

[Type text]



SEND Report 2025-26

Owner:	SENCOs
Date Ratified:	16 th July 2025
Ratified by:	FGB
Date Policy to be reviewed:	Summer 2026

Index

1. What kinds of Special Educational Needs does the school make provision for?
2. What is the School's policy for identifying and assessing pupils with SEND?
3. What are the School's policies on the provision made for pupils with SEND?
4. What are the school's arrangements for assessing and reviewing the progress and effectiveness of provision for pupils with SEND?
5. What is the school's approach to teaching children with SEND?
6. How does the school adapt the curriculum and learning environment for children with SEND?
7. What additional support for learning is available for children with additional learning needs?
8. What activities are available for children with SEN?
9. What support is available for improving the social and emotional development of children with SEN?
10. What are the admissions arrangements for disabled pupils and steps the school has taken to prevent them being treated less favourably than other pupils and having access to school facilities?
11. What expertise is there in school to support children with SEN?
12. What training opportunities are available for staff?
13. How will equipment and facilities to support children with SEN be secured?
14. What are the arrangements for consulting parents/ carers and involving them with the arrangements for their child?
15. What are the arrangements for consulting and involving children with their education?
16. What arrangements are made by the Governing body for complaints about the provision made for SEN pupils?
17. What are the contact details of support services for parents?
18. What arrangements are made for pupils transferring between settings?
19. Where can the Local Authority's Local Offer be found?
20. Policy Details

1. What kinds of Special Educational Needs does the school make provision for?

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, social and emotional difficulties, Autistic Spectrum Disorder, visual and hearing Impairment, ADHD, sensory and physical difficulties and other diagnosed difficulties.

Area of need	Condition
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. What is the School's policy for identifying and assessing pupils with SEND?

The SEND policy sets out in detail the identification and assessment of children with SEND. The policy can be found on the School website and is regularly reviewed. The school holds an internal Inclusion Panel regularly which is the process for SEN identification. www.claycots.co.uk.

If parents think their child may have SEN, the first person they should speak to is their class teacher, subsequently an appointment can be made to speak to the SENCO.

3. What are the School's policies on the provision made for pupils with SEND?

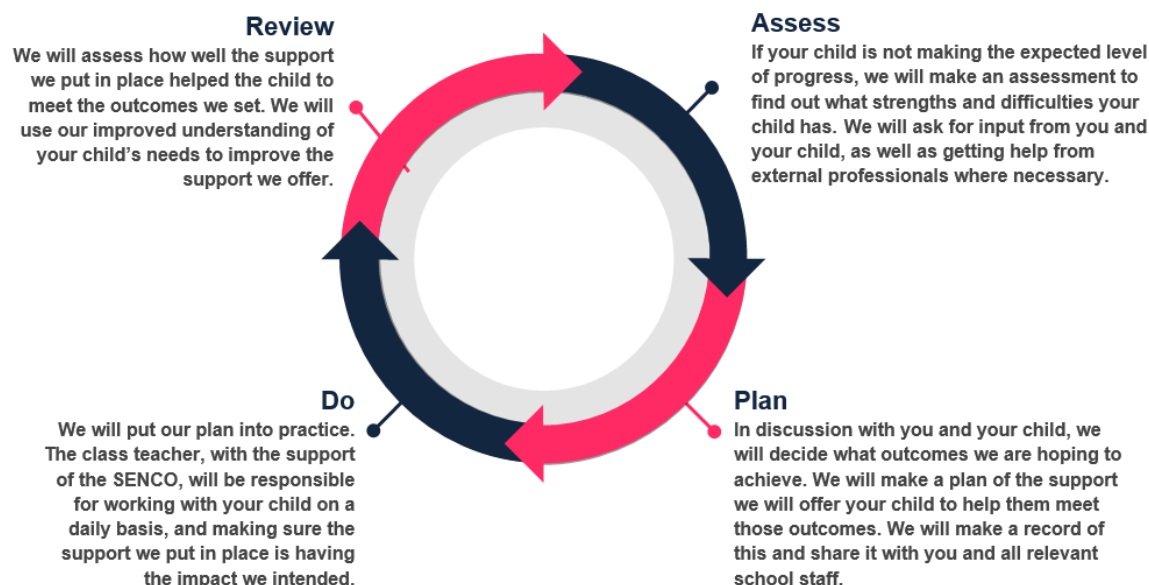
Detailed information about the school's provision and SEND procedures can be found in the Local Offer and the School's SEND policy.

4. What are the school's arrangements for assessing and reviewing the progress and effectiveness of provision for pupils with SEND?

The provision for children identified as having SEN is assessed termly during the Individual Education Plan (IEP) review process, involving parents/carers, pupils and teachers. Senior Leaders review provision three times per school year during the Pupil Progress Meetings. EHCP outcomes are visible within IEP targets which are reviewed termly, in addition to Annual Review Meetings.

5. What is the school's approach to teaching children with SEND?

In line with the SEN Code of Practice (2015) teachers are responsible for all pupils in their class, including those with SEND. Quality First Teaching is used throughout the school to teach children with SEND. The school uses a model of intervention based on the 'graduated approach' assess-plan-do-review cycle, by using Individual Education Plans. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.



6. How does the school adapt the curriculum and learning environment for children with SEND?

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and consider prior attainment.

Some children have complex needs and require further support and adaptations, particularly if the child has an Education Health and Care Plan (EHCP). The provision for those pupils who require this additional support is informed by targets specified in their Education Health and Care Plan. This additional support may be in the form of adapted lesson planning, access to class or year group-based interventions, 1:1 work as appropriate, resources provided to support and improve access to learning, adjustments to the learning environment to accommodate specific physical and/or learning needs.

7. What additional support for learning is available for children with additional learning needs?

The school has a wide support team across both campuses, made up of professionals such as Inclusion Teaching Assistants, Teaching Assistants, Student Support Team, Speech and Language HLTA, and SEN teachers. These professionals work together with teachers, SENCOs and the Senior Leadership Team to ensure that effective support is in place for pupils with SEN. Support may include interventions (in or out of class), personalised resources such as visual

prompts/ timetables, specific equipment dependent on pupil needs such as a wobble cushion, sensory support or specialist intervention such as ELSA.

8. What activities are available for children with SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including after school clubs. Breakfast club is also available to our pupils at the start of the school day. All pupils are encouraged to go on our school trips, including our residential trip. Risk assessments are carried out as necessary to enable all pupils to participate in these activities.

9. What activities are available for children with SEN?

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

- The Student Support Team are responsible for working with a caseload of children with social, emotional and behavioural difficulties, providing individual or group interventions e.g. ELSA.
- The Family support team work closely with Deputy Heads for Inclusion to support parents/carers and children with their emotional wellbeing.
- The Educational Psychologist may also support specific children with emotional difficulties.
- Pupil voice is also carried out to listen to the views of SEN pupils.
- Pupils with SEN are encouraged to be part of the school council and other pupil leadership groups e.g. Year 6 Prefects, Eco Team
- We have a 'zero tolerance' approach to bullying

10. What are the admissions arrangements for disabled pupils and steps the school has taken to prevent them being treated less favourably than other pupils and having access to school facilities?

The school's admission policy does not discriminate against pupils with disabilities nor treat them unfairly. Fair Access Protocols may be used to place children with disabilities for in-year transfers as outlined in the school's Admission Policy. The school's Accessibility Plan can be found on the school's website which outlines the accessibility to the school facilities for disabled pupils.

11. What expertise is there in school to support children with SEN?

- Deputy Head Teachers for Inclusion: Mrs Reshma Kapadia (Town Hall Campus) and Mrs Catherine Corbitt (Britwell Campus).
- SENDCO: Miss Lizzie Dowling (Town Hall Campus), Miss Leanne Ruck (Britwell Campus)
- SEN Teacher: Ms Kirstyn Twumasi (Britwell Campus), Mr Simon Williams (Town Hall Campus)
- Independent Educational Psychologist: Mr Alastair Lidster
- Independent Speech & Language Therapist: Mrs Laura Davy (non-EHCP children)
- Family Support workers: Ms Emma Corentin, Ms Grace Laflin (Britwell), Mrs Heather Varley, Ms Lauren Speed (Town Hall)
- Safeguarding Manager: Ms Emma Galloway
- SEN Governor: Gill Godbold

External Agencies and Experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Slough Education Psychology Department (EHCP children only)
- Speech and Language Therapists: Berkshire NHS SALT service (EHCP children only)
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Team (MHST)
- Social Children First
- Other Local Authority provided Service e.g. School Attendance Team
- Berkshire Healthcare- CYPIT

12. What training opportunities are available to staff to support children with SEN?

Whole school Continuous Professional Development (CPD) opportunities are planned for staff to develop their knowledge and expertise relating to SEN. The training provided for staff is based on current needs of individual pupils to support staff in meeting these needs. CPD opportunities are also provided on an individual basis to develop the expertise of staff supporting specific pupils in need of specialist intervention such as Speech and Language Therapy, Occupational Therapy or Physiotherapy. Training is provided for all groups of class based staff including teachers, Teaching Assistants and Inclusion Teaching Assistants.

13. 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.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

14. What are the arrangements for consulting parents/ carers and involving them with the arrangements for their child?

The SEND policy contains details of the arrangements for consulting parents/ carers. Parents/ carers are encouraged to work with the school to support their child. Parents/ carers are notified by teachers of any interventions and outcomes during Parents Evenings and IEP reviews. EHCP reviews are held within statutory timescales. The SENCOs are available to meet parents/ carers regarding arrangements for their child, or any concerns.

15. What are the arrangements for consulting and involving children with their education?

The children are involved in target setting and review procedures. The SEND policy contains details of how children are involved in their education.

16. What arrangements are made by the Governing body for complaints about the provision made for SEN pupils?

Complaints about SEN provision in our school should be made to the Class teacher/SENCO in the first instance. They will then be referred to the school's complaints policy which can be found on the School website. If you are not satisfied with the school's response, you can escalate the complaint. Contact can be made with the Chairs of the Governing Body, Ms Rupinder Sondh, via the school address.

17. What are the contact details of support services for parents?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. To see what support is available to you locally, have a look at Slough's local offer. The Local Authority publishes information about their local offer on their website. [Slough Information and Services Guide](#)

The school has links with and works closely with external agencies in ensuring the needs of the child and families are met. These Include:

- Slough Family Information Service: <https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/home.page> , 01753 476589
- SEND Information Advice & Support Service (SENDIASS): <https://www.kids.org.uk/sendiaass> , 01753 787693
- Special Voices: <https://specialvoices.co.uk/?sfw=pass1637769628> , 079 9069 3439
- Parenting Special Children: <https://www.parentingspecialchildren.co.uk/> , 0118 9863532

There are named contacts at the school for parents to contact if they have any concerns, they can be contacted via enquiries@claycots.com:

- Deputy Head Teachers for Inclusion: Mrs Reshma Kapadia (Town Hall) and Mrs Catherine Corbitt (Britwell)
- SENDCO: Miss Lizzie Dowling (Town Hall Campus), Miss Leanne Ruck (Britwell Campus)

18. What arrangements are made for pupils transferring between settings and phases of education?

The school ensures smooth transition between key stages, and it liaises with pre-school provision and secondary schools as appropriate, to ensure that children are well supported when moving between phases and schools. Arrangements for transfer to the next setting in education are outlined in the SEND policy, available on the school website.

19. Where can the Local Authority's Local Offer be found?

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page>