, have a statutory annual review cycle.

**1.2 Who should I contact if I think my child has SEND?**

Speak initially to your child's class teacher sharing your concerns and agree relevant actions with the class teacher. Plan to meet again with the class teacher at an agreed later date to revisit your concerns and discuss any progress that has been made. If there has been little improvement then the class teacher will refer you on to the school's SENCO.

**1.3 Looked after children and previously looked after children with SEND**

Looked-after children (LAC) and previously looked after children are significantly more likely to have SEN than their peers. Social and emotional difficulties linked to trauma, adverse childhood experiences or attachment are prevalent in this group. Although there are no LAC in school at present, the SENCO/Designated teacher is in the position to ensure that Personal Education Plans work in harmony with special educational needs arrangements.

Should the need arise, the SENCO/Designated teacher will work with the Virtual School Head to ensure that signs of potential SEN issues are identified in a timely manner.

## 2. Support for children with special educational needs

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

Involving parents and learners in the dialogue is central to our approach and we do this through:

Primary responsibility to oversee and implement an agreed plan rests with the class teacher, in collaboration with the parents and young person. Advice can be sought from the school SENCO and other relevant professionals involved.

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

<b><u>Action/Event</u></b>	<b><u>Who's involved</u></b>	<b><u>Frequency</u></b>
Open door policy	Class teacher in the first instance.	As and when required by appointment, during term time.
Consultation meetings	Class teacher, parent and young person	Termly
Learning Plan (Individual Support Plan)	Class teacher, parent and young person	Termly
SENCO Consultation Meeting	SENCO, class teacher, parent, young person and other relevant professionals	As and when required, by appointment during term time.
EHCP reviews	SENCO, class teacher, parent, young person and other relevant professionals	Annually

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

It is important to us that your child develops their independence and that they are as best prepared as possible for the next phase in their education. This is facilitated through quality first teaching and if necessary placed as an outcome for them in their individual learning plan.

Other measures used include:

- Visual timetables
- Planners
- Pre-teaching/over learning
- Appropriate support staff prompting

## **2.4 How will the school match / differentiate the curriculum for my child's needs?**

The school will ensure that needs are met through quality planning recognising the needs and provision for all children. The curriculum will be differentiated based on each individual child's need, taking in to account teacher assessments, advice from professionals e.g. Teacher of the Deaf, the need for small group or 1:1 if needed or specific interventions. Language is adapted/rephrased by staff to enable access to learning in the class

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

Through quality first teaching, we use a range of teaching strategies and resources including small group work, communication friendly spaces, visual timetables, and visual resources and timers to support Autistic children, larger texts/coloured acetates to support visually impaired children, signing e.g. BSL/SSE to support communication, suitable positioning of children in classroom to support visual and deaf children etc.

We routinely liaise with outside agencies such as agencies e.g. Sensory Consortium, Children and Young Person Integrated Therapy Service (CYPIT).

Each child's needs are looked at individually to determine the best strategies for them. These include:

- Differentiated activities
- Visual support including pictures, writing frames or word banks
- Signed support where necessary
- Visual timetables
- Reward systems
- ICT support
- Help walls
- Small steps with specific achievable objectives

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

- Nurture Assistants
- Learning Support Assistants to work alongside SEND children (EHC)

**2.7 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?**

<u>Type/Title of Intervention</u>	<u>One to one</u>	<u>Small group</u>
Literacy	x	x
Numeracy	x	x
Fine and Gross Motor Skills	x	x
Social Skills	x	x
Bespoke environment appropriate to need	x	
Bespoke planning appropriate to need	x	
Nurture support	x	x

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

We resource and provide equipment to support each child’s individual needs; for instance, if a child has a diagnosis of Autism, the child might be provided with a visual timetable and equipment to support their individual needs. Berkshire Sensory Consortium loans personal FM equipment for the deaf children in the base. They are also seen termly by an Educational Audiologist in school.

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

We provide access arrangements for the child to support their normal way of working. For instance, the access arrangements available could include extra time to plan and process information, allow for sensory breaks, or a reader and/or scribe if their reading standardised scores are below average. Signing translation can be arranged as needed.

**3. My child’s progress**

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

<u>Progress Monitoring</u>	<u>Who’s involved</u>	<u>Frequency</u>
Standardised tests	Class teacher and pupil	Termly
Pupil Progress meeting	Class teacher and senior leadership team	Half termly
Consultation meetings	Class teacher, parent and pupil	Termly
SENCO Consultation meetings	SENCO, class teacher, parent, young person and other relevant professionals	As and when required, by appointment during term time.
EHCP reviews	SENCO, class teacher, parent, young person and other relevant professionals	Annually

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

A personalised plan is developed in collaboration with SENCO, parents, young person and other relevant professionals. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. Targets are then agreed and set.

**3.3 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?**

<u>Action/Event</u>	<u>Who’s involved</u>	<u>Frequency</u>
Open door policy	Class teacher in the first instance.	As and when required by appointment, during term time.
Consultation meetings	Class teacher, parent and young person	Termly
SENCO Consultation Meeting	SENCO, class teacher, parent, young person and other relevant professionals	As and when required, by appointment during term time.
EHCP reviews	SENCO, class teacher, parent, young person and other relevant professionals	Annually

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

The school operates an open-door policy whereby the parent can discuss any issues they may have regarding their child’s education with the Class teacher in the first instance. If deemed necessary and agreed by all parties, a home school book can be used to further support communication. The Total Communication Base uses home school books.

**3.5 How can I help support my child’s learning?**

The education of a child is a partnership between the school, parents and child. Parents are expected to be active participants of the ‘assess, plan, review, do’ cycle for SEND learners. Dialogue with the child’s class teacher can also provide advice for parents to support each child’s individual needs.

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

<u>Support for parents</u>	<u>Who’s involved</u>	<u>Frequency</u>
School website	School staff, Governors, parents and pupils	Ongoing access to all parents when required
School newsletter	School staff, Governors, parents and pupils	Weekly



Open door policy	Class teacher in the first instance	As and when required by appointment, during term time
Consultation meetings	Class teacher, parent and young person	Termly
SENCO Consultation meeting	SENCO, class teacher, parent, young person and other relevant professionals	As and when required by appointment, during term time
Provision map	SENCO, class teacher, parent, young person and other relevant professionals	Termly
Family support	School staff, parents and pupils	As and when required by appointment, during term time
Nurture Drop Ins	SENCO, Family Support Worker, parents	Termly
External agency support	School staff, parents and relevant external advisors	As and when required by appointment, during term time

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

<u>Pupil views</u>	<u>Who’s involved</u>	<u>Frequency</u>
In class dialogue	Class teacher, pupil, or other relevant staff members	Regular - embedded as part of quality first teaching
Open dialogue policy	All staff and pupils	When child seeks or requires support/ advice
Class target setting	Class teacher, pupil and other relevant staff members	Regular - as and when required as part of quality first teaching and dependent on child’s progression
One-page passports	SENCO, class teacher, parents, pupil	Annually
Consultation meetings	Class teacher, parents and pupil	Termly
SENCO Consultation meetings	SENCO, class teacher, parents, pupil and other relevant professionals	As and when required, by appointment during term time
EHCP reviews/ pupil view document	SENCO, class teacher, parent, pupil and other relevant professionals e.g. (Teacher of the Deaf)	Annually

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

The school is implementing a cycle of obtaining the views of all stakeholders and reviewing the effectiveness of current SEN provision. The school Governors provide an additional layer of quality assurance, ensuring evaluation.

- The views of parents and pupils are actively sought during consultation meetings, as well as SEND Education Health and Care plan annual reviews
- Monitoring progress via Teacher Assessments, standardised scores
- Outside agencies review objectives set and progress made towards these
- Impact of interventions
- Discussion with children as appropriate and parents.
- Children are aware of own learning targets and next steps
- Regular meetings with school Head teachers and Local Authority
- Progress outcomes for all SEN pupils

**4. Support for my child’s overall well-being**

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

Listening to the views of children is crucial in our provision and support for children with emotional and social development. As part of quality first teaching we offer all pupils a rich

and diverse curriculum, which incorporates P.H.S.E. and pastoral support. To ensure we support children inclusively we have adopted clear expectations of zero tolerance towards bullying – please refer to our Anti-Bullying Policy. Pupils identified with SEND need are offered nurture support from our Nurture Assistant or specific teaching assistants. Also, we work closely with external agencies to support children who may require additional social and emotional and mental health support, such as Foundry (Behaviour Support Team), Child and Adolescent Mental Health Service and Addington Outreach Service.

#### **4.2 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?**

At Emmbrook Junior School, we have clear routines and structures to support high expectations of behaviour for learning. Should a child find it difficult to conform to normal school expectations an adapted or individual curriculum/ behaviour plan, as well as pastoral support is provided.

The Strengths and Difficulties Questionnaire (SDQ) is used alongside the Boxall Profile to measure emotional and behavioural difficulties experienced by pupils.

It is recognised that looked-after children and previously looked-after children are more likely to experience the challenge of social, emotional and mental health issues than their peers. Staff at Emmbrook Junior School are aware of these issues and respond appropriately to any behaviour challenges.

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

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 and the Disability Discrimination Act 2010.

We have a qualified First Aider on site at all times. Care plans are agreed with the school nurse/ specialist nurses, in consultation with the parents, pupil and required medical professional guidance.

#### **4.4 How does the school manage the administration of medicines?**

The school follows the administration of medicines policy. We will risk assess and ensure that the child's safety is paramount. Where necessary to support an individual child's needs, school staff will be trained by a qualified medical professional to administer medication specific to that child.

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

If a child has personal care needs, we will consult with the child's parents/ social services and relevant medical professionals to produce a Personal Care Plan to ensure adequate provision for that child. In agreement with the school and local authority a Personal Assistant may provide support for your child's needs.

**5. Specialist services and expertise available at or accessed by the school.**

**5.1 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?**

- Behaviour Support Team - Foundry
- Educational Psychologist Service
- Child and Adolescent Mental Health Service
- School Nurse
- Children and Young People Integrated Therapy Service (CYPIT/CYPF)
- Sensory Consortium
- Social Care
- Children and Families Court Appointed Support Service (CAFCASS) Officer
- Two on-site Qualified Teachers of the Deaf
- NHS Speech and Language Therapist (with specialism in hearing-impairment)
- Cochlear Implant Centre teams and Audiology Clinics
- Children’s Action Team through Early Help
- Addington Outreach

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

Discuss any concerns you have about your child’s needs initially with the Class teacher who will agree a pathway with you to best support and access any necessary external services after discussion with the school SENCO. This can sometimes be done through the GP as well.

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

<u>Therapy Provision</u>	<u>Who’s involved</u>	<u>Frequency</u>
Speech and language programmes	Class teacher, Learning Support Assistant, speech and language therapist, parents, SENCO, Pupil	As and when required dependent on individual pupils assessed and identified need
Occupational therapy programme	Class teacher, Learning Support Assistant, occupational therapist, parents, SENCO, Pupil	As and when required dependent on individual pupils assessed and identified need
Physiotherapy programme	Class teacher, Learning Support Assistant, physiotherapist, parents, SENCO, Pupil	As and when required dependent on individual pupils assessed and identified need

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

Discuss any concerns you have about your child’s needs initially with the class teacher who will agree a pathway with you to best support and access any necessary Children and Young People Integrated Therapy service after discussion with the school SENCO. This can sometimes be done through the GP as well.

**5.5 What arrangements does the school have for liaison with Children’s Social Care services?**

Regular liaison with social care services regarding:

- Looked After Children
- Children in Need
- Child Protection Meetings
- Core Group Meetings

The Head Teacher, Deputy Head Teacher, Assistant Head Teacher for Inclusion and the Family Support Worker are the Designated Safeguarding Leaders (DSLs).

School staff will liaise with the and they will contact social care directly if there are any concerns (please see Child Protection Policy).

## **6. Training of school staff in SEND**

### **6.1 What SEND training is provided for all school staff?**

Steps are taken to ensure that appropriate training is provided to our staff to ensure our children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We are committed to developing the ongoing expertise of our staff.

The school has a rolling programme of professional development for our staff and this includes training to support SEND children. The school regularly reviews recommendations from external advisors and where possible, provides required training.

Deaf awareness training is provided annually for all members of staff.

### **6.2 Do teachers have any specific qualifications in SEND?**

Teachers have a general knowledge of SEND appropriate to the needs of our children. The school has a SENCO, who has achieved the required accreditation. The two Teachers of the Deaf have a Mandatory qualification (PGDip) to teach deaf children.

### **6.3 Do Learning Support Assistants have any specific qualifications in SEND?**

Learning Support Assistants have a general knowledge of SEND appropriate to the needs of our children. Additional training is offered when required.

The Nurture Assistant is qualified to deliver drawing and talking therapies. Further to this, she is completing a degree in psychology and is due to start Emotional Literacy Support Assistant training imminently.

The HIRB LSA'S have completed the online Hearing Impairment course – provided by Wokingham Council.

## **7. Activities outside the classroom including school trips**

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

We are an inclusive school who focus on wider outcomes for young people and support activities outside of the school time. We have a range of school clubs that we ensure are supportive of all children's needs, making reasonable adjustments to cater for SEND needs. When planning school trips the needs of children with SEND are prioritised at the planning phase. Risk assessments ensure that all circumstances are reasonably mitigated. Dialogue with parents, pupils and relevant professionals will help effectively plan additional provision and facilitate access to extra-curricular activities and school trips.

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

- Through discussions with parents and school staff- sharing Risk Assessments.
- Advice is also taken from the place to be visited in terms of their facilities and accessibility.
- Advice is taken from the Teacher of the Deaf.

## **8. Accessibility of the school environment**

### **8.1 How accessible is the building for children with mobility difficulties / wheelchair users?**

The school building can be accessed by children with mobility difficulties or who require the use of a wheel chair. Any child that is identified as requiring additional support will have their physical needs assessed and reasonable adjustments are made accordingly, to support their needs.

The school will work with parents, LA, external professionals and pupils to assess needs and develop a collaborative plan to meet need. This will involve ensuring risk assessments are conducted and put in place as required.

There is a disabled toilet.

### **8.2 Have adaptations / improvements been made to the auditory and visual environment?**

- The school has been acoustically treated with lowered ceilings, acoustic tiles, carpets and blinds/curtains throughout
- Soundfield systems have been fitted in every classroom and there is a PA system in the hall
- The school has a quiet acoustically treated withdrawal room for 1:1 or small group sessions
- Fire alarm warning lights have been fitted in all classrooms, Total Communication Base and hall.

Please see our accessibility policy for further information.

### **8.3 Are there accessible changing and toilet facilities?**

Yes, there is a disabled toilet with changing bed.

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

The school has had an accessibility audit by school staff. When available, advice is sought and acted upon from the Sensory Consortium, Children and Young People Integrated Therapy Service. For further information please see the schools accessibility plan on the school website.

#### **8.5 How does the school communicate with parents / carers who have a disability?**

We would endeavour to communicate in whichever means is accessible to the parent/carer. For example, writing to or texting deaf parents or providing a sign language interpreter.

#### **8.6 How does the school communicate with parents / carers whose first language is not English?**

When necessary, first language interpretation is sought by the school in order that parents can be informed stakeholders.

Where possible, the school will ask for interpreters to be present at meetings with parents. The school accesses names of interpreters internally or source externally, when required. We would endeavour to communicate in whichever means is accessible to the parent/carer.

### **9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life**

We work with our feeder partners to welcome children with special educational needs or disabilities and we support children's transition to the next phase in education in conjunction with the parents, pupils, relevant involved external professionals and feeder educational establishments.

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

You are welcome to arrange a visit to the school prior to your child joining Emmbrook Junior School. This would give you and your child an opportunity to familiarise yourselves with the new classroom and teacher. Any relevant information about your child and their individual needs could then be shared. If your child has a designated social worker, they might support your child's integration to the school, for example through social stories or visual timetables. Where possible a transition plan would be put into place for your child.

#### **9.2 How will my child be prepared to move on to the next stage within school, e.g. new class?**

As a junior school, your child will be familiar with the school building and staff. The school holds transition sessions for children to meet their new classes, teachers and teaching assistants before the end of the Summer Term. We can provide additional opportunities for you and your child to meet with your child's new teachers before they move on to the next stage in their education. Parents are encouraged and supported to enter into dialogue with their child's new teacher, to enable effective transition and to ensure appropriate provision specific to the child's needs.

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

Transition meetings are held between Emmbrook Junior School and relevant school staff at the child's next school, to ensure that information and advice is passed on to your child's new teachers. Where possible, opportunities to visit and to meet with your child's new teachers will be provided. If individual needs require further support, external services maybe involved to provide bespoke transition arrangements.

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

We work in close liaison with the parents and pupils to plan and support transition to their next school. All information regarding your child will be passed to the new school and a transition meeting will be held if appropriate.

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

Your child's learning plan (provision map) and SEN file will be provided to your child's new setting/school along with the normal information that will move with a child, e.g. school books, school reports, current attainment levels and assessment records.

#### **9.6 How will the school prepare my child for the transition to a new school?**

The school will work with the family to develop a child accessible transition plan that will support a child to access their new surroundings and familiarise themselves with new staff; for instance, developing a pupil passport or social story that the child can take with them.

### **10. Who can I contact to discuss my child?**

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

In the first instance please contact your child's class teacher for further information and this can be done through the school office.

#### **10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers)?**

Emmbrook Junior School has a Family Support Worker to liaise with and provide support for families. The FSW can seek further advice and support from external agencies:

- Emotional Wellbeing Hub
- Berkshire Deaf Children's Society
- National Deaf Children's Society
- Berkshire Sensory Consortium Service
- Relevant websites
- ASSIST
- SENDIASS

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



School tries to keep up to date contacts for agencies and is always happy to help parents/carers find support groups as needed.

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

Your child's class teacher would be the first point of call. The school will signpost to external professionals who will support families of pupils at Emmbrook Junior School. The class teacher may refer you to the SENCO if you have specific SEND concerns. The school can also provide contact details for parent partnership service SENDIASS, as well as voluntary agencies who may be able to provide support and advice around SEND issues.

We can also refer to Early Help who may be able to support you. The school has an annual parental questionnaire.

The Local Advisory Board (school governors) can be contacted via the school office.

We also have a complaints procedure and policy that can be found on the school website and in the school prospectus.

### **11.0 School Admissions Policy**

#### **11.1 School admission arrangements for children with special educational needs and disabilities**

##### **School Admission Arrangements**

This is via the local authority.

<https://www.wokingham.gov.uk/schools-and-education/school-admissions/>

##### **School Admission link**

### **12. Further developments**

- In order to avoid the 'lost' time at the beginning of the academic year, in future the Assess Plan Do Review Cycle has been revised to the following timetable.

<b><u>Assess, Plan, Do, Review Cycle</u></b>	
Cycle 1	October half term – February half term
Cycle 2	February half term – May half term
Cycle 3	May half term – October half term

- Developing family centred planning remains a focus for Emmbrook Junior School. Parent interviews will be used to identify growth areas.
- A number of diagnostic assessment packages have purchased for staff usage. The information generated will be used to fine tune pupil provision.

- Building whole staff capacity is a priority in key areas i.e. phonics, speech and language.
- Emmbrook Junior School have purchased Edu Key Provision Map to streamline SEN working. When fully implemented, parents and outside professionals will be able to access plans and feedback via this secure online platform.

**13. Relationship to other policies:**

- SEND Policy
- Teaching and Learning Policy
- Health and Safety Policy
- Accessibility Plan
- Anti-Bullying Policy Behaviour Policy
- Home School Agreement
- TCB – Audiology policy
- TCB – Communication policy

**15 Legislative Acts considered when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Disability Discrimination Act 2010
- Mental Capacity Act 2005