

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report



White Waltham C of E Academy

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Type of school:	Academy Primary School

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

- Speech, Language and Communication Needs
- Moderate Learning Difficulties
- Sensory and Physical Impairments (Hearing/sight difficulties)
- Autism
- Attention Deficit Hyperactivity Disorder
- Specific Learning Difficulties (SPLDs e.g. Dyslexia, Dyspraxia)
- SEMH (Social, Emotional and Mental Health Difficulties)
- Fine and gross motor skills
- Cerebral Palsy
- Attachment Difficulties

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

At White Waltham CofE Academy, we believe that early identification of a pupil's needs is crucial to being able to offer the help the child needs to overcome their difficulties and to make progress with their learning, as early support can often help children to succeed.

Children may be identified as having a special educational need by:

- Concerns raised by parents/carers
- Concerns raised by teachers/staff, including previous schools or nurseries
- Lower than expected levels of achievement
- Information shared by professionals such as health professionals, speech and language therapists or educational psychologists etc.

In the early stages, teachers are best placed to assess the child's progress and highlight areas where support may be needed.

Pupils who are not making progress and for whom teachers are concerned, are discussed with Senior Leaders and their progress is monitored at regular pupil progress meetings.

Interventions and or support are put in place and the impact of the support is reviewed after at least 10 weeks. Next steps are discussed and put in place as appropriate.

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.

The school SENCO has regular meetings with professionals such as Educational Psychologists, Speech and Language Therapists and health services where the needs of pupils are discussed and information is shared. The professionals can offer advice or more direct support.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

Parents can raise any concerns about their child by contacting the school via email or phone.

Parents should ask to speak to:

- The class teacher
- Head of School/SENCO - Laura Denham
- AHMAT CEO - Isabel Cooke

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

Children learn and develop at different rates and have their own particular strengths and difficulties. We aim to meet the needs of all our learners by delivering outstanding teaching and classroom practice. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

A variety of strategies and systems are in place to support those pupils who are at any time finding it more difficult to achieve and succeed with their learning. These strategies often include, adapting the lessons and adapting the resources so that all children can access the curriculum. Additional adult support or alternative interventions are often available to ensure that the children develop their confidence and are able to make steps of progress towards meeting their targets.

Ofsted recognises that staff provide excellent support for pupils with special educational needs and/or disabilities (SEND). All pupils, including those with special educational needs and/or disabilities (SEND), are fully included in the school's experiences and opportunities. Consequently, all pupils develop into active citizens. Staff support pupils' learning by providing carefully chosen resources. They identify pupils with SEND swiftly and provide support to aid their learning effectively.

For those children who have been identified as having special educational needs which may hinder their learning the school is able to draw on its own expertise or that of specialist outside agencies to provide extra provision via:

- Adapted planning and teaching of the curriculum
- Small group work during the lesson with an adult
- Small group work outside the lesson to focus on specific and targeted areas of learning
- Individualised learning support
- Support with behavioural needs
- Support for health needs
- Support for physical or sensory needs
- Speech and Language development
- Individual tutoring in a specific subject area
- Support with social or emotional needs
- Emotional Literacy Support Assistant (ELSA)

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?
We make the following adaptations to ensure all pupils' needs are met: • Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. • Adapting our resources and staffing • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. • Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
c. How is the decision made about what type and how much support my child/young person will receive?
When a child has been identified as having particular difficulties in making progress or accessing the curriculum an individual provision map may be used. These plans set out small achievable targets which help the child to reach their end goals. These plans are shared with both parents and the child, and the progress towards meeting the targets is reviewed once each term. We will follow the graduated approach and the four-part cycle of - Assess, plan, do, review The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on: • The teacher's assessment and experience of the pupil • Their previous progress and attainment or behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data • The views and experience of parents • The pupil's own views • Advice from external support services, if relevant 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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.
d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?
Parents of pupils with special educational needs are invited to regular parent's evenings but are welcome to request a meeting at any time to discuss their child's progress. Parents may be asked to attend meetings with outside agency professionals who might be supporting the school or working directly with their child to discuss the impact of the support and the child's progress. We will formally notify parents when it is decided that a pupil will receive SEN support.
e. How will my child be involved in his/her own learning and decisions made about his/her learning?
At White Waltham C of E Academy we respect and value children's views. We aspire to develop children's confidence to enable them to have a voice and share their opinions. Children are able to communicate their feelings and opinions by whichever medium they feel most comfortable with e.g. using visual aids, drawing pictures, signing, writing, or using speech. Children participate and are involved in pupil voice, which is included in their plan Children can attend viewing afternoons and parent's evenings

3. Children and young people's progress
a. How do you check and review my child/young person's progress?
• Annual reviews for children with EHCPs

- Regular pupil progress meetings
- Regular analysis of pupil progress
- Provision mapping – regular reviews
- Tracking of interventions and impact
- Parent’s evenings
- Discussions with pupils about set targets and progress
- Book Looks, pupil interviews, conferencing and learning walks
- Moderation of work and levels

b. How do you involve my child/young person and parents in those reviews?

When holding Annual Reviews for children with an EHCP, children are encouraged to share their views. This is either through a pupil voice discussion which is shared prior to and during the meeting, or when appropriate, the pupil may attend part of the meeting. Parents are invited to make contributions, in writing, prior to their review.

- Parents are welcome to bring other additional family members or professionals to the reviews / meetings for support and / or to share information
- Parents are provided with a copy of the review for their records.
- Where there are ‘Children In Care’ in school, we hold regular PEP meetings and progress review meetings where we discuss the PEP and targets for the child in collaboration with other agencies supporting the children.

c. How do you know if the provision for children and young people with SEND at your school is working?

All provision at White Waltham C of E Academy is monitored, tracked and discussed regularly. Children are assessed prior to and at the end of each intervention programme. The success of the intervention is assessed and informs the next steps for the child. If there is no progress made within a short space of time, then, in line with our ‘assess, plan, do and review’ cycle, we carry out further assessments, amend the provision, try additional interventions and, if necessary, involve outside agency support.

4. Support for overall well-being

a. What support is available to promote my child/young person’s emotional and social development?

One of White Waltham C of E Academy’s main aims is to develop the self-esteem and confidence of all of its pupils and to promote wellbeing. All staff are responsible for the emotional and social development of the children in their care.

The school has a zero tolerance approach to bullying. We promote and maintain high expectations at all times. You can find our Anti-Bullying Policy and a Behaviour Policy on our website.

During lessons such as PSHE and P4C (Philosophy for Children) and through Collective Worship, pupils are encouraged to be kind and considerate towards each other, to be well mannered and to treat all the school users with respect and courtesy.

Children are taught about bullying (what it is, what causes it and how to deal with it if it occurs).

For those pupils who need extra support to manage their feelings, anger and social skills we are able to offer support from our SENCO, ELSA, and other members of the team who are trained to teach and manage social and emotional needs. Our ELSAs are able to spend time talking and listening to the pupils to identify ways in which the school is best able to help them. Where this level of support is not sufficient, and the school requires more advice, we are able to draw upon one of the outside agencies e.g.

- Educational Psychology
- Early Help Support
- Social, Emotional and Mental Health Outreach Service (SEMH team)
- Child and Adolescents Mental Health Service (CAMHS)
- Children’s Services - Social Care
- Children Looked After service

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school or their next year group/school/college/ stage of education or life?

At White Waltham C of E Academy we make every attempt to make the transition points through a child's school career as smooth as possible. For some children detailed transition plans are required over and above the school's usual transition procedures listed as follows:

Entry into Foundation : -

- Transition mornings in July
- Welcome picnic
- Introductory visits
- Liaison with Nursery staff
- Phased entry

Between Year groups : -

- Transition Week in new classroom in July with new teacher

Moving on to Secondary School: -

- Year 7 Heads of year visit Year 6 classes
- Transition documents completed and sent to secondary schools
- Secondary SENDCo meets with primary SENDCo
- Transition day/s visit to new secondary school
- Extra transition visits as required

For pupils with special educational needs, extra meetings to share information between teachers, parents and the SENDCo can be arranged. Other additional arrangements might include:

- Transition books
- Transition photo albums
- Individual Provision Maps shared with new teacher
- Additional visit to secondary school prior to transition day with staff from primary school e.g. ELSA/TA/SENDCo
- Transition plan outlining strategies and timeline of support
- Invitation to new school to attend review EHCP meeting

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

• Is your school wheelchair accessible?

All rooms are wheelchair accessible, however KS2 has small staircase down, so wheelchair has to access the building from the main outside KS2 door.

• Have adaptations been made to the auditory and visual environment?

All classrooms have SMART boards and iPads. Those pupils with specific hearing impairments have classrooms equipped with booster sound field systems and specialised radio aide equipment.

• What changing & toilet facilities does the school have for children and young people with SEND?

We have two disabled toilets, one with a shower.

• Do you have disabled car parking for parents?

We have one disabled space which is clearly marked.

b. What if my child needs specialist equipment or facilities?

Do you have any specialist facilities/equipment to support children and young people with SEND

- Lily Pad room

- Sensory Room
- iPads and headphones
- SMART boards
- Fiddle toys
- Wobble cushion
- Writing slope
- Rifton chair
- Handrails in a specific toilet
- Talking tins
- Wobble board
- Black out tents
- Exercise balls

How do you make sure children and young people have the equipment and facilities they need?

- Regular meetings with parents/professionals
- Adaptions to learning environment when required
- Pupil observations
- Parental feedback
- Review of progress
- Pupil progress meetings

How is specialist equipment funded?

- EHCP
- SEND funding
- Pupil premium if applicable
- Pupil Premium plus funding
- School fund

Which services do you liaise with to provide appropriate specialist equipment and facilities and assess the environment?

- Speech and Language Therapy Service
- SHINE (Outreach Autism Service)
- Sensory Consortium Service
- School Nursing
- Physiotherapy and Occupational Therapists
- Educational Psychologists
- SEMH team at Achieving for Children
- Early Help Hub
- Children and Adolescents Mental Health Service (CAMHS)
- MASH (Multi-agency Safeguarding Hub)
- Manor Green Outreach Service
- Behaviour Support Analyst

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

- All children attend school trips
- Risk assessments are completed for all off site activities. SEND children are individually named and risk assessed and parents asked for advice if needed
- All staff complete pre visits to all educational settings
- After school clubs and breakfast club is open to children and adaptations are made when needed.

7. Training for staff, specialist services and further support
a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?
Staff with specialist qualifications in the area of SEND: • SENCO – SENCO qualification, Child protection training, Safer Recruitment Training, DSL, Auto-injector training, Positive Handling Training, First Aid, Dyslexia Awareness, Attachment Aware Schools Award training • ELSAs - ELSA course SEND training provided for teachers and support staff: • All staff have SEN awareness and Child Protection training in September • All staff have epilepsy awareness training • All staff have first aid training • All staff have specific training as pupil needs arise in their class • All staff have booklets on how to assist children with Specific Learning Difficulties • Staff have received specialist training on understanding how children's brain develop, identifying and catering for sensory needs.
b. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?
You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families Tel: 01628 683182 Email: IAS@rbwm.gov.uk Website: http://directory.rbwm.gov.uk/kb5/rbwm/directory/organisation.page?id=sFVIDqAFqIY&familieschannel=0 PaCiP is the parent carer forum for Windsor and Maidenhead who provide a service for parents and carers of children and young people 0-25 years, with any special educational needs and disabilities, with or without a diagnosis, with or without an EHCP and in any, or no educational placement. They are responsible for understanding and representing the views of other parents in the local area to health, education and social care. Tel: 07375 993151 Email: contact@pacip.org Website: pacip.org Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: https://rbwm.afcinfo.org.uk/

8. Policies
a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?
Yes
b. Where can I find other school policies relating to SEND?
The following SEND policies are available on the school website at the following link: https://www.whitewalthamschool.co.uk/policies/ • AHMAT SEND Inclusion Policy • AHMAT Child Protection & Safeguarding Policy • AHMAT Behaviour and Anti Bullying Policy • AHMAT Equality Statement and Accessibility Plan • AHMAT Whistleblowing Policy

9. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

Parents are invited to regular review meetings where they are able to ask questions about, or comment on the support their child is receiving.

If concerns are not able to be addressed in this way parents are welcome to make additional appointments with the SENDCo or the CEO. We also welcome written feedback about how well we are doing.

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

11. Glossary

Terms used in this document	Description/explanation of term
ASC	Autism Spectrum Condition
SPLDs	Specific Learning Difficulties
EHCP	Education, Health and Care Plan
SENCO	Special Educational Needs Co-ordinator
TA	Teaching Assistant
SEN	Special Educational Needs
ADHD	Attention Deficit Hyperactivity Disorder
SALT	Speech & Language Therapy
EP	Educational Psychologist
MASH	Multi-Agency Safeguarding Hub
CAMHS	Child and Adolescent Mental Health Services
OT	Occupational therapy
CP	Child Protection
ELSA	Emotional Literacy Support Assistant
RBWM	Royal Borough Windsor & Maidenhead
ICT	Information and communications technology
SLT	Senior Leadership Team
SHINE	The Shine Team is a service which supports children in mainstream educational settings who have a diagnosis of Autistic Spectrum Condition

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