



1	<p>What kinds of Special Educational Needs does the school make provision for?</p>	<p>Claycots is a mainstream Primary school. We support children with a wide range of learning difficulties, including those with Speech and Language delay, cognitive delay, dyslexia, social and emotional difficulties, Autistic Spectrum Disorder, Visual Impairment, ADHD and other diagnosed difficulties. We also support children with no diagnosis.</p>
2	<p>What is the School's policy for identifying and assessing pupils with SEN?</p>	<p>The SEN policy sets out in detail the identification and assessment of children with SEN. The policy can be found on the School website and is regularly reviewed.</p>
3	<p>What are the School's policies on the provision made for pupils with SEN?</p> <p>a) How does the school evaluate the effectiveness of this provision?</p> <p>b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?</p> <p>c) What is the school's approach to teaching children with SEN?</p> <p>d) How does the school adapt the curriculum and learning environment for children with SEN?</p> <p>e) What additional support for learning is available for children with additional learning needs?</p> <p>f) What activities are available for children with SEN?</p> <p>g) What support is available for improving the social and emotional development of children with SEN?</p>	<p>Detailed information about the school's provision and SEN procedures can be found in the Local Offer and the School's SEN policy.</p> <p>a) The school tracks the effectiveness of provision using provision mapping.</p> <p>b) The provision for each child is assessed termly during the IEP review process. Senior Leaders review provision 4 times per school year during the Pupil Progress Meetings.</p> <p>c) The school uses a model of intervention based on the assess-plan-do-review cycle.</p> <p>d) All planning is differentiated and prior attainment taken into account when planning lessons. Targeted children receive small group interventions with a qualified teacher or TA, either outside the classroom or within the lesson. Visual support is provided and other equipment (eg large print) is also provided to support children with specific difficulties.</p> <p>e) Each classroom in Year 1 and Early Years has at least one TA, who work with groups of children under the direction of the teacher. The school has a number of teaching assistants who work with targeted children in intervention groups. The school has a team of qualified teachers who work with intervention groups.</p> <p>f) Targeted interventions groups and individual work with a qualified intervention teacher or a TA. Children with SEN participate equally with all other activities, and adaptations are made to activities to accommodate children with SEN.</p> <p>g) The school employs a team of specially trained TAs who are responsible for working with a caseload of children with social, emotional and behavioural difficulties. The school has a family support team to support parents and children with emotional wellbeing. The Educational Psychologist and SEBDOS (Littledown School) also support specific children with emotional difficulties.</p>
4	<p>Who is the SENCO?</p>	<p>The school has two qualified SENCOs: Miss Sarah Squires (Town Hall Campus) Mrs Nikki Napier (Britwell Campus)</p>

5	What expertise is there in school to support children with SEN?	<p>Qualified SENCO and SEN teacher: Mrs J Talbot Qualified SENCOs: Mrs N Napier, Miss S Squires Maths Leader: Ms Gillian Knight Literacy Leader: Ms Jessica Theisinger Early Years Leader: Mrs R Reffell/Mrs S Kalamaj Educational Psychologists (Slough): Dr Chelsea Barnes, Dr Sarah-Jayne Clarke Speech and Language Therapists: Arbour Vale School Speech and Language Therapy Service</p> <p>Independent Speech & Language Therapist: Ms Laura Hogan Behaviour Support Team Leader: Ms Tracey Rapetti Community Partnerships Manager: Mr Manpreet Panesar Family Support workers: Mrs Karra Beasley. SEN Governor: Mrs Jumoke Akinlabe</p>
6	How will equipment and facilities to support children with SEN be secured?	The school has a budget for SEN equipment and resources. If specialist equipment is required, the school has a right to apply for funding from the local authority.
7	What are the arrangements for consulting parents and involving parents with the arrangements for their child?	The SEN policy contains details of the arrangements for consulting parents. Parents are encouraged to work with the school to support their child. Parents are notified of any interventions and outcomes. Regular reviews are held.
8	What are the arrangements for consulting and involving children with their education?	The children are involved in target setting and review procedures. The SEN policy contains details of how children are involved in their education.
9	What arrangements are made by the Governing body for complaints about the provision made for SEN pupils?	Please contact the Chair of the Governing Body Mrs Jumoke Akinlabe at the Town Hall Campus address.
10	What are the contact details of support services for parents?	www.parentpartnershipslough.org.uk 01753787693 Slough Services Guide
11	What arrangements are made for pupils transferring between settings?	Arrangements for transfer are outlined in detail in the SEN policy, available on the school website.
12	Where can the Local Authority's Local Offer be found?	www.servicesguide.slough.gov.uk