Maiden Erlegh Trust

# SEND INFORMATION REPORT

MAIDEN ERLEGH TRUST

## Great Hollands Primary School

LINKED TO BRACKNELL FOREST COUNCIL LOCAL OFFER

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Aim High  Be Inclusive  Work Together

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# What should you know about our inclusive school?

## Maiden Erlegh Trust

Great Hollands Primary school is part of the Maiden Erlegh Trust. As an organisation we are aspirational and have ambitious expectations for all our learners.

Our values are **aim high, be inclusive and work together** to ensure all pupils, achieve to their fullest potential, and make successful transitions between phases and into adulthood.

The purpose of the SEND information report is to enable parents, carers, and pupils to understand our schools' approaches to SEND and how pupils with SEND are supported depending on their needs.

## School Context

Great Hollands Primary School is a mainstream school with 274 pupils that provides for a range of special needs including:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

*The school is based in Bracknell Forest Local Authority. For more information on the local area please go to their Local Offer website. (https://www.bracknell-forest.gov.uk/children-and-family-services/special-educational-needs-and-disability/send-local-offer).*

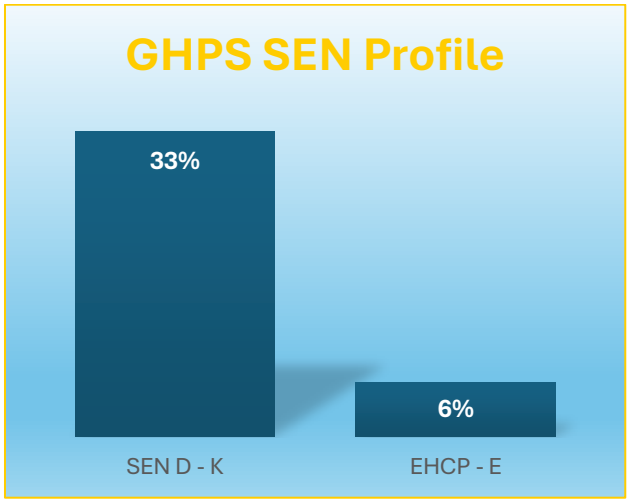
*Our motto is "Thinking and Learning Together, Achieving Forever" and this permeates everything all our staff do. We expect the very highest standards from all our students, including those with a special educational need, for which we offer a stimulating, caring and supportive environment.*

Our school values are:



*We have a higher-than-average number of EHCP and SEND K pupils with 35% of pupils in the school having an SEN need:*

SEND information July 2026:




| SEN | % |
|---|---|
| Count of Needs | |
| Communication and Interaction (C&I) | 43% |
| Cognition and Learning (C&L) | 7% |
| Social, Emotional and Mental Health (SEMH) | 41% |
| Sensory and/or Physical (S&P) | 9% |
| **Grand Total** | **100%** |

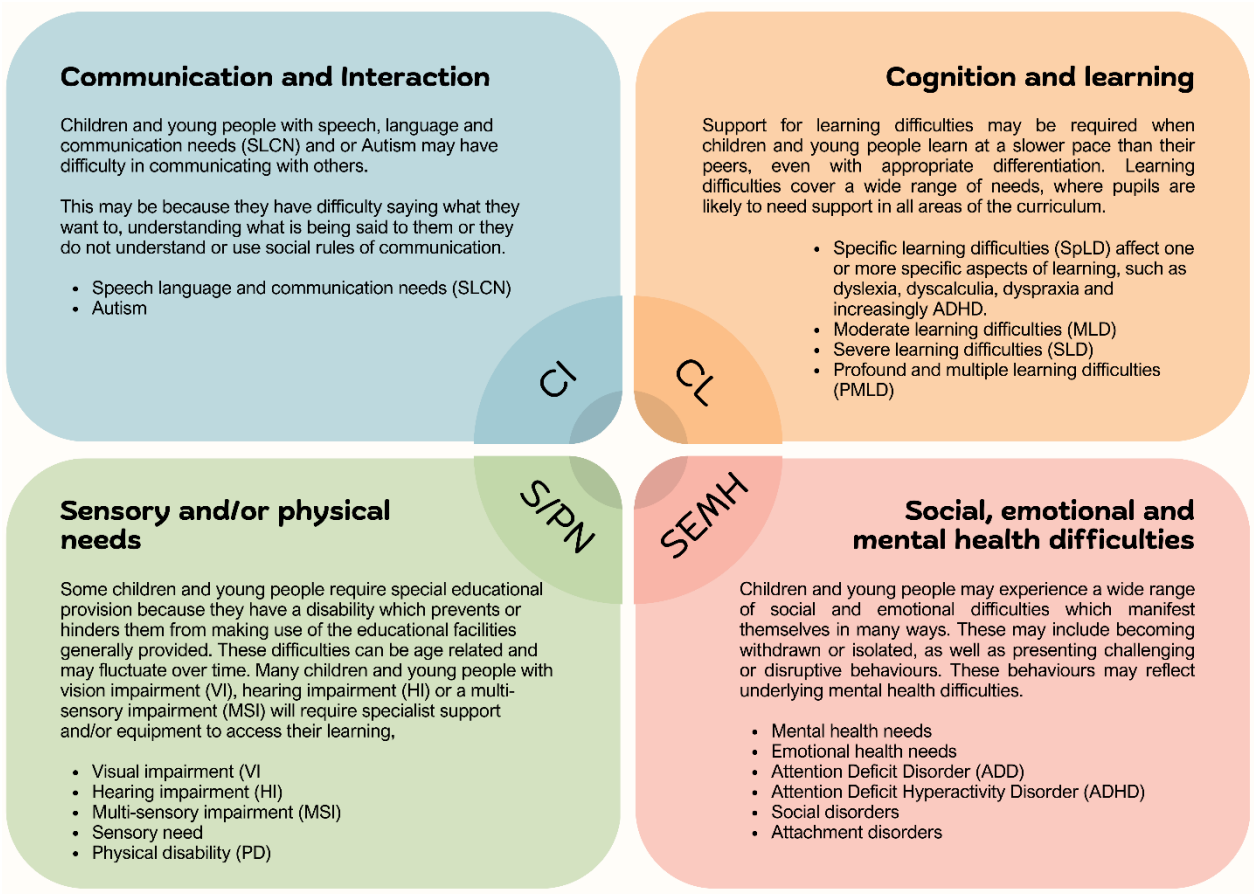
## Who are the key people?

| Role | Name |
|---|---|
| **Headteacher** | Richard Ferris |
| **SENCo** | Nicky Watson |
| **SAB link** | Zoe Percival |
| **CLA Designated Teacher** | Nicky Watson |
| **School Improvement Director - SEND** | Kelly Nash<br>k.nash@maidenerleghtrust.org |
| **Director of the Special Schools** | Neil Strain<br>n.strain@maidenerleghtrust.org |

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# What needs do we provide for?

At this school, we prioritise a strength-based approach to identifying needs. The Code of Practice (2015) details four broad areas of need which are detailed below and states: *'A pupil has SEN (Special Educational Needs) where their learning difficulty or disability calls for **special educational provision**, namely provision **different from or additional to** that normally available to pupils of the same age.'*




## Arrangements for CLA students

Where students are 'looked after' or 'previously looked after' by the local authority we have an additional role as we are all corporate parents.

**To ensure that we are responding appropriately we:**

- Have a designated teacher for CLA (children looked after)
- Monitor the progress of all our looked after children
- Collaborate on PEP (personalised education plan) with the Local Authority
- Ensure close working with the specialist services who support CLA (e.g.: Social worker, Virtual school, etc.)
- Normalise life experience wherever possible
- Ensure our CLA, especially those with SEND, are fully included in the activities available.

## Arrangements for students with medical needs

Initially, the school will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school. The SENDCo will be responsible for making and monitoring these arrangements.

A meeting will be held with parents/carers to discuss arrangements for working from home or hospital. A plan will be drawn up detailing agreed actions from the discussion; the plan will be signed by the academy and parents/carers. The plan will then be carried out and reviewed regularly to deliver education to the child. This will always be completed with the full support of medical professionals.

Arrangements could include sending work home or attending a hospital school. Work will be prepared by class teachers. The student will be slowly integrated back into school with either alternative arrangements to make it possible such as alternative spaces for break or lunch times or the student may come back into school on a reduced timetable until their health needs have been met.

We will work in partnership with the Local Authority, health services and other organisations to maintain links to support the child to ensure they have access to the appropriate education provision.

# What support is there for social and emotional development?

All staff receive training to deliver high quality pastoral care. The school adopts a whole school approach to ensuring that all learners make excellent academic progress, and their individual needs are catered for.

The school's Pastoral Support staff specialises in child welfare and is the first port of call for staff, learners and their parents who require advice, support and guidance regarding wellbeing.

**The main aims of pastoral work are to:**

- Care for the well-being of all students
- Promote all aspects of a student's development
- Monitor personal development, behaviour, academic progress and attendance
- Help with personal and learning problems when the need arises
- Support the delivery of Personal, Social, Moral, Spiritual and Cultural (PSMSC) program
- Celebrate student achievement and success both in and out of school

**We also offer the following Wellbeing Interventions:**

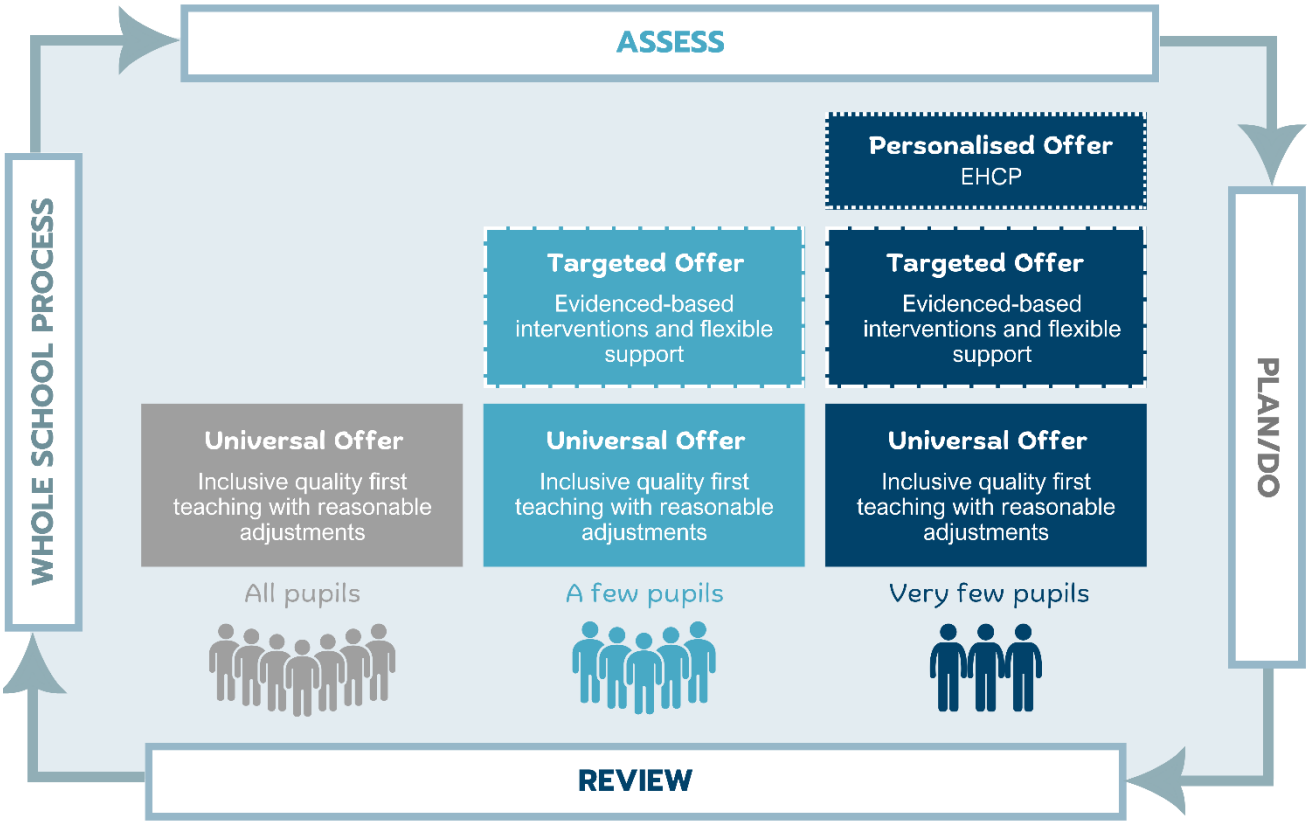
- Emotional literacy support (ELSA)
- Play Therapist
- Canine Therapy

Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by the attendance officer and, where necessary, additional support will be implemented to boost attendance.

The school also writes health care plans with parents and shares all relevant information with staff.

If your child finds lunch or break times tricky, they may be given access to a quiet space to support this where possible.

## What levels of support are there?



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## Universal Offer

All pupils should have access to a broad and balanced curriculum. Our curriculum is designed and sequenced with SEND pupils in mind and adapted or personalised as necessary. Lessons are planned to reduce barriers to learn so pupils can achieve and progress. There are explicit expectations for teaching across the school to be of the highest quality.

Our overriding principle is that high quality teaching, adapted for individual students, is the first and most effective step in responding to all students, particularly those who have or may have SEND. This could also include whole school interventions.

## Inclusive Quality First Teaching

**Our inclusive teaching is based on the following strategies:**

- Deployment of expert and dedicated teachers
- Targeted use of well-trained Teaching Assistants
- Understanding the starting points and the needs and aspirations of each student
- Strategic use of seating plans and groupings
- High quality, adapted questioning
- Adapted activities and problems/challenges
- A safe and orderly learning environment

## Reasonable Adjustments

The school provides resources and reasonable adjustments to support SEND students. Any resources and equipment that a student need will be considered based on recommendations made by specialist services.

**Where appropriate we also use:**

- Visual support including pictures, writing frames or word banks
- Knowledge organisers
- User friendly timetables
- Personalised reward systems
- ICT support
- Small steps with specific achievable objectives
- Multi-sensory approach to activities
- Advice from outside agencies

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## SEND Support – Targeted Offer

Support for pupils is needs-led, not diagnosis led. Those who have: SEND needs; a diagnosis of SEND; or are under assessment, may have targeted support in addition to the universal offer, as they need 'additional to' or 'different from' their peers.

Pupils will have their needs identified and may be added to the SEND register so that their teachers and pastoral staff are aware. For some pupils they may have a Classroom Support Plan to inform teachers of their strengths, needs and provide recommendations for support in the classroom. The school may also seek advice and guidance from external agencies.

## Personalised Offer – Education Health & Care Plan

For very few pupils, they may require significant additional and personalised support to access their education and make progress. These are pupils who have complex needs and a significantly greater difficulty in learning than most others of the same age.

If the resources required to meet their special educational needs cannot reasonably be provided from the resources normally available to mainstream providers, the school may apply for an Education Health and Care Plan assessment.

If the pupil has an EHCP they will have a summarised plan in place to advise teachers on how to best support the student in the classroom. This will record the strengths, needs and recommendations for staff working with the pupil. It will also record their exam concession information and provide links to additional information for staff. There will be an annual review to review progress.

## Arrangements for SEND Students taking Assessment and Examinations

The Joint Council for Qualifications (JCQ) publishes a comprehensive guide regarding Access Arrangements, which outlines their criteria and threshold for qualifying for concessions. For a concession to be awarded, the student must meet the stringent criteria outlined by the JCQ. The secondary School/Centre employs an assessment process in line with JCQ criteria to assess qualification. The Centre's decision is final and external professional reports can only be used as supporting evidence.

The following are some of the concessions available: Extra Time; Scribes; Readers (Including Computer Readers and Reading Pens); Word Processor; Prompter; Colour Naming; Practical Assistance; Supervised Rest Breaks; Smaller Venue.

## How do we monitor progress?

*"Where a child is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part (Assess, Plan, Do, Review) cycle"* (CoP 2015)

Our approach to SEND provision is focused on aspirational outcomes (appropriate to each individual student) and in line with the SEN Code of Practice.




## How are our SEND pupils involved in wider school life?

Education does not only happen during lessons or during the school day. We strive to provide a range of extra-curricular activities which are open to all students. Subject to risk assessment, we ensure that all our students, but particularly those with SEND are included in the activities available, acknowledging that sometimes this will mean additional arrangements to allow them to take part in activities. For example,

sometimes one-to-one support on trips may be provided, depending on the level of need.

**Where specific access arrangements need to be made, we involve parents/carers by:**

- Discussing support and risk control measures with parents/carers
- Taking advice from the place to be visited in terms of their facilities and accessibility

## How do we support moving on and up?

At our school we support pupils to become life-long learners and recognise our responsibility to ensure that students develop the skills they will need for the next part of their education or employment and prepare them for adulthood. All transitions, either into our setting, moving through the school or leaving the school are based on the following key principles:

- Being pupil focussed, particularly well-being
- Sharing key information, including support plans
- Parental engagement
- Working collaboratively with key adults who know the student best including staff from their previous setting/year group
- Offering enhanced transition support where needed, this could include photos of key areas and staff or booklets with information.

### Preparing students for the transition to further education, employment, and adulthood

Preparing students for adulthood involves working towards outcomes which will support independence and choice making. The PfA outcomes are employment, independent living, community inclusion and health. We provide opportunities for students to practise developmental and transferable skills which will prepare them for life as members of their community and for success in the world of work.

**Some of the ways we do this are:**

- Character Development
- Young Enterprise
- Careers Information
- School Council, Playground Leaders, Peer Mediators, House Captains
- Guidance and support at key transition times, when necessary, e.g. arranging enhanced transition to secondary school, meeting with secondary staff etc.

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# What professional development is available to staff to support SEND learners?

We provide a continued programme of professional development to all our staff and have high levels of expertise across the Trust and in the school.

SEND professional development is provided for teachers through regular staff/team meetings, shared information, external speakers, and professional discussion, dependent on current needs on roll. Our SENCo and SENTAs attend training and share this expertise with staff. To see our most recent training please read our one-page profile.

# What specialist expertise and services are available?

At Great Hollands Primary School, we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for students.

**To do this, we:**

- Listen to parents and students about services they use and are valued by them
- Invite representatives of agencies working with students to relevant meetings and reviews
- Value the contributions from all parties

**The school has access to the following support services:**

- CAMHS
- Educational Psychologists
- Virtual school
- Therapy teams; Speech and Language (SALT), Occupational therapy (OT) and Physio (PT)
- Sensory Consortium (for Hearing and Visually Impaired Students)
- Local Authorities and their statutory services e.g., Children's Social Care Services and Education Welfare
- Getting Help and Mental Health Support Team (MHST)
- Support for Learning
- Autism Service
- Social Emotional and Mental Health (SEMH) Service
- Daisy's Dreams
- Child Development Centre
- English as Additional Language (EAL) Service
- School Nurse

If you think your child needs support from one of the above services, please inform the SENCo who will assess and make a referral, as necessary.

# How do we work collaboratively with students and parents/carers?

## Students

All students are encouraged to be actively involved in their learning and support. Students review their progress on an on-going basis as part of the formative feedback-student response cycle in lessons. In addition, they can make individual appointments to review their progress towards targets.

**At this School we consult all students through:**

- The Student Council
- The annual Student Survey

Where students have SEND, we ensure that they are encouraged and supported to make their views known (e.g.: as part of their Annual Review or at Parent Evenings). Strategies we use may include, written comments, talking to a preferred adult, friend, or mentor, drawing etc.

Any interventions or support strategies will be explained and discussed with students, so they understand their purpose and desired outcomes. Students are encouraged to monitor and judge their own progress towards those outcomes, reflecting what is important to, and for, the student.

## Parents/carers

Parents/carers are key partners in their children's education. Evidence shows that children make most progress when their key adults work together.

At this School we provide progress information to all parents through reports and parent meetings.

**All parents:**

- They are encouraged to discuss targets with their child to help the student set aspiring and realistic targets.
- Can make an appointment to meet with the SENCo or a member of the SEN Team.
- Are encouraged to attend parents' evening where they can make appointments online.
- Attend information evenings

**We work with parents of SEND students by:**

- Communicating any concerns with parents/carers proactively (e.g.: through formal or informal meetings, by email, telephone or home-school books).
- Identifying any benchmarks/target outcomes with parents/carers
- Involving parents/carers in planning adjustments, interventions, and support.
- Reviewing progress against benchmarks and outcomes with parents/carers e.g., through Annual Review meetings for students with EHCPs (Education, Health, and Care Plans).
- Being open and transparent about what we can deliver.

If a parent/carer who has a disability, or their first language is not English, in addition to the main communication mechanisms, the school will endeavour to accommodate the needs of parents on an individual basis.

Contact should be made via the school reception (**01344 424911**) or the school email address: GHPSoffice@maidenerleghtrust.org please state clearly who the communication is for and giving an indication of the nature of the query/concern.

**Guidelines for parents/carers contacting the school to discuss their child:**

- If the concern is subject specific - contact the subject teacher
- If it is a general pastoral issue - contact the tutor or Head of the Year, as appropriate.
- If it is an attendance issue – contact our Attendance Officer.
- If the query is related to SEND, then please contact the SEND team.
- If the query is related to a Safeguarding Concern – contact the Designated Safeguarding Lead.

Unless an emergency, staff will respond within 3 working days. If the query is complex, staff will send a holding email within 3 working days confirming when the full response will be available (usually within 10 working days).

If you need further support, contact **Bracknell Forest** Information, Advice and Support Service (IASS) (https://bracknellforestiass.co.uk/) for advice and guidance or the local offer website.

## Compliments and complaints

The school appreciates positive feedback, as it supports us in reviewing and reflecting on our provision. Any compliments received are extended to the relevant members of staff.

We hope you and your child have a positive journey with us. However, if you wish to complain you should do it while your child is still registered at the school.

In line with the Trust Complaints Policy (which can be found on the website), you should follow these steps in order and move on to the next step if your complaint is not resolved.

1. Talk to the school's special educational needs co-ordinator (SENCO).
2. Follow the school's complaints procedure.
3. If your complaint is about an EHC plan you should contact the SEND Service in the issuing Local Authority.

## Compliance

This document has been drawn up by the School Improvement Director for SEND, the Headteacher and the SENCo in collaboration with other key staff/governors.

It complies with the statutory requirements laid out in the **SEND Code of Practice (2015)** ; **The Children and Families Act (2014);** and the Equality act (2010).

It has also been written with reference to the following guidance and documents:

| **Statutory Documents** | **School Documents** *(all available on the school website Key Policies page)* |
|---|---|
| Special Educational Needs (Information) Regulations<br>Supporting students at school with medical conditions<br>Keeping Children Safe in Education<br>Teacher Standards | Admissions Arrangements<br>Accessibility Plan<br>Anti-Bullying Policy<br>Behaviour, Attendance and Exclusion Policy<br>Curriculum Statement<br>Equality Policy<br>Funding Agreement<br>Supporting Students with Medical Conditions<br>Safeguarding Policy |

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# Glossary

| | |
|---|---|
| **ADD** | Attention Deficit Disorder |
| **ADHD** | Attention Deficit Hyperactivity Disorder |
| **AHT** | Assistant Head teacher |
| **ASD** | Autistic Spectrum Disorder |
| **CAMHS** | Children and Adolescent Mental Health Service |
| **CLA** | Child looked after |
| **CoP** | Code of Practice |
| **CSP** | Classroom Support Plan |
| **CYP** | Children and young people |
| **EAL** | English as an Additional Language |
| **EHCP** | Education Health and Care Plan |
| **EWO** | Education Welfare Officer |
| **GLD** | Global learning delay |
| **HI** | Hearing impairment |
| **HLTA** | Higher Level Teaching Assistant |
| **HOY** | Head of Year |
| **IRP** | Independent review panel |
| **LA** | Local authority |
| **LO** | Local offer |
| **SEN** | Special education needs |
| **SEND** | Special education needs and disabilities |
| **SEND K** | Pupils on the SEND register |
| **CLA** | Children Looked After |
| **MLD** | Moderate Learning Difficulty |
| **NSA** | No Specific Assessment (e.g. student who we support but who does not have a diagnosis) |
| **ODD** | Oppositional defiance disorder |
| **OH** | Occupational Health |
| **OT** | Occupational therapist |
| **PDA** | Pathological demand avoidance |
| **PPG** | Pupil Premium Grant - Additional funding for schools to raise the attainment of disadvantaged students & close the gap between them and their peers. |
| **PEP** | Personalised education plan (for children looked after) |
| **PMLD** | Profound and multiple learning difficulties |
| **SALT** | Speech and language therapist |
| **SDQ** | Strengths and difficulties questionnaire |
| **SENCO** | Special Educational Needs Co-ordinator |
| **SEND** | Special Educational Needs and Disabilities |
| **SEMH** | Social, Emotional and Mental Health |
| **SLCN** | Speech language and communication need |
| **SLD** | Severe learning difficulty |

| | |
|---|---|
| **SpLD** | Specific Learning Difficulties (e.g. dyslexia, dyspraxia) |
| **SPDs** | Sensory processing disorder |
| **TA** | Teaching Assistant |
| **VI** | Visual Impairment |