Keep Hatch Primary School

Special Educational Needs Information Report

Headteacher: Mr P Hambling

SENDCo: Mrs J Cant

Version 12.0

Review Date: September 2027

(At the date of review, this Special Educational Needs Information Report is compliant with regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014)

September 2027

Introduction

A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others the same age.

Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Further information can be found in the 'Code of Practice 2014'

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

At Keep Hatch Primary School we welcome everybody into our community. The staff, governors, pupils and parents work together to make Keep Hatch Primary School a happy, welcoming and accessible place where children and adults can achieve their full potential and develop as confident individuals. We pay great attention to the different groups of children within our school, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

We are committed to closing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, resources to support different aspects of learning and other interventions developed to personalise learning.

In line with the SEND Code of Practice 2014 and the Children and Families Act 2014, the school works hard to meet individual children's needs using a step-by-step graduated approach so that all children's strengths and areas of challenge are recognised and so that all children's individual needs are met. We work hard so that any child with an additional need or disability is treated with equality (Children and Families Act 2014, Section 69).

We believe that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best with a positive self-esteem
- enjoy their learning journey
- become confident and resilient individuals living fulfilled lives
- make a successful transition to secondary school

Who is our Special Educational Needs and Disabilities Co-ordinator (SENDCo) and how can she be contacted?



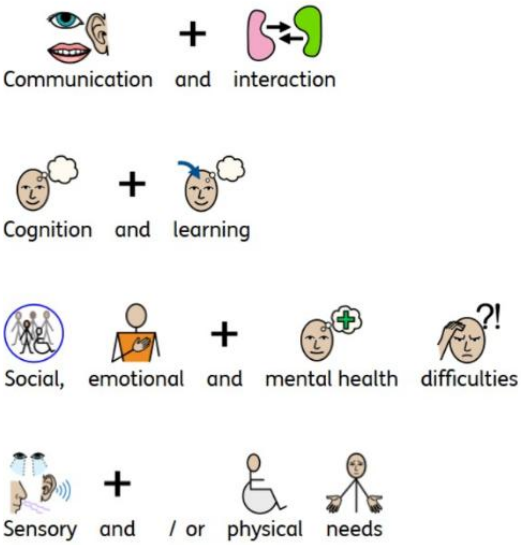
Mrs J Cant

SENDCo (full time)

SENCO@keephatch.wokingham.sch.uk

For which types of SEND is provision made at our school?

Keep Hatch Primary School is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and we praise effort as much as achievement. Our school's Special Educational Needs and Disabilities (SEND) Policy is available on the school's website and it details our philosophy and provision in relation to SEND. Please refer to the Appendix at the end of this document for a hyperlink.



Access to the School's Curriculum

At Keep Hatch Primary School, we believe every child is entitled to a broad, balanced and ambitious curriculum. We adapt teaching, assessment and the learning environment so that pupils with Special Educational Needs and/or Disabilities (SEND) can access the same curriculum as their peers, with support matched to their individual needs. This section explains how we implement our SEND policy in the curriculum, in line with the SEND Code of Practice.

Our whole-school approach to teaching and learning

- Quality First Teaching (QFT) in every classroom, with adaptations to instruction, tasks, resources and outcomes (for example, modelling, scaffolding, visual supports, and alternative recording). These approaches reflect evidence-informed guidance for inclusive practice in mainstream classrooms.
- Assess - Plan - Do - Review cycles in each subject so support is responsive and regularly refined.
- Reasonable adjustments (e.g., adapted materials/equipment, seating, auxiliary aids, and changes to policies or routines where needed) so disabled pupils are not placed at a substantial disadvantage.
- Staff development so teachers and support staff have the knowledge and confidence to adapt subject teaching effectively for different needs.

In order to effectively support any child with special educational needs or disability at school, we work closely with parents and any outside agencies who are involved in supporting the child to ensure that the child's admission into school and time at Keep Hatch is as smooth, successful and enjoyable as possible.

When possible, an initial transition plan is created with the parents and other professional colleagues from the sending pre-school or school. This helps to ensure that the child's needs are met at Keep Hatch and also so that the child and their family feel welcomed into the school community. The transition period will be reviewed regularly and then a post transition meeting will be arranged with the family and SENDCo. Outside professionals are always welcome to attend review meetings at school.

Currently, provision or reasonable adjustment is currently being made in school for children with a range of needs, including:

Communication and Interaction: Speech and Language Difficulties, Autistic Spectrum Disorder (ASD), Selective Mutism

Cognition and Learning: Specific Learning Difficulties: Dyslexia, Dyscalculia, Dysgraphia, Working Memory Difficulties
Social, Emotional and Mental Health: Anxiety Difficulties, Attachment Difficulties, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD),
Sensory and/or Physical and Medical: Hearing Impairment, Sensory Processing Disorder, Developmental Co-ordination Disorder (Dyspraxia), Diabetes, Cerebral Palsy

As a school, we work hard to improve the delivery of information to pupils with disabilities so that information is as readily accessible to pupils who are not disabled. Provision in classrooms might include the use of coloured paper for hand-outs, the use of a larger font, coloured transparent screens to use over print or the use of a variety visual prompts (pictorial or text based) to support learning. We also warmly welcome information from

parents/ carers if they also require additional help to access information from school as a result of a disability. The SENDCo will always follow additional advice from outside professionals, where required, to meet a specific need, for example, hearing impairment.

We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action; however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Teachers plan enough time for the satisfactory completion of tasks; provide resources to allow children to fully access information in the lesson; plan opportunities where required for the development of skills in practical aspects of the curriculum; and identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities so that reasonable adjustments can be made.

What are our admission arrangements for children with disabilities?

Some children may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

In line with section 69 of the Children and Families Act 2014, the admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility.

The arrangements for the admission of pupils with Special Needs or disabilities to gain admission as pupils to Keep Hatch are the same as those applied to all pupils. Admission is in the first instance arranged by application to the Local Education Authority. If successful, Keep Hatch then receives notification that a child has been allocated a place at Keep Hatch Primary School.

It is the Governors' Policy to accommodate pupils with disabilities should parents wish. Steps are taken to prevent any pupils being treated less favourably than other pupils. In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

In order to effectively support any child with a disability at school, we work closely with parents and any outside agencies who are involved in supporting the child to ensure that the child's admission into school and time at Keep Hatch is as smooth, successful and enjoyable as possible. A transition plan will be created and agreed with the parents or carers so that the child's needs can be met as effectively as possible.

How accessible is the school environment?

The entire school is wheelchair accessible - the first floor can be accessed using a lift and the school has a number of disabled toilets throughout the building.

We work hard to create classroom environments to support our children's needs and disabilities, for example children who are hearing impaired or who have ASD**.** We also work hard to support our parents/ carers in the community who might require support with accessibility. If this is the case, we encourage parents/ carers to contact the school office in confidence.

Existing facilities provided to assist access to the school by pupils with disabilities:

- Wheelchair access onto school grounds at the main entrance and throughout the school building and grounds
- Disabled parking is available near the main entrance.
- The building is two levels with a spacious lift to the upper level
- Exterior lighting to improve evening access.
- Disabled toilets throughout the building

*Please refer to our school's Accessibility Plan for much more detail. This document can also be found on the school website in the Policies section.

How do we identify and assess pupils with SEND?

Our school's Assessment Policy, which is available on the school website, outlines the range of standardised assessments regularly used throughout the school. Additional and more specialist assessment tools may be required when children are making less than expected progress academically. Less than expected progress can be characterised as such when it:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.

- widens the attainment gap.

Progress in areas other than learning is also noticed by staff working with your children. For example, a child might need to make additional progress with social skills in order to be as fully integrated into school life as possible or in order to make a successful transition to secondary school. If behaviour or anxiety is causing concern, we always consider what might be the underlying difficulties. The class teacher or SENDCo would speak to parents/ carers to find out more about how their child is at home as well as share their observations from school. This might include both classroom and playground observations. Recommended strategies will be shared with parents/ carers and put into action.

We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

In the case of an increasing behaviour concern, the class teacher or SENDCo would gather more detailed information about incidents occurring and checklists may also be used to analyse and consider any patterns of behaviour both in class or out in the playground. There would also be a more detailed consideration of other environmental factors and then increased interventions and scaffolds suggested to take into account all the information that had been gathered. The SENDCo might also recommend additional referrals in order to identify if there are further unidentified needs present.

Parents/ carers are always informed if staff at school consider that their child has additional needs and parents/ carers and children (as appropriate depending upon age and capability) are involved in the planning to meet those needs.

At Keep Hatch, a range of specific, more specialised tests are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions. To obtain further understanding of a child's learning difficulties, we may use:

- Dyslexia Screener
- York Assessment of Reading Comprehension (YARC)
- Sandwell Maths Test
- Non-Verbal Reasoning Assessment

In addition, the school works with the Educational Psychologist, the Learning Support Service and the Speech and Language Therapist who might conduct specific assessments themselves – these are only conducted once parental consent has been gained. It is important to note that access to some of these services are currently limited. Children who are supported by an outside agency are added onto the Special Educational Needs register.

Further information relating to identification and assessment of children with SEND can be found within our SEND Policy document on the school website and within our Keep Hatch Local Offer. A hyperlink to these may be found at the end of this document.

What is our approach to teaching pupils with SEND?

At Keep Hatch, we work very hard to allow every child to be the best that they can be so that they reach their potential. We work in partnership with all of our families and, where appropriate, external agencies to make high aspirations a reality for every child, taking specific action to create effective learning environments; secure the children's motivation and concentration; provide equality of opportunity; use appropriate assessments and set suitable targets for learning in an inclusive environment.

Quality First Teaching is a priority and this takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Headteacher, SENDCo and all staff members have important day-to-day responsibilities. At Keep Hatch, all teachers are teachers of children with SEND. A continuous cycle of assessing, planning, teaching and reviewing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children. The majority of children will learn and make progress within these arrangements. We recognise that some children with special educational needs and / or disability may make different rates of progress from their starting point.

Children with SEND will often receive support that is additional to or different from the provision we make for other children. All our teachers take account of a child's SEND in planning and assessment. Teachers, with the support of the SENDCo, provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experiences; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; and they help children to manage their emotions to in order to take part in learning effectively. Some children will benefit from specific 1:1 interventions to support particular areas of cognitive difficulty; for example we may use Precision Monitoring, Priority Reading, pre or post teaching. They may also participate in carefully chosen small group interventions, for example we may use Read, Write, Inc Tutoring, SNIP Spelling, Colourful Semantics or Speed Up! (handwriting). This is not an exhaustive list. All the interventions we use at Keep Hatch are evidence-based to ensure the best outcomes for children.

At Keep Hatch, we aim to identify children with additional needs or disability as early as possible and support children with any need or disability as effectively as possible. Assessing these needs may include observation of children's social skills and learning behaviours in different curriculum areas; specific cognitive assessment by the school's SENDCo; teacher

assessment and use of standardised assessment tools which enable peer group comparisons to be made. We also have a network of outside professionals from whom additional advice can also be sought, with the permission of parents/ carers.

As mentioned earlier, we acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action; however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; and identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

How do we adapt the curriculum and learning environment so that pupils with SEND can engage in activities with other pupils who do not have SEND?

Class work is pitched at an appropriate level so that children are able to access it according to their specific needs and make progress. Typically, this might mean that in a lesson there would be a range of scaffolds put in place such as: writing frames, word banks, sentence stems, concrete resources; however, on occasions this can be additionally individually differentiated for a specific child. As part of normal class differentiation, curriculum content and ideas are adapted and made more accessible by using visual, tactile and concrete resources.

Very occasionally, an individual child will require a very different learning environment or curriculum and this is organised so that the best opportunities can be provided to support the child's needs. We always work closely with the parents/ carers and outside professionals in this circumstance.

If advised by outside agency professionals, adaptations to the physical environment will be made to accommodate children with SEND. For example, we will adapt resources for children with visual difficulties; organise the learning environment for children with a hearing impairment or any other disability, and physical resources will be provided to assist, for example, with concentration or sensory support (e.g. writing slopes, sit and move cushions, pencil grips, ear defenders, fidget tools or other sensory resources). All of our classrooms are inclusion-friendly and we aim to teach in a way that will support all our children with varying needs and disabilities.

The staff work hard to ensure that any pupils who require additional support or adaptations in order to engage in the wide range of planned school curriculum activities (including physical activities) are able to do so to the best of their ability.

How do we consult parents/ carers of pupils with SEND and involve them in their child's education?

We believe that your child's education should be a partnership between parents/ carers and teachers, and therefore we liaise with you regularly. Every parent/ carer in the school is invited to a Parents' Evening in the autumn and spring terms; these are an opportunity to discuss your child's attainment and progress with their class teacher. At the end of the year there is an annual report which is sent home.

The SENDCo is also available to speak to at Parents Evening and for appointments throughout the year. These reviews are an opportunity to discuss your child's needs in even more detail: the progress being made; the support which is in place; any current barriers to learning and possible next steps. Your child's Individual Provision Map (IPM) will also be shared in detail and any additional strategies for parents to try at home will be discussed to support their child's development and learning.

Occasionally, it is very helpful to seek advice from outside professionals (e.g. School Nurse, Speech and Language Therapist, Educational Psychologist, Learning Support Service, Behaviour Specialist at Foundry College, CAMHS). In these instances, parents are always consulted first and referral forms would only be completed with parents'/ carers' full consent and with their signature having read the referral form first. When possible, the outside professionals will be invited to review meetings with parents/ carers.

For further information about your child at any other time, your child's class teacher or the SENDCo are always very happy to make an appointment.

How do we consult pupils with SEND and involve them in their education?

All children at Keep Hatch know their next steps in their learning. This greatly helps our children to make progress on their learning journeys and to be even more responsible as learners.

Children's self-evaluation is actively encouraged and the class teachers and the SENDCo and other staff regularly ask children with SEND about their learning. This helps us to monitor the strategies, modifications and interventions which are in place to ensure that they are positively impacting each child's learning. We also seek to identify if there is anything else that we can do to support each child. A child's view is included at Annual Reviews for children with an Education, Health and Care Plan (EHC Plan).

How do we assess and review pupils' progress towards their outcomes?

Our school's Assessment Policy, which is available on the school website, outlines the range of assessments regularly used throughout the school for all children. A combination of teacher assessment and standardised tests are used regularly so that every child's attainment and progress is tracked each half-term in relation to National Curriculum expectations. Additionally, there are also half-termly progress meetings attended by class

teachers and the Middle Leaders during which specific action plans are created for individual children who are not making expected progress.

When children with SEND participate in tests, consideration is given to their needs during this activity, for example the provision of a reader, a scribe, additional time or rest breaks may be necessary. Generally, whatever support is provided regularly in the classroom, is provided, as far as is permitted, during tests.

For children who have been identified as SEND Support, we additionally evaluate their Individual Provision Maps (IPMs) each term. The SENDCo or member of the school staff team might also use a specific, more specialised test to measure steps of progress towards a child's outcomes.

How do we support pupils moving between different phases of education?

We encourage all new children to visit the school prior to starting with us and for children with special educational needs or a disability we would carefully plan transition so that it is as successful as possible. We may facilitate a phased transition to help your child acclimatise to their new surroundings. We would also visit your child in their current setting if appropriate.

To support children with additional needs or disability transitioning to a new year group within Keep Hatch, we create transition books and/ or write social stories to help prepare some children for the change and organise additional visits to the learning environment and to meet the new teaching team. The SENDCo is also very happy to arrange a meeting with the new class teacher and a parent/ carer either just before or just after transition so that positive working relationships can be established quickly. When children are preparing to leave us for a new phase of education, we often arrange additional visits for them. It is also possible to arrange a meeting for parents at the receiving school with the SENDCo. Post transition communication with secondary schools is on-going as we like to ensure that children are settling successfully into Year 7.

Staff liaise closely with other professional colleagues when receiving and transferring children to different year groups or schools. This ensures that all of the children's needs are discussed and fully understood as well as making sure that any relevant paperwork is passed on and shared.
If your child has an Education, Health and Care Plan and is changing to a new school or phase of education, we will arrange a review meeting with relevant staff from the receiving school.

How do we support pupils with SEND to improve their emotional and social development?
We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. Care is taken to pair children with different working or talk partners so that children are learning social skills from each other. We also take every opportunity to include pupils socially at break and lunch times. Sometimes intervention strategies are put into

place to encourage and support specific children. We acknowledge that some children benefit greatly from a place to quietly retreat during the school day and this is then provided, either within or just outside the classroom or in a quiet room at lunchtime.

We have a trained Nurture Assistant who runs groups and 1:1 sessions two afternoons a week to support emotional and social skills development.

The school takes the issue of bullying very seriously indeed (our policy is on the website). We believe that every child has the right to come to school in a safe and happy environment. Children and parents/ carers are actively encouraged to speak to any member of staff if they have any concerns about social difficulties or bullying and these concerns are listened to carefully and followed up, including communication with the child's parents.
Staff regularly address the issue of bullying in PSHE lessons and through assembly themes.

We have a positive approach to behaviour management at Keep Hatch which is outlined in the school's Behaviour Policy (this can be found on the website). We have high expectations to which we encourage children to aspire and this policy is applied consistently throughout the school by staff and pupils. We believe in rewarding positive behaviour choices and this is the focus throughout the school. In addition, Keep Hatch staff have undergone training on Therapeutic Thinking, led by the Deputy Head Teacher and SENDCo. It focuses on how all children and young people are supported, particularly in terms of their emotional wellbeing and mental health. The approach also helps to develop an understanding of how to respond to those who may be communicating through inappropriate behaviours. The Therapeutic Thinking approach is a school-led embedded ethos that is characterised by an inclusive culture, underpinned by best practice, policy and plans. Therapeutic Thinking uses a range of resources to analyse an individual's behaviour in order to better understand the child / young person's needs. This analysis then assists in better planning for the child, their class and the wider school or setting by highlighting the learning or experiences that the child needs.

If required, a pastoral support plan will be created with the SENDCo to support specific areas of difficulty and to identify the relevant support which needs to be put in place. This is always created in liaison with the child's parents/ carers and as a result of a graduated response to need.

With parental permission, Keep Hatch also occasionally seeks specialist advice or support from the staff at Foundry College to support social and/ or emotional development; from the Educational Psychologist to support social and/ or emotional development; or from colleagues at CAMHS. However, it is important to note that these services do currently have capacity challenges which does affect the support they can offer.

What expertise and training do our staff have to support pupils with SEND?

Keep Hatch recognises the importance of professional development in order to best support our pupils with SEND. Additionally, the SENDCo supports members of staff when necessary to build expertise and understanding of specific areas of need and she facilitates training where required.

The SENDCo has been awarded the National Postgraduate Certificate in Special Educational Needs Co-ordination from UCL and she is one of the school's Safeguarding Leads. The SENDCo attends regular SENCo Network Meetings and termly Cluster Meetings which support Special Educational Needs and Disability Coordinators in their work in school, affording an opportunity to discuss special educational needs and disability issues with colleagues in other local schools and then disseminate information regarding good current practice to colleagues in Keep Hatch. Further training courses are attended by the SENDCo when a need is identified.

Keep Hatch is a Mental Health in Schools Team (MHST) partner school and the SENDCo is one of the designated mental health leads for Keep Hatch. The SENDCo attends training and regular MHST meetings and cascades information to staff. She oversees the school's approach to mental health support for children.

All staff have completed the online Safeguarding Level 1 certificate, which is a statutory requirement.

The SENDCo ensures that all new staff participate in an induction session focused upon SEND. In addition, some of the Professional Development Meetings during the year focus upon SEND for the staff.

Many of our classroom assistants have attended training in teaching phonics, attachment difficulties, understanding and supporting Autism, supporting behaviour, sensory processing difficulties, precision teaching, supporting behaviour, Therapeutic Thinking and identifying and supporting speech and language difficulties. These learnt skills are practiced on a daily basis to impact children's progress. There is a programme of training in place for teaching assistants to support their work with supporting children with different needs and disability.

A number of our TAs are also trained in NELI which is a programme for identified children in Reception focusing on improving language and early literacy skills.

As needs arise, the SENDCo organises specific training for members of staff and the staff may also request specific training.

How will we secure specialist expertise?

As needs arise, the SENDCo approaches specialists from a range of agencies (e.g. School Nurse, Speech and Language Therapist, Educational Psychologist, Learning Support Service, Behaviour Specialist at Foundry College, CAMHS), to seek general advice about an unnamed/ anonymous child (in this instance permission from the parent/ carer is not required) or to request training. In these instances the SENDCo is often signposted to helpful information, a recommended intervention or a useful website. Occasionally, the professional recommends that a referral is made to the service.

As mentioned earlier, it is occasionally very helpful to seek much more specific advice from outside professionals regarding a particular child. In these instances, parents are always consulted first and referral forms would only be completed with parents' full consent and with their signature having read the referral form first.

How will we secure equipment and facilities to support pupils with SEND?
We ensure that all children with special educational needs and disability are provided for, to the best of the school's ability, with the funds available. The budget is allocated on a needs basis. The children who have the most complex needs are naturally given the most support. We additionally follow advice from outside agency professionals with regard to resourcing (e.g. sloping writing desk, sit and move cushion, sensory circuits, multi-sensory resources, etc) and ensure that recommended equipment is provided. As part of our assess-plan-doreview cycle, we work hard to identify those children who might benefit from additional equipment or facilities.

We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs. This provision is always planned by the teacher. We ensure that we have some additional teaching provision to provide emotional and social enrichment activities, for example: 1:1 pastoral support, social groups, confidence groups, social and emotional skills programmes.

How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

Any actual involvement of other organisations (e.g. School Nurse, Speech and Language Therapist, Educational Psychologist, Learning Support Service, Behaviour Specialist at Foundry College, CAMHS) to help meet the needs of pupils with SEND and the families of children with SEND would only be undertaken with the full signed consent of parents/ carers. Once engaged, we work hard to act upon the advice and recommendations from outside professionals to meet the needs of our children with SEND.

The Wokingham Local Offer (this is referred to in the Appendix at the end of this document with a hyperlink), additionally lists details of the local authority support services, the local health and social care bodies and the voluntary sector organisations. The SENDCo or

parents/ carers are able to use this point of reference as a signpost for further advice or help. The link in the appendix also enables families to locate the Keep Hatch Local Offer.

How do we evaluate the effectiveness of our SEN provision?

At Keep Hatch we work hard to ensure that every child makes their best possible individual progress. The SENDCo closely monitors the progress and attainment of all children with SEND and this is reported to the Headteacher and the Governors on a regular basis. The SENDCo meets regularly with the SEND Link Governor. The SENDCo also continuously monitors and evaluates the provision of any SEND support provided across the school in close partnership with the teachers, children and parents/ carers. The SENDCo welcomes and encourages communication with all stakeholders to help contribute to the plan-doassess-review system which is in place for every child with SEND. The SENDCo attends regular network meetings and training courses to maintain good levels pertaining to SEND provision.

How do we handle complaints from parents/ carers of children with SEN about provision made at the school?

Keep Hatch takes all concerns regarding SEN provision seriously and responds to them promptly. Any complaint is managed in line with the school's Complaints Policy, which is available on our school website. In the first instance, concerns can be raised with the class teacher or the SENDCo, who will work together with senior leaders to investigate the issue and agree next steps. The school ensures clear, timely and ongoing communication with parents and carers throughout the process, so they are kept informed of the actions being taken and the outcomes of any review. Communication may include phone calls, face-to-face meetings or email updates, depending on what is most appropriate for the family. If the matter cannot be resolved informally, parents and carers are supported in following the formal stages of the school's complaints procedure.

Who can young people and parents/ carers contact if they have concerns?

We would recommend that the first point of contact might be your child's class teacher as they best know your child in school; however, you are also very welcome to arrange to meet the SENDCo (0118 978 4859 or email at SENCO@keephatch.wokingham.sch.uk) to discuss your child.

What support services are available to parents?

The SENDCo, is always happy to talk to and support parents/ carers as well as signpost them to other support services and organisations in the Wokingham area.

Wokingham SENDIAAS is the Special Educational Needs and Disability Information Advice and Support Service (formally known as the Parent Partnership Service). This statutory

service provides free, confidential, impartial advice, guidance and support around Special Educational Needs and Disability and contact details can be found in the Appendix at the end of this document.

Further support organisations can be located within Wokingham's Local Offer. Please refer to the Appendix at the end of this document for a hyperlink.

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

Please refer to the Appendix at the end of this document for a hyperlink to the Wokingham Local Offer.

Wokingham Local Authority also has a Local Offer which is updated annually. A link to this can be found on the SEND page on the school's website.

Appendix:

Staff and Link Governor at Keep Hatch Primary School:

Headteacher: Mr Paul Hambling

Special Educational Needs and Disability Co-ordinator (SENDCo):

Mrs Juliet Cant

SEND Link Governor: Mrs Lisa Vickers

School Contact Details:

Telephone: 0118 978 4859

Email: admin@keephatch.wokingham.sch.uk

Website: https://www.keephatch.wokingham.sch.uk/

Wokingham Local Offer:

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

SENDIASS:

Special Educational Needs and Disability Information Advice and Support Service (SENDIASS): https://www.sendiasswokingham.org.uk/

Contact Details: 0118 908 8233 sendiass@wokingham.gov.uk

Complaints

Your first point of contact is your child's class teacher. If you feel you would like to speak to the SENCO as well, please make an appointment through the school office. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Deputy Head Teacher. If she cannot solve your issue, then an appointment can be made to speak to the Headteacher. If you are not happy with the response, then you may contact the governors through the school office.