

## South Ascot Village School Special Educational Needs

### Information report 2025-2026



#### Introduction

The governing bodies of maintained schools and maintained nursery schools **must** publish information on their websites about the implementation of their policy for pupils with Special Educational Needs. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

South Ascot Village Primary School is part of the Royal Borough of [Windsor and Maidenhead local offer](#). We are a one form entry primary school that prides itself on its inclusiveness for pupils of all abilities and needs. The building has wheelchair access and toilet facilities for the disabled with ramps added to allow access to the playground and stair lifts are in place for internal and external access to the two levels of the school.

#### The kinds of SEN that are provided for

In our school, we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of the school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

All staff, teachers and support staff, have a wide range of experience across the SEN spectrum including cerebral palsy, dyslexia, ADHD, ASC and speech and language difficulties.

**The policy for identifying pupils with SEN and assessing their needs** can be found on our school website.

**The Special Needs Coordinator (SENCO)** is Mrs Carey Kelly. She is in school everyday but a good time to pop in for a quick chat is in the front office at the end of the day. If you prefer to make an appointment, then please do call the school office to arrange a suitable time or email Mrs Kelly on [c.kelly@southascotvillageschool.org.uk](mailto:c.kelly@southascotvillageschool.org.uk)

### **Arrangements for consulting parents of children with SEN and involving them in their child's education**

The school works closely with parents and carers in the support of those children with special educational needs. Initially, the child's class teacher will contact the parent if there are any concerns about a child's needs. We encourage an active partnership through an ongoing dialogue with parents and carers.

### **Arrangements for consulting young people with SEN and involving them in their education**

We encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities. Children are involved in an appropriate way in agreeing targets for their learning and personal development.

Children are encouraged to review their own progress against their targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps. Wherever possible, children are consulted about timetables so a child would not be withdrawn from their favourite lesson if this was avoidable.

Pupil voice is heard through circle time and school council so staff actively listen to pupils on a wide range of subjects and this includes SEN provision and individual pupil targets.

### **Arrangements for assessing and reviewing a pupil's progress towards outcomes**

The SENCo monitors the progress or difficulties of children on the SEN register. She provides staff and governors with regular summaries of the impact of our policy on the effectiveness of our SEN provision. The SENCo is involved in supporting teachers in drawing up targets for the children in their class.

As a member of the Senior Management Team, the SENCo regularly meets with teachers, the SEN governor and the Headteacher to review the methods, interventions and procedures, to ensure that every SEN child has the best opportunities to succeed within school.

Individual smart targets are drawn up every half term targeting group work, 1:1 sessions and other prescriptive interventions that the child might need. A baseline is done to ensure that we have evidence of progress. Each term these are reviewed and an outcome assessment is done to decide whether new targets need to be set or current ones need to be continued or adapted. All pupils with an EHCP (Educational Health and Care plan) have a minimum of a termly review as well as having an annual review of their plan in line with statutory guidance. The termly reviews are delivered as part of the parents evening meeting, led by the class teacher. Parents will be offered additional time for this meeting. The review for Looked After Children takes place in the same way as other reviews in the school.

The annual review is led by the SENCo, with either a report provided by the teacher or with the teacher in attendance, depending on availability and need. Parents are invited to attend reviews for pupils with EHC plans and make contributions to the proceedings. They are welcome to bring other professionals and friends as support to their child's review meeting as long as the school is informed of this in advance of the meeting.

### **Arrangements for supporting children in moving between phases of education and in preparing for adulthood**

Transition between different parts of the school is an area we have developed further in recent years. All pupils transferring between FS2 and KS1 and KS1/ KS2 are supported through this change but, as a staff, we recognise that transitions between each year group can also be daunting for some pupils. We spend time with the children to ensure that all their concerns and needs are met and that they are very familiar with their new classroom and teacher, prior to the start of the new academic year.

For SEN pupils, teachers meet and share information, targets and strategies to ensure movement through the school is seamless. We are happy to consider any ways that transition throughout the school can be improved for individuals and groups of pupils.

Parents of pupils with EHC plans are invited to a transition annual review the year before they transfer to secondary school so parents have time to visit possible schools and make informed choices about their preferred options for their child.

Staff from the anticipated secondary school are invited to the year 6 annual review meeting.

Pupils transferring to our local secondary, who may have difficulty with the process, take part in activities with staff from that school, to help alleviate any worries that they may have. They have several additional days plus the normal transition days.

All paperwork (review records, progress levels, school and professional's reports) will be handed over to your child's new school when your child leaves our school.

### **The approach to teaching children and young people with SEN**

South Ascot Village Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning teaching which meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

### **How adaptations are made to the curriculum and the learning environment of children with SEN**

Wherever possible, we aim to meet children's learning needs through differentiated planning, teaching and support, as part of our normal, high quality, inclusive classroom practice. Where a pupil or group of pupils need additional support to enable them to successfully gain lost ground in learning and catch up with age-related expectations, short-term tailored intervention programmes will be provided, often through the support of a teaching assistant.

Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

If our assessments indicate or confirm that a child has a significant longer term learning difficulty, we continue to use strategies to support them, but will plan more specialist individualised provision, designed to meet their specific needs. These children will be included on our register of SEN and parents will be made fully aware of this decision and the outcomes of our assessments. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents or carers informed of the provision being made and draw upon them for additional information to help plan that provision. The special educational needs coordinator (SENCO) will

oversee the planning and provision for the pupil, and take the lead in further assessments of their needs.

Where the provision required differs significantly from our normal range of differentiated, inclusive strategies in the classroom, or where the pupil has specific specialist needs, such as sensory, physical, communication or behavioural needs, a programme of support is put in place.

The nature of the child's special needs, the planned objectives of the special provision being made, the agreed short-term targets set for the child, and the teaching strategies and additional support to be used ensure children make progress. All such activities are regularly recorded on the individual pupil's "support plan" so that information is available to all staff who may work with that pupil. Evidence of strategies used, both successful and unsuccessful, form the basis of future referrals to further support agencies, should that be required.

**The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

All the teaching staff in school have been trained to use "zones of regulation." Zones of Regulation empowers the children, of all ages, to understand the full range of their feelings, as well as exploring tools and strategies that will support their well-being.

We regularly audit the current needs of the school to ensure staff are appropriately trained. We usually access courses provided by RBWM. Occasionally, we will use other providers.

Other agencies may be used to help the school meet a child's needs. Agencies often used include the Education Psychology Service, the School Nurse, the Speech and Language Therapist, SHINE (for pupils with an ASC diagnosis) and the Early Help Advisor who is often able to offer support to families. In addition to this we have contact with Occupational Therapy, Behaviour Support and the Child and Adolescent Mental Health Service (CAMHS).

## **Evaluating the effectiveness of the provision made for children and young people with SEN**

Interventions and SEN support are monitored to ensure progress and, if there is no evidence of progress, the intervention or support is modified until there is progress. Evidence for progress is based on many areas and the base-line and subsequent measures of improvement are agreed at the start of an intervention and recorded on a Support Plan. These may be qualitative as well as quantitative measurements.

## **How children and young people with SEN are enabled to engage in activities available with children in the school who do not have SEN**

Children with SEN participate equally with all other activities, and adaptations are made to activities to accommodate children with SEN while still considering their individual needs.

This also applies to Looked After children (and children who have been previously Looked After), and are encompassed by our inclusive provision determined by pupil need not pupil designation as a 'looked after ' pupil.

## **Providing support for improving emotional and social development**

Zones of Regulation enables all teachers to support children's emotional and mental health needs. Grounded in cognitive behavioral science, it gives individuals and communities a common language for navigating emotions—and the practical strategies to do it well.

Where necessary, the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

## **Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

In the first instance, any concerns should be discussed with the class teacher and then the SENCo. If the situation can not be resolved, the Head Teacher will be informed.

In the event of the concerns remains unresolved, complaints should be made to the member of the Governing Body with responsibility for Special Needs, Mr Afroz Ahsan at [a.ahsan@southascotvillageschool.org.uk](mailto:a.ahsan@southascotvillageschool.org.uk)