



## **New Scotland Hill Primary School and Nursery SEND Local Offer and Information Report, 2025/2026**

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SEND Governor	Miss Leanne Burling
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Local Offer Age Bands	Grampian Road, Sandhurst, Berkshire. GU47 8NQ Early Years (0-4 years) Primary (4-11 years)
SEND provision type	Speech and Language Difficulties Behaviour, Emotional and Social Difficulties Autistic Spectrum Condition Physical Disability Hearing Impairment Visual Impairment Medical Specific Literacy Difficulties

New Scotland Hill is an average sized primary school with the number of children entitled to Free School Meals below the national average. A significant majority of children on roll come from private housing and have parents who are in paid employment and have achieved higher education qualifications.

This SEND information report explains how we work with parents, the local authority and other services to help our pupils with SEND reach their full potential.

The Bracknell Forest Local Offer gives parents and carers more information about the services available locally:

<https://bracknellforest.fsd.org.uk/kb5/bracknell/directory/localoffer.page?localofferchannel=0>

## 1. Identification of Special Educational Needs and Disabilities (SEND)



At New Scotland Hill Primary School and Nursery, we follow the above cycle as described in the SEND code of practice. We aim to identify SEND as early as possible.

Parents should inform the school of any existing SEND when a pupil joins the school.

### Assess

Teachers are able to build a picture of every child through formal and informal assessment methods. Typical assessments might include:

- information from previous settings, where appropriate
- end of term data
- phonics assessments
- formal assessments as part of the typical assessment cycle
- informal assessments through daily work with the pupil
- feedback or referrals from teaching staff
- observations
- learning walks
- pupil premium interventions
- referrals from parents

During termly pupil progress meetings class teachers, supported by the Leadership Team, seek to identify children making less than expected progress given their age and individual circumstances. Progress may be seen as:

- significantly slower than that of their peers starting from the baseline
- not matching or bettering the child's previous rate of progress
- not closing the attainment gap between the child and their peers
- widening of the attainment gap

We monitor and assess progress in the 4 categories of SEND: cognition and learning, communication and interaction, social and emotional well-being and physical and sensory needs.

If you feel that your child has SEND, it is important to discuss your concerns with school staff and agree any relevant actions. Discussions with the class teacher is the preliminary course of action and a meeting date to discuss concerns and look at the progress your child has made will be arranged.

## **2. Meeting the needs of children with special educational needs**

### **Plan**

The classteacher, with the support of the SENDCo, will plan for your child's needs through the use of a school support plan. This will be a personalised plan with SMART targets. These are specific, measurable, achievable, realistic and timely. The class teacher will review these termly with the SENDCo to ensure that the provision is relevant. For children that have an Educational Health Care Plan, targets will be set at their Annual Review and then broken down into smaller termly steps on their school support plan.



## **3. Our approach to teaching children with SEND**

### **Do**

“Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff”

*SEND Code of Practice 2014*

Our first response, in supporting improved outcomes and progress, is high quality teaching with appropriate, targeted differentiation to make the curriculum suitable for your child's needs. Our long term aim will be to develop independence and ensure that your child is meeting their potential. Teachers use a varied and wide range of teaching strategies to match the varied needs of all.

We are committed to ensuring children are supported in any transition between settings – schools, year groups, classes, or returning after holiday periods. We work closely with the child and the receiving school, class or teacher to ensure that all relevant information is passed on. We encourage staff and pupils to visit any new setting and will support them in whatever way is required.

We can arrange a slow or staggered introduction to the school environment. If your child has a designated key 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. Depending upon the need of your child, a variety of teaching strategies, including a multi-sensory approach will be used. These needs may also change across the child's school life and we take advice and recommendations from many specialist services to support this.

The school employs highly qualified and experienced teaching assistants as well as a trained ELSA and Nurture Assistant. We identify key times during the day when specific individual and group support can take place lead by a skilled member of staff. We host a range of support groups such as Lego Therapy club, Pet Therapy, Mind-set development, Friendship skills, Rapid Writers, Fresh Start phonics, Play Therapy, Talk through drawing and communications skills.

The school's SENDCo has the responsibility to support children with identified needs and is accountable for this. The SENDCo will support class teachers in this by providing:

- regular liaison meetings to review progress, strengths and ongoing needs
- monitoring of school support plans
- liaison between school and outside agencies
- advice for specific needs identified

If speech and language therapy, occupational therapy and physiotherapy services are needed, the Speech and Language Therapist or Assistant will provide the school with a programme to follow. The targets will be added to the support plan for your child. The amount of therapy will be in discussion with the parents, appropriate professionals and the child's class teacher. Where a child has an ECHP, the amount of therapy received will be stated in this.



We may use support from an external agency to provide a specific intervention with your child either on a one to one basis or as part of a small group. Examples are in table below:

Type/Title of Intervention	One to one	Small group
Support for Learning Service (SfL)	<input checked="" type="checkbox"/>	
Speech and Language Therapy (SALT)	<input checked="" type="checkbox"/>	
Occupational Therapy (OT)	<input checked="" type="checkbox"/>	
Physiotherapy (PT)	<input checked="" type="checkbox"/>	
Social Emotional Mental Health Support (SEMH)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Educational Psychologist (EP)	<input checked="" type="checkbox"/>	
Autism Support Service (ASS)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Emotionally Based School Avoidance (EBSA)	<input checked="" type="checkbox"/>	

We may provide resources and equipment that are needed for an individual child that is specific to their needs. We have a designated nurture room called The Nest within the school as well as other specific areas for interventions to be carried out.

During assessments, if it is deemed necessary, children may be able to access an amanuensis (a scribe), a reader, have extra time allowed or be disapplied from the examination.

## Review

Review of progress towards targets takes place 3 times a year and can be discussed at parent consultation meetings with your child's class teacher or by booking a separate meeting with the SENDCo and or Nurture lead. Your child's school support plan targets will be shared and you will be able to contribute to this. If your child has an EHCP, a review will be held annually to look at the progress made against your child's identified targets. All of the professionals involved with your child's care will be invited to attend this meeting. New Scotland Hill's classroom ethos expects and promotes the concept that pupils evaluate their learning and targets. If your child has an EHCP, your child's views will be sought prior to their Annual Review.

Where possible, transition reviews and ECHP reviews, are arranged and attended by representatives from the new and current setting, along with parents and child to exchange information and set new outcomes.

We will review how the interventions and support your child receives impacts on their progress on a termly basis. It is important to us that your child develops their independence and that they are as best prepared as possible for the next phase in their education. Support that includes your child in class based activities will be prioritised where possible.

## 4. Support for parents

The school operates an open-door policy and all parents are encouraged to discuss their child's progress throughout the year at a mutually convenient time. Parents are asked to comment on school reports, there is an annual parent questionnaire and parents are able to email or call school staff as required. Our SENDCo

and Nurture Assistant may be able to signpost parents to other training opportunities. Our Nurture Assistant will also work with families to provide ongoing support at home and at school.



### **5. Support for my child's overall well being**

Our highly skilled Nurture Assistant works with children who have social, emotional and mental health needs through one to one and group work. We have a dedicated nurture space/sensory room called The Nest which provides a calming environment for children use and work in.

We have a qualified First Aider on site at all times. Care plans are agreed with the school nurse/ specialist nurses are put into place for children with additional medical needs.

The school reaches out to all appropriate agencies to support the needs of individual children and makes reasonable adjustments to cater for them.

### **6. Training of school staff in SEND**

All school staff are aware of the procedures they need to follow when working with SEND children. A variety of appropriate and relevant training is given to meet the needs of all children, including those with SEND. Regular updates in regards to specific SEND are revisited on a regular basis with the support of the SENDCo and outside agencies.

### **7. Activities outside the classroom including school trips**

Activities and educational visits are an important part of all children's education. We assess any risk for children with SEND to ensure that we have the appropriate safeguarding arrangements and support in place. Discussions with parents/carers will also help us to ensure children with SEND can be included in activities and visits.

We value parent involvement in planning the support required for their children to take part in activities and visits. Parents will be sent letters and asked to return permission slips for their children to attend activities and trips. Where necessary, the class teacher or SENDCo will discuss children's needs with parents/carers to ensure appropriate support is provided for them to participate in activities and trips.

## **8. Accessibility of the school environment**

Our school is on one level and fully accessible. There is a disabled toilet and changing table that can be accessed easily. There is a ramp to allow access to the building from the playground.

We are able to print work in large print for visually impaired students. If there are any specific needs we will look at modifying the environment at that point in time. The Sensory Consortium can visit our children with auditory and visual impairments and advise the school on reasonable adjustments that should be made to support these children.

## **9. EAL (English as an additional language)**

Where possible, the school will ask for translators to be present at meetings with parents. The school can access names of interpreters from Bracknell Forest Council (BFC). The Local Authority also provides a number of education leaflets and advise in various language formats (please visit <http://www.bracknell-forest.gov.uk/languages> for further details).