Be Your BEST

Believe - Excellence - Safe - Team

SEND Information Report

Policy Owner:	SENCo
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Introduction

All Bracknell Forest schools are supported by the Local Authority to be as inclusive as possible of all children, including those with Special Educational Needs and Disabilities (SEND), ensuring that all children make the best possible progress.

What is the Local Offer?

- As a result of The Children's and Families Act 2014, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the Local Offer.
- The intention of the Local Offer is to improve the choice and transparency for families. It is also an important resource for parents/cares in understanding the range of services and provision in the local area.
- Bracknell Forest's Local Offer can be found by clicking on the following link:

  http://search3.openobjects.com/kb5/bracknell/directory/localoffer.page?familychannel=6

- If the above link fails to work follow these instructions:
  1. Go to www.bracknell-forest.gov.uk

The School SEN Information Report

With reference to the Local Offer, the SEN information Report outlines how we as a school meet the provision set out in our school SEND Policy. This policy can be found on our school website on the SEN page.

At The Pines we embrace the fact that every child is different and therefore the educational needs of every child is different; this is certainly true for children with special educational needs.

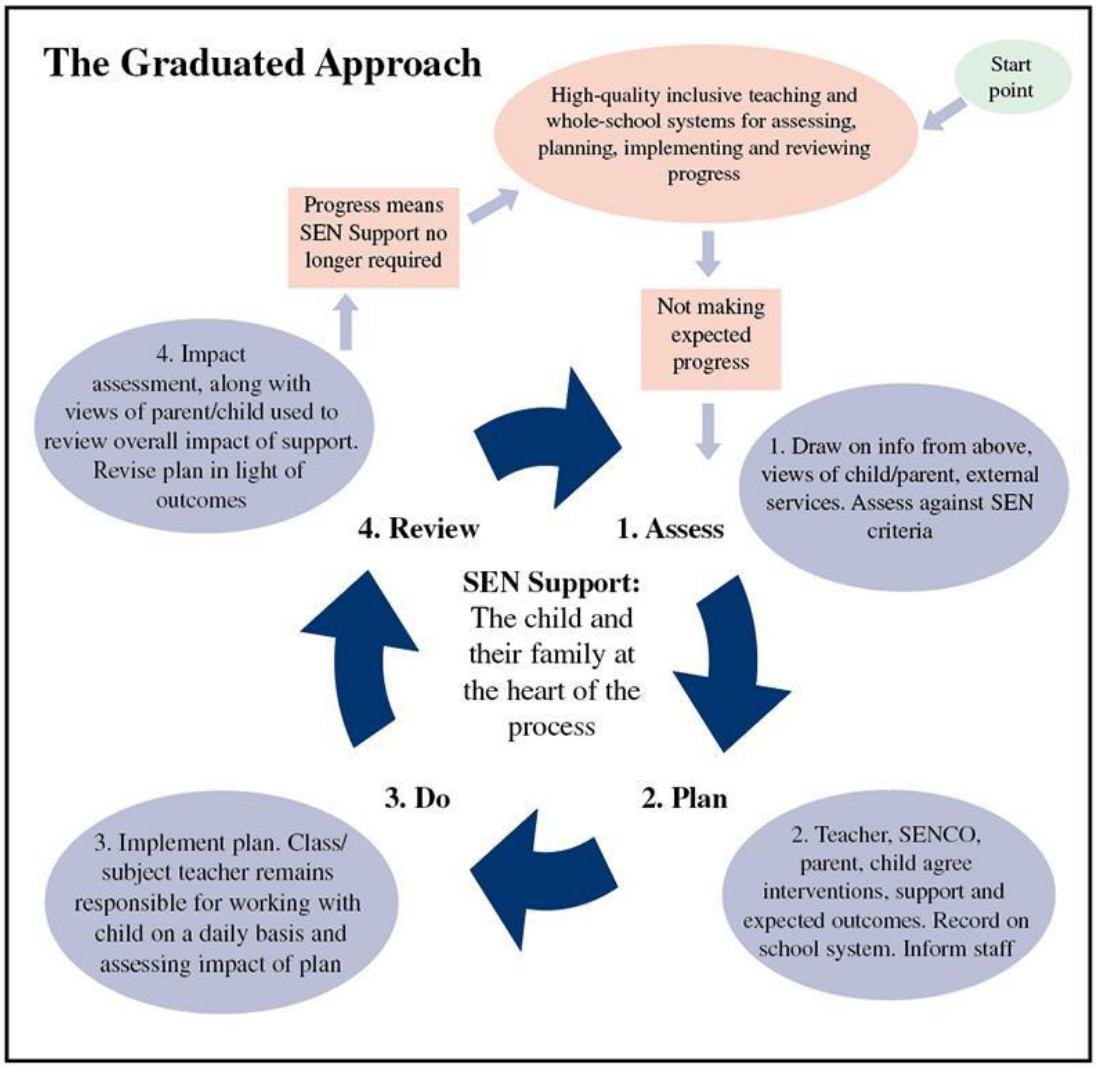
In the report that follows we give more information about how we aim to support your child and you during their time with us.

1. How does The Pines School identify children with special educational needs and disabilities?

At The Pines we are committed to the early identification of special educational needs and adopt a graduated response to meeting these in line with the 2014 SEN Code of Practice (DfES 2014).

As children join The Pines whether via Nursery, Reception or by transferring from another primary school **The Pines School Pupil Information Form** is completed with the parent/carer to alert the school to any already known needs or concerns. Throughout a child's school life, a range of evidence is collected through the usual assessment and monitoring arrangements, backed up by termly Pupil Progress Meetings. If it becomes clear that a child is failing to make appropriate progress, additional support will be provided.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

In line with school policy all teachers are involved in termly Pupil Progress Meetings. Where concerns are raised, the SENCo will consider what support, interventions and monitoring will initially take place to meet individual needs. There may be the need for external professionals to be involved and so, with parental permission, referrals to outside professional agencies e.g. Speech and Language Therapy (SALT), Autism Support, SEMH/Inclusion Team may be made. The school offers an open door policy to meet with a child's class teacher as and when the need arises.

Following the Assess, Plan, Do and Review process and discussions with staff, a pupil may be put on the SEND register. The SEND register guidance document is used to support this discussion.(see appendix)

Pupils who are on the SEND register have a Learning Plan created that sets out specific SMART targets to be worked on. Teachers review these termly and these are shared with parents via email links from our internal tracking system. There is the opportunity for parents to make comments directly onto these plans for staff to see
Children with Educational Health Care Plans also have a statutory annual review with parents, the local authority and relevant professionals involved. These are arranged by the SENCo and parents and relevant professionals are invited.

2. Who can I talk to if I am worried about my child?

Talk initially to your child's class teacher.
They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help they may need and letting the school's SENCo know where necessary via a SEND concerns document
- Ensuring the SEND Policy is followed in their classroom for all the children they teach with any SEND

Plan to meet again with the class teacher at an agreed later date to revisit your concerns and discuss any progress that has been made. If there has been little improvement, then the class teacher will refer you on to the school's SENCo.

The SENCo is responsible for:

- Developing and reviewing the school's SEND Policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
  1) Involved in supporting your child's learning
  2) Kept informed about the support your child is getting
  3) Involved in reviewing how they are doing

- Liaising with all outside professionals who may be coming into school to help support your child's learning, e.g. Occupational Therapy, Speech and Language therapy, SEMH & Inclusion Team, Educational Psychologist, Autism Support.

- Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that records of your child's progress and needs are kept.

- Providing specialist support for teachers and support staff in school, so that they can help children with SEND to achieve the best possible progress.

Other people you can talk to:

The Head Teacher: Mrs Kate Davies

They are responsible for:

- The day-to-day management of the school; this includes the support for children with SEND
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body are kept up to date about information relating to SEND

The SEND Governor – Mrs Michelle Underwood

The Governing Body is responsible for:

- Making sure the necessary support is given for any child with SEND who attends the school

3. How are parents/carers kept informed/consulted about the ways in which their child is being supported?

Involving parents and ensuring that they are informed about any support given to their child is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Open door policy	Class teacher in the first instance.	As and when required by appointment, during term time.
Sharing and review of Targets	Class teacher, parent	Three times a year
SENCo meetings to discuss SEND concerns	SENCo, class teacher, parent and other relevant	As and when necessary Parents evening twice a year

	professionals (where appropriate)	
EHCP reviews	SENCo, class teacher, parent, child and other relevant professionals	Annually

4. What kinds of special educational needs are provided for at The Pines

The 2014 SEN Code of Practice (DfES 2014) recognises 4 broad categories of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

At The Pines we, like the Code of Practice, recognise that children's needs and requirements may fall within or across these categories and that their needs may well change over time. Our aim always, is to meet your child's needs as and when they occur, in whichever category or categories they fall.

The table below outlines the current specific intervention programmes available to children with SEND. However, this does not show the bespoke programmes designed for individual children as needs arise throughout the year.

Type/Title of Intervention	**One to one**	**Small group**
Pastoral Support	x	x
Speech and Language Therapy	x	x
Specific Phonics interventions	x	x
Pre - Teaching	x	x
Reading support	x	x
Writing support	x	x
Maths support	x	x
OT interventions – Fine and gross motor skills	x	x
Specialised Intervention Support		x
Emotional Literacy Support (ELSA)	x	x

Along with these specific support programmes and the bespoke individual programmes, we also offer group work support run by either a Learning Support Assistant or class teacher. These will be for children identified by the class teacher as requiring additional support in a particular area and will take place both in and out of the classroom.

5. The equipment and resources the school provides for children with SEND

We resource and provide equipment to support the child's individual needs.
For example:

- Resources such as seat wedges and writing slopes are available if your child is assessed as needing these and may help a child experiencing difficulties in reading and writing related tasks.
- Individual visual timetables are often used along with "Now and Next" boards which break down the day further into the immediate and next task to be completed.

- "Fiddles" and timers may be found to be a useful aid. These resources are allocated by school staff and not to be brought in from home.

Support and reasonable adjustments in school is supported by a Local Authority 'Ordinarily Available Provision' document (January 2026)

In addition to this we have a sensory room equipped and available for use throughout the school day. It has been designed to develop the pupils sense of calm and well-being, through special lighting, music, and objects. It can be used as a therapy for children with limited communication skills as well as helping to regulate behaviour.

5a. The Special Resource Provision

Within The Pines, We also cater for pupils with additional needs through access to our Special Resource Provision (SRP). This caters for pupils with an EHCP with a primary need of ASD and Speech and Communication with associated needs. This is overseen by the Local Authority.

The Orchard is a 20 place provision which offers high adult ratio support in a bespoke resourced area where the pupils access individualised curriculum to meet their needs. The pupils within The Orchard access the SRP for upto 50% of the school day and their mainstream class with their peers for 50% of the school day. There are some exceptions to this and each child has an individual timetable to access learning within the SRP and the classroom depending on their strengths and needs.

Teaching Assistants

The majority of classes have access to a teaching assistant. This is done on a needs basis and staffing can be moved across the school to support where needed.
If your child has an Education Health Care Plan they may also receive additional learning support. Adults may support pupils individually, with whole class learning or run small groups including your child.

6. How we monitor your child's progress

As part of quality first teaching (day-to-day excellent targeted classroom teaching) your child's progress will be continually monitored by his/her class teacher.

The table below sets out the monitoring that can be expected to take place for a SEND child at The Pines and how you as a parent/care may be involved in this.

Progress Monitoring	Who's involved	Frequency
Pupil Progress Meeting	Class teacher, key stage lead and senior leadership team/head teacher/ SENCo	Termly
Sharing and review of Targets	Class teacher, parent and child	Three times a year
SENCo meetings to discuss provision	SENCo, class teacher, parent and other relevant professionals (Where appropriate)	Termly or as necessary
EHCP reviews	SENCo, class teacher, parent, child and other relevant professionals	Annually
Book scrutinies/lesson observations	SENCo/ senior leadership team, class teacher, subject leader	Termly
Outside professional Assessments	Outside professional, SENCo, class teacher, child, parent (if appropriate)	As and when required

As progress is reviewed, where relevant, new targets are agreed and set. Within this process, the child, their parents and any appropriate professionals are consulted.

Outside of these more formal reporting arrangements, you are of course always welcome to come and discuss your child's progress with school staff.

7. How you can help support your child's learning

At The Pines we believe that the education of any child is a partnership between the school, parents and child. As parents we want you to be active participants of the 'Assess, Plan, Review, Do' cycle for your SEND child. Good communication at all times between school and home is the key to ensuring the best possible outcomes for your child.

There are also a number of other sources from which parents/carers may find help to enable them to support their child's learning:

Support for parents	Who's involved	Frequency
School website	School staff, Governors, parents and child	To all parents, open access
School newsletter	School staff, Governors, parents and child	Weekly
Open door policy	Class teacher in the first instance.	As and when required by appointment, during term time.
Family Support Advisor	School staff, parents and child	As and when required by appointment, during term time

External agency advice/support	School staff, parents and relevant external advisors	As and when required by appointment, during term time

8. How we make sure that the voice of the SEND child is heard

It is vitally important that at every stage the child has the opportunity to tell us how they think the support they are being given is helping them, how they feel they are progressing and if there is anything they would like to see change.

The table below outlines the **main** opportunities which are given to ensure that this happens.

Child views	Who's involved	Frequency
In class dialogue	Class teacher, child, or other relevant staff members	Regular - embedded as part of quality first teaching
Open dialogue policy	All staff and child	When child seeks or requires support/ advice
Sharing and review of Targets	Class teacher, parent and child	Twice a year
EHCP reviews/ Bracknell Forest child view document	SENCo, class teacher, parent, child and other relevant professionals	Annually
Person Centred Planning Meetings	Parents, child, relevant professionals	As and when necessary

9. How The Pines school assesses the overall effectiveness of our SEN provision and how parents / carers and children with SEND can take part in this evaluation

- Historic data analysis is regularly reviewed using the school's data, alongside monitoring and tracking of school data.
- The views of parents and child are actively sought during consultation meetings, as well as SEND Education Health and Care plan annual reviews.
- The SENCo regularly meets with the head teacher, teachers, learning support assistants and outside agencies to discuss the progress of children.
- Termly progress meetings look at the effectiveness of SEN provision.
- The school Governors provide an additional layer of quality assurance, ensuring evaluation.

10. The support available for your SEND child's overall well-being and their family

- As part of quality first teaching we offer all children a rich and diverse curriculum, which incorporates PHSE and pastoral support.
- The teachers, teaching assistants and relevant staff work with pupils who have identified social and emotional needs through social groups, self-esteem and emotional groups

- We also work closely with external agencies to support children who may require additional social and emotional and mental health support, such as the Mental Health Support Team (MHST), SEMH/Inclusion Team, Child and Adolescent Mental Health Service (CAMHS) and Autism Support.
- If a child has personal care needs, we would consult with the child's parents/ social services and relevant medical professionals to produce a Personal Care Plan to ensure adequate provision for that child. (Please also refer to our Intimate Care Policy)
- Where a SEND child is also a looked after child (CLA), close liaison is kept with the child's carers and the social care services involved with their care.

11. The kinds of specialist services and expertise available at or accessed by the school

Specialist Services

- Autism Support
- SEMH/Inclusion Team
- Child and Adolescent Mental Health Service (CAMHS)
- SEND advisor
- School nurse
- Specialist Nurses (E.g. Epilepsy Nurse)
- Children and Young People Integrated Therapy service (CYPIT)
    - Speech & Language (SALT)
    - Occupational Therapy (OT)
    - Physiotherapy (PT)
- Sensory Consortium
- Educational Psychologist service (EPS)
- Social Care
- Mental Health Support Team (MHST)
- Early Help

Involvement from any of the above outside agencies comes as a result of on-going concerns regarding your child and quality first teaching and interventions not resulting in the expected improvements and progress. At this point, your views would again be sought and discussions had as to the best way forward and next steps to take.

If you feel that your child needs the support from one of these services, in the first instance discuss your concerns with the class teacher, who will then, as appropriate, refer on to the relevant staff.

SEND expertise within school

Considerable thought, planning and preparation goes into training our staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We are committed to developing the ongoing expertise of our staff.

The school has a rolling programme of professional development for our staff and this includes training on SEND.

The Headteacher has also completed the SENCo accreditation.

12. How we involve children with SEND in all aspects of learning

- We are an inclusive school that focuses on wider outcomes for all children and support activities outside of the school time.
- When planning school trips the needs of children with SEND are prioritised at the planning phase. Risk assessments ensure that all circumstances are reasonably mitigated.
- Dialogue with parents, pupils (where appropriate) and relevant professionals will help effectively plan additional provision and facilitate access to extra-curricular activities and school trips.

13. The accessibility of our school environment

Our 2 buildings were built in the 1970's and pre-date the DDA (Disability Discrimination Act). Each building is built on 1 level and has a toilet which is accessible to wheelchair users. The school reviews its Health and Safety audit on a regular basis and makes reasonable adjustments as and when deemed necessary.

We have access to the Sensory consortium for advice as and when needed.

If there are any specific needs, we will make reasonable adjustments to the environment at that point in time.

14. How we support your child when they arrive at The Pines, as they move through the school and when they leave us

Before they arrive

- You are welcome to arrange a visit to the school prior to your child joining The Pines. This would give you and your child an opportunity to familiarise yourselves with the new classroom and teacher. Any relevant information about your child and their individual needs could then be shared.
- If appropriate we can arrange a slow/staggered introduction to the school environment.
- If your child has a designated social worker, they might support your child's integration to the school, for example through social stories or visual timetables.
- Where possible a transition plan would be put into place for your child including pre-visits and a "Transition Book" showing photos of their classroom etc for you to share with your child.

Moving through the school

- The school holds a transition meeting for children to meet their new classes, teachers and teaching assistants before the end of the Summer Term.

- For children for whom transition is difficult a transition support programme is provided which may include, additional visits to their new setting, 1:1 or small group sessions and a personalised “Transition Book” showing photos of their new setting.

Leaving The Pines

- Transition meetings are held between The Pines and relevant school staff at the child’s next school, to ensure that information and advice is passed on to your child’s new teachers.
- Where possible, opportunities to visit and to meet with your child’s new teachers will be provided.
- If appropriate, and with the new school’s permission, a Transition Book of photos can be made
- If individual needs require further support, Behaviour Support Team and Autism Support may be involved to provide bespoke transition arrangements.

15. How can you give feedback to the school or make a complaint?

We welcome all feedback from parents / carers, feel free to contact the school office in person or by phone 01344 426413 or by e-mail admin@thepinesschool.org.uk
The SENCo can be contacted via e-mail at senco@thepinesschool.org.uk

Please also see the local authority complaints procedure.