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

Name of School: Alwyn Infant School

Name of Executive Headteacher & Head of School:	Mr Lawrence Hyatt
Name of SEN Co-ordinator:	Mrs Kelly Buxton
Name of SEN Governor:	Siobhan Tarbuck
School address:	Alwyn Infant School Mulberry Walk Maidenhead SL6 6EU
Contact telephone number:	01628 622477
School email address:	office@alwyn.org.uk
School website:	www.alwyn.org.uk
Type of school:	Maintained Mainstream Infant

1. Identifying special educational needs and disabilities (SEND)

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

We aim for all children across our Federation feel socially and academically included, creating a climate where every child can succeed.

We are an inclusive, mainstream school offering a range of provision to support children with communication and interaction needs, cognition and learning difficulties, social, mental and health problems or sensory and physical needs. We comply with the Government's Special Educational Needs and Disability Code of Practice. The Code of Practice outlines the key ways pupils should be supported in class, along with expected equality duties shown in the School's Disability Equality Policy and our access arrangements in the school's Accessibility Plan.

At Alwyn, all children, regardless of their particular needs, are offered inclusive teaching that will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. The school looks carefully at each individual child's needs and behaviours when deciding how best to support them. Diversity is valued as a rich resource and we believe that all children, including those identified as having Special Education Needs or Disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them, and to be fully included in all aspects of school life.

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

At Alwyn Infant School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

● Observations, Nuffield Early Learning Intervention (NELI) and an Articulation Screener for Speech and Language;
● Concerns raised by a parent about a child's academic, social, emotional or behavioural needs which have been identified at home;
● Liaison with previous school or pre-school setting;
● Child performing below 'age expected' levels or making less progress;
● Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance;
● Liaison with external agencies e.g. teacher advisors for visual or physical needs, educational psychologists, speech and language therapists, the Autism Outreach Team (SHINE), Manor Green Outreach Team, Occupational Therapy or the Family Help Hub.

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

Talk to us – contact your child's class teacher about any concerns initially. If you would like further support, ask to arrange an appointment with the SENDCo. The SENDCo is Kelly Buxton. Appointments can be arranged in person, by phone or by email.

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?

At Alwyn, we use a range of teaching strategies to support children with additional needs according to their individual barriers and strengths. Children with identified needs will have access to the appropriate resources needed in order to help them to make progress. All staff in classes are made aware of the individual needs and support the children to ensure their progress. All children at Alwyn are given opportunities to talk about their learning within class and receive feedback to help them progress further.

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?

Our SENDCo oversees interventions for pupils with SEND.

- We have 2 Higher Level Teaching Assistant who works on intervention programmes, including NELI.
- We have 10 Teaching Assistants who work either in the classroom, on a one to one basis and with children in small groups.
- We have an ELSA who works with individuals or small groups of children who may have social and emotional difficulties via a lunch club or classroom check ins.

c. How is the decision made about what type and how much support my child/young person will receive?

We use a combination of formal assessments, informal identification of needs by teachers, parental concerns and observations by the SENDCo or specialist services in order to assess the level and type of support necessary to support children with SEND. We use SEND Support Plans to keep track of how our resources are being used and their impact. The provision mapping is assessed and reviewed at least termly. Teaching Assistants are used in the classroom and to support intervention groups based on the specific needs.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

- Weekly newsletters with suggestions for learning chats.
- Regular meetings with teacher and parents/carers.
- Parents/carers are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year to discuss how their child is getting on. We can offer advice and practical ways that they can help to support children at home.
- Curriculum workshops to find out how we teach reading, writing and maths with ideas of how to support at home.
- Possibly a Support Plan that will have individual targets. These are discussed with parents/carers at least three times a year and parents/carers are provided with a copy. The conversation will also provide suggestions as to how parents/carers can support their child's learning at home.
- If the child has complex SEND they may have an EHCP (Education Health Care Plan). In such instances an annual formal meeting will take place to discuss the child's progress and a report will be written. We work closely with parents in order to make each child's experience in school a happy and successful journey.

- Class email address to contact the teacher directly.
- Informal interactions at the beginning and end of the school day.
- Parents are welcomed to attend sessions provided by outside agency support (Speech and Language Therapists, Occupational Therapists, Educational Psychologist, Physiotherapist etc).
- Parent/carer coffee mornings

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

Children are regularly involved in assessing their progress in lessons and have an opportunity to have their views included in progress meetings by discussing these in advance with a member of staff.
Children are encouraged to help set their own targets and assess their progress towards these.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. This information feeds into the planning.
- Some low level assessments (formal and informal)
- We track and analyse the children's attainment and progress three times an academic year between each class teacher and the Head of School and/or SENDCo and the team leader. In these meetings, a discussion takes place about all children and possible actions to improve outcomes.
- For children who have a SEND Support Plan, these are reviewed three times per year to track the progress against their targets using the 'assess, plan, do, and review' cycle and discuss next steps at progress meetings.
- Annual Reviews are held for children with an EHC plan

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

When holding Annual Reviews for children with an EHCP, children have their views represented. Parents are invited to make contributions in writing prior to their review if they so wish. 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 'Looked after Children' in school, we hold regular PEP meetings and progress review meetings where we discuss the PEP and targets for the child in collaboration with the Virtual Head.
Children contribute to their Support Plans, sharing their likes, dislikes and aspirations.

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

- Reviewing children's targets in SEND Support Plans and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEN Register when the Ordinarily Available Provision is meeting their needs (parents/carers will always be informed if this has taken place).

4. Support for overall well-being

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

We are very proud of our range of support services available for children with social and emotional needs, which include:

- Class TAs supervise lunchtime to ensure consistent, familiar adults for all children
- Emotional Literacy Support Assistants (ELSA)
- Lunchtime club for children who may lack confidence on the playground and need to build up their self-esteem
- A quiet area within the playground
- The hub; a quiet place to go with an adult when overwhelmed

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- We encourage all new children to visit the school prior to starting.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in Reception, the SENCo/EYFS leader holds a meeting for parents/carers in addition to visiting as many pre-school settings as possible and arranging visits to school for children and parents.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

- If the child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- Transition books to introduce them to their new classroom setting and adults.
- At any point where a child with SEN is preparing to leave our school, we would seek to arrange additional visits for the child in question to support a smooth transition

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

Transitions, especially for a child with SEND, are supported and co-ordinated by our SENDCo. Where appropriate, we will arrange visits and accompany children to their new school. For children with EHCPs, we invite the SENDCo from the new school to visit, in order for them to be aware of the child's needs and ensure a smooth transition. We run transition groups for children who are worrying about the change of school. All records are forwarded to the new school in plenty of time for any actions to be taken. Support is provided for parents when considering schools for transition, which may include accompaniment to prospective schools.
As our SENDCo works across Alwyn and Courthouse, if children transition to Courthouse the information and history is already known.

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)

Our school has an accessibility plan which can be found on the school website.
● All areas of the school are accessible by wheelchair. Disabled parking bays are available and additional parking is available in the staff car parks.
● Accessible toilet facilities are available by the main reception
We are a single level school.
Adaptations can be made for children with sight or hearing impairments once advice is sought from specialists.

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

As a school we work closely with external agencies: GP, school nurse, educational psychologist, behaviour support team, speech and language therapists, occupational therapists, physiotherapists, social workers, paediatricians, sensory team and specialist consultants. We make every effort to provide the equipment and resources each child needs. Where specialist equipment is required, we will seek support from RBWM or the specialist agencies involved that can assist us in obtaining such equipment.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents/carers. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.
● A risk assessment is carried out prior to any off-site activity. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities will be provided within the school environment, wherever possible.
● The school does not operate extended child-care services however; a variety of after-school clubs are provided before and after school and during some lunchtimes. These are organised by external providers; however, we aim for these to be as inclusive as possible. Very occasionally children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

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?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.

- The specific training held by members of our staff includes: Precision teaching, ELSA (Emotional Literacy Support Assistant) training, Attach Aware training, Autism training, NELI (Nuffield Early Language Intervention). We also operate an internal training programme for support staff, facilitated by senior members of staff and our educational psychologist.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

We have regular involvement from other agencies who support us in meeting each child's needs. Where possible, we invite parents to attend meetings so that they can share in the advice and recommendations to mirror the support at home. We will always inform you beforehand and ask for your permission to discuss your child with them.

These agencies include:

- Educational Psychology Service provided by the local authority
- School Nurse provided by the local authority
- Speech & Language Therapy Service provided by the local authority
- SHINE ASC resource at Furze Platt to support those pupils diagnosed with ASC
- Manor Green Specialist Outreach Team
- Occupational Therapy / Physiotherapy
- CAMHS (Child & Adolescent Mental Health Services)
- The Virtual School (for Children Looked After)
- The Family Help Hub (including Behavioural Support)
- Children and Young Persons Disability Service (CYPDS)
- SEMH universal service package

The referrals to the above services are co-ordinated via our SENDCo, as a result of discussions at progress meetings, parent consultations and as part of our 'assess, plan, do, review' cycle

c. 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: IAS RBWM | RBWM SEND | Riverside Children's Centre, West Dean, Maidenhead, UK
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:

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, and our policies have been written to reflect the current legislation.

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the main policy page on the school website and the specific SEND page on the school website

- SEND Policy
- SEN Information Report
- Accessibility Plan
- Safeguarding and Child Protection Policy
- Building Relationships and Developing Behaviours Policy
- Supporting Children with medical needs
- Children with health conditions who cannot attend school
- Intimate Care policy
- Anti-Bullying Policy
- Equality Policy

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

- Lunchtime clubs
- ELSA
- Satellite classroom
- Hub

10 . 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?

We take pride in our open-door policy and we try to make ourselves available for parents to have a quick chat; most concerns are dealt with quickly and efficiently.
However, if you feel that you need to make a formal complaint, it should be made in writing to the Executive Headteacher. A copy of our complaint's procedure is available in school or on our website

11. Glossary

Terms used in this document	Description/explanation of term
ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autism Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
CYPDS	Children and Young People Disability Service
EYFS	Early Years Foundation Stage
EHCP	Education, Health and Care Plan
EPS	Educational Psychology Service
ELKLAN	Training for staff to support children with their speech and language development
ELSA	Emotional Literacy Support Assistant
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
SEN SP	SEN Support Plan
Nurture Group	Small group intervention for supporting children with social, emotional or behavioural needs to access learning
OT	Occupational Therapy
PA	Progress Assistant (An adult that works to support children in class)
SALT	Speech and language therapy to support children's communication skills
SEND	Special Educational Needs and/or Disabilities
SENDCo	Special Educational Needs and/or Disabilities Coordinator
SHINE	An outreach service who supports children on the Autism spectrum in mainstream schools
SEMH	Social, Emotional and Mental Health

Date of last update of this document: October 2026
Date of next review: October 2027