



Inkpen Primary School

Aiming high

Inkpen is a small village primary school with a family ethos. Children with **SEND** (Special Educational Needs and Disabilities) are integrated fully into all aspects of school life. Inkpen School believes that all children including those with SEND should have the opportunity to reach their potential across the curriculum. The school works with parents and outside agencies to ensure the child's needs are met. The school has a designated SENCo (Special Educational Needs Coordinator) who coordinates assessment, intervention and transition arrangements with the support of all other staff.

At Inkpen, we aim for lifelong learning with happy children who are confident, independent and self-motivated learners. Our curriculum is broad and balanced; expectations are high and so too is the level of challenge for all. All children in KS2 are taught French and all use our excellent computing facilities. Sport and physical exercise is very important to us at Inkpen Primary School and our extra-curricular activities are always popular. Our clubs include football, netball, multi-skills, music, and pottery. Our size means that all our children are able to take part in the stage productions, sports' teams and other enrichment activities. Our children are happy with excellent behaviour and attitudes throughout the school. We are very proud that Secondary Schools regularly tell us that our ex-pupils are confident, able and well-rounded students. If you would like to visit the school please phone or email – we love showing people round.

Who to contact

Contact Name: Miss F Buck

Contact Position: Headteacher

Telephone: 01488 668219

School Business Manager: Miss S

Boulton

E-mail: office@inkpen.w-berks.sch.uk

Website: [Home - Inkpen Primary School](#)

Where to go:

Name: Inkpen Primary School

Address:

Inkpen Primary School

Weavers Lane

Inkpen

Hungerford

Berkshire

RG17 9QE

Notes

The school is signposted from the junction with Post Office Road when travelling from Kintbury. If approaching from Hungerford turn left at Lower Green into Weavers Lane. Use the postcode RG17 9QE for SATNAVs

Other Details

Availability: Age Ranges 4-11

We accept children from within and outside the Catchment Area. We accept children with additional needs (SEND) and have wheelchair access if required.

Inclusion Information

Dietary Needs Has Provision

Yes

Experience with

Yes

Details

Our school kitchen provides lunches. Dietary requirements are taken into account in their menu provision. Special requirements are dealt with on a 1:1 basis.

Childcare Information

Vacancies

Immediate vacancies:

We can accept children into all Year Groups, and there are spaces in each class: KS1, Years 3 and 4, and Years 5 and 6.

Date: 1.9.22

Vacancy range(s)

Vacancy range(s)

Places	Start Age	End Age
44	4	11

Waiting List: Do you have a waiting list?

No

Opening Times & Facilities

Opening Times

Day	Opening Time	Closing Time
Monday	8.45	3.15
Tuesday	8.45	3.15
Wednesday	8.45	3.15
Wednesday	8.45	3.15
Friday	8.45	3.15

School Pickups: No

Local Offer including Information Report and Policy

Description

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Contact Name

Scott Higgins

Contact Telephone

01488 668219

Contact Email

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Links

[Inkpen Primary School](#)

SEN Provision Type

Medical, Specific Literacy Difficulties, Speech & Language Difficulties, Behavioural, Emotional & Social Difficulties, Autistic Spectrum Disorder, Hearing Impairment, Moderate Learning Difficulties, Visual Impairment

Local Offer Age Bands

5 to 7

7 to 11

Needs Level: Low

Mainstream

1.1: How does the school identify children/young people with special educational needs and disabilities?

Pupils with SEND are those who have a formal diagnosis or are significantly below age-related expectations. They are identified through termly pupil progress meetings held by teachers and the SEND team.

There are various ways pupils are identified, including:

Early identification and intervention

Referrals from medical professionals in Early Years

Concerns raised by parents

Observations by teachers

Professional diagnoses

Input from external agencies such as Speech and Language Therapy, Educational Psychologists, Hearing Impairment Teachers, CAMHS, and CALT

Data analysis and ongoing progress monitoring during Pupil Progress Meetings

The effectiveness of school-based interventions

Persistent, complex, and severe learning challenges

The use of interpreters for EAL pupils with potential SEND needs

Additionally, the SENDCo participates in Pupil Progress Meetings alongside each teacher as part of the Senior Leadership Team. Together, they identify and plan for pupils whose progress or attainment is a concern. Inkpen tracks the progress and attainment of all pupils with SEND, as well as non-SEND pupils who may be underachieving, to prevent them from falling significantly below age-related expectations.

Teachers with concerns about pupils (not SEND) complete a Graduated Approach Plan. A decision is then made to either monitor the pupil's progress, provide interventions, or seek external professional support.

Pupils are added to the SEND register after consultation with parents/carers. Teachers use the school's identification criteria and SEND categories to determine placement on the register.

Government guidelines state that all pupils, including those with SEND, should make expected progress by the end of each academic year. The SENCO provides the Head Teacher and governors with a data analysis report, comparing the progress of the SEND cohort with that of their peers. Based on this, new whole-school SEND priorities are established. The school monitors attainment and progress across vulnerable groups and evaluates outcomes to identify trends in underachievement or success. Pupils showing little or no progress may be assessed by the SEND team or external professionals, in consultation with parents, to identify specific needs and provide additional support to accelerate progress.

The school takes into account six broad areas of need:

Communication

Learning and Development

Behaviour and Emotions

Health

Everyday Life

Family and Community

1.2: What should I do if I think my child has SEND?

At Inkpen, parents are encouraged to:

- Contact the class teacher
- Reach out to the SENDco
- Consult their GP

If your child has already been identified with SEND, you will have opportunities to discuss their progress through SEND parent meetings (SAP meetings held three times a year), in addition to regular parent evenings and any other meetings that may be scheduled to review your child's progress.

At Inkpen, we take all parent/carer concerns seriously. We recognize that, as parents, you have expert knowledge about your children. A strong parent partnership is key to providing consistent and effective support for all pupils, and we are always available to discuss concerns, identify challenges, and offer guidance on how best to support your child.

2.1: If my child is identified as having SEND, who will oversee and plan their education program?

Once a child has been identified as having SEND the school SENCo will work with the class teacher, and parents/carers to identify the key outcomes to be considered over the next period of time usually over 3 months. The class teacher will manage the day to day education program for your child in consultation with relevant outside agencies including the Sensory Consortium, Autistic Spectrum Support Service, medical professionals, Educational Psychology, Speech and Language Therapy and the Cognition and Learning Team.

2.2: How will I be informed / consulted about the ways in which my child is being supported?

As part of an Education Health and Care Plan (EHCP) you will be invited into school to work with the staff in the setting of targets and provision of support for your child. Children who do not have an Education, Health and Care Plan will be supported in the same way, with parents being invited into school for regular meetings with the Class Teacher to discuss and evaluate targets and programs that are being worked on. There will be a Success & Achievement Plan (SAP) to confirm the provision of support and the key targets that have been agreed upon, which will be written and evaluated at least once each long term.

2.3: How will the school balance my child's need for support with developing

their independence?

In some situations, a child's SEND will mean they require 1:1 adult support in order to attend school and access the National Curriculum. At Inkpen School, the Teaching Assistants work flexibly so a child would be unlikely to receive support from only one additional adult. This means that the child cannot rely on a single adult to interpret their needs. Children as they develop work individually at times and these sessions will be managed by the Class Teacher and the Teaching Assistant to ensure that a child with SEND is beginning to work independently thereby developing wider independence over longer periods of time as they move through the school. Children are offered choices in order to encourage development of a 'now and later' understanding.

2.4: How will the school match / differentiate the curriculum for my child's needs?

Inkpen School's Classes are mixed aged and ability groupings. The differentiation of the curriculum is arranged by the Class Teacher. The activities are evaluated to assess the appropriate level being given to children with SEND and then matched appropriately. Should the nature of the child's SEND require adaptation of the physical curriculum this would be organised in liaison with professional medical staff, the school and PE coaches so that all children were able to access the learning to the best of their ability. The idea of the differentiated curriculum is to close the gaps between a child with SEND and their peers.

Each class has homework set including reading, spelling and maths in KS1. Times tables are added in KS2 and a project piece, linked to classwork, e.g. making a model, written or art activities or research.

2.5: What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Following professional advice children with SEND are provided with their own visual timetable where the need arises but most classes have a general visual timetable or specific class timetable for their use. For children with a specific diagnosis they might have a task bar showing what is expected of them in sequence. School is made aware of speech and language difficulties and recommendations are followed through by the classroom staff.

For some children their name is used to attract their attention when instructions are going to be given. Instructions are modified (sometimes made simpler or shorter) for children for whom understanding the spoken word can be challenging.

In some situations, teaching about the vocabulary or content of a lesson (pre-~~text~~ text) is provided prior to the specific lesson where this knowledge is required.

The classroom set up is managed to seat children with visual or hearing impairments where they can have optimal access to the visual and spoken elements of teaching.

For children on the Autistic Spectrum, class teachers provide motor breaks and concentration tools to keep the child engaged with the task. Advice is taken from the AUTISM Support Teacher once a diagnosis is received.

2.6: What additional staffing does the school provide from its own budget for children with SEND?

In line with Local Authority and Government expectations the school would provide support to a child with SEND where assessments and diagnosis suggest this is in the best interests of the child.

2.7: What specific intervention programs does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Type / Title	Intervention Type
Reading difficulties Catch Up/Structured Approach	One to one
Numeracy difficulties SNAP on 2 maths	One to one
Spelling difficulties: Precision Teaching Specific Programs	Small group
Phonetic difficulties Differentiated, specific teaching.	Small group
Specific Learning Difficulties KS1 Literacy SPRINT	One to one
Social and Emotional Difficulties ELSA Therapeutic Thinking Support Building Blocks	One to one
Social Skills Working with resources including Talkabout; small groups of children with similar needs.	Small group
Motor Control Difficulties Fine and gross motor control.	Small group

2.8: What resources and equipment does the school provide for children with SEND?

Following a diagnosis and/or report from the relevant agency equipment and resources are purchased to match their need. The school is able to provide sloping desks, stabilo pencils, rock and sit cushions, dictaphones, concentration tools, and coloured overlays from existing resources. In cases of exceptional need a laptop might be provided on loan following a request from the relevant agency.

2.9: What special arrangements can be made for my child when taking examinations?

In keeping with current practice children with appropriate needs can be provided with extra time and/or breaks to sit Standard Assessment Tests. These have to be applied for and agreed with the Skills and Assessment Agency following a set procedure. In cases of Visual or Hearing impairment the appropriate arrangements are made in keeping with Agency requirements and the child's need. Should the need arise a scribe can be provided in appropriate circumstances.

3.1: How will the school monitor my child's progress and how will I be involved in this?

The work the children cover at Inkpen School is monitored in different ways. In English and Mathematics, the school uses the Age Related Expectation Statements to identify where a child is succeeding and whether there are any ongoing challenges to progress. Reading is assessed for all children using the Salford New Reading Tests. Spelling is assessed using the Hodder

Diagnostic Spelling Test. Maths is assessed using PUMA Assessment papers. The age standardised results for these tests are used to assess the child's progress, and ensure ongoing progress over time. Progress is also recorded informally by teacher/teaching assistant observation individually and in small groups where social, emotional, physical or learning skills are being observed. Where a child with SEND's progress falls below that of his/her peers it will be the rate of progress towards expectations that will be monitored and gradual achieving of the steps along the way. Sometimes the intervention program being used results in its own progress track which will be shared.

Parents of children with SEND will be invited into school at least termly in order to discuss progress generally, and progress towards targets in that term's plan. If the child's plan includes physical or developmental observations parent/carer views will be sought in order to evaluate the targets successfully.

3.2: When my child's progress is being reviewed, how will new targets be set and how will I be involved?

At the meetings of school staff and parents/carers evidence will be shared and the outcomes on the Success & Achievement Plan considered and evaluated. The next outcomes will then be discussed and agreed. Depending on the child's ability to understand the discussions, and cope with the number of people involved, their involvement in setting and evaluating targets might also be sought.

3.3: In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

School Reports in written format are issued once a year. There are also Parent Evenings for consultations with the class teacher during the Autumn and Spring Terms. There is also an opportunity on these occasions to meet with the Head teacher. If, following a written report, further discussions are needed parents/carers have the opportunity to make an appointment to see either the Head Teacher or the Class Teacher. For a child with SEND, there will be further opportunities at least once a term to meet with the Class Teacher and the Teaching Assistant/Learning Support Assistant involved with their work to discuss progress, concerns and other factors. It is likely that they will take the place of the regular Parent Evenings as the need for specific discussions takes longer than the parent evening slots allow.

3.4: What arrangements does the school have for regular home to school contact?

Inkpen School has an open-door policy, which means that any parent needing to speak to a member of school staff can do so via the school office or directly with the Classroom staff. Should the discussion need more than a brief conversation this can be arranged with the school to enable an appointment to be made. In specific situations a home/school diary can be set up to support parents/carers and the child in knowing and understanding what is going on both at home and in school. The school uses an email/texting service to communicate with parents/carers as well as written letters for regular communication.

3.5: How can I help support my child's learning?

Inkpen School welcomes the support parents/carers provide for their children. If a child joins the school in the Reception Year (Foundation 2) there is a meeting with the Class staff and Head teacher to outline expectations and key learning activities that most support a child on starting school for the first time. The school provides a Welcome Pack to give parents/carers key information. Children at Inkpen School bring books home for shared, individual and eventually independent reading. They will also have a Reading Record for parents (and the children themselves in due course) to record the reading done at home after school, at weekends and during the holidays. Discussing what your child has done at school is a good way to support their learning, offering activities and possibly outings (ranging from weighing in the kitchen, planting seeds outside to a trip to the National Gallery) will benefit their development. Class Teachers welcome comments associated with homework, particularly if your child is struggling with getting it done.

3.6: Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?

The school holds welcome evenings for parents/carers at the beginning of each Academic Year in order to share what the class will be doing and the things that make a child's experience positive. During the year the school might also hold specific subject sessions to look at key ideas such as reading or e-safety. For parents of children on the SEND register there is a termly coffee and cake session to enable parents to talk to each other and to give opportunities for experts to provide input and advice eg Family support staff from the AUTISM service and Parent Partnership.

3.7: How will my child's views be sought about the help they are getting and the progress they are making?

Depending on your child's SEND their view about how they are getting on will be sought approximately termly in order to establish their levels of confidence and understanding of their success and challenges. The Education Health and Care Plan encourages a child with SEND to contribute to the evaluation of their plan. Sometimes the child's views will be obtained by the Learning Support Assistant or Class Teacher prior to a meeting and brought on the child's behalf if the child would find it too challenging to give their opinion in a group situation.

3.8: What accredited and non accredited courses do you offer for young people with SEND?

As Inkpen is a Primary School we do not offer accredited or non accredited courses.

3.9: How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

At Inkpen School the SENCo and Headteacher evaluate the effectiveness of the SEND provision via improvements and progress in standardised tests in the children on the SEND register. It is desirable for the children to close the gap between themselves and their peers, and this is set against their difficulties and rates of progress. Not all intervention programmes work for every child, and should your child not make progress with a specific programme it is likely to be altered, along with further assessment in order to establish key understanding. During the meetings at school it is hoped that

parents/carers and young people will be able to discuss how they feel specific interventions are working and how they link to the progress shown.

4.1 : What support is available to promote the emotional and social development of children with SEND?

We are always looking to support the emotional and social development of the children at Inkpen School and this also applies to children with SEND. The school has a trained ELSA (Emotional Literacy Support Assistant) who, following a discussion and referral, along with parental notification is able to offer support to children with issues including friendship, anger management, self-esteem, bereavement and loss. These sessions last for about 6 weeks, during which the ELSA meets with the child carrying out a range of activities and a discussion. Targets are usually set which are also shared with the Class Teacher and other relevant staff. Following the course, a further discussion is held with the Class Teacher. All staff are also involved with providing emotional support to the pupils; this might be in small groups for social development or 1:1 where the need arises. All of this support is usually short term to cover a particular incident or need.

The school makes use of specific programmes which support social and emotional development within small groups. In addition, the school is using metacognition to develop the children's thinking and learning skills.

4.2 : What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

Inkpen School expects high standards of behaviour from its pupils, but recognises that it is not always easy for all pupils. The school is part of the West Berkshire implementation of Therapeutic Thinking which seeks to allow children to discuss their feelings and behaviour and to set up personal targets for that child. Should a child's need fall outside these parameters the school would be able to seek advice, training and support from the Therapeutic Thinking Team's support service). Where the need arises in such circumstances behaviours are observed and noted in order to establish patterns and build ups, it is then possible to look at how best to remove the elements that result in poor behaviour. Should further support be required it is possible to put an Individual Behaviour Plan in place, working with parents and carers to create targets and rewards that will cover both home and school.

4.3 : What medical support is available in the school for children with SEND?

Parents/Carers of children with a medical need complete the relevant paper work for the administration of medication. This is managed by the School Office staff and Class Teachers. Should a child require more sophisticated medication (injections/infusions/multiple doses) this would be arranged with relevant training by appropriately qualified staff and with the agreement of school staff. Children with severe allergies are managed within school. Epipen training is carried out when the school has a pupil requiring an epipen.

4.4 : How does the school manage the administration of medicines?

Parents/Carers of children complete the relevant paper work for the administration of medication. This is managed by the School Office staff and Class Teachers.

4.5: How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc?

School is able to provide toilet facilities for SEND users. There are no showering facilities. Should the need arise staff will support SEND children with personal care following specific training and advice from qualified professionals. Where this support is required, a Personal Care Plan will be drawn up with the child and their parents/carers.

5.1: What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, AUTISM advisory teachers, behaviour support teachers etc?

Inkpen School has links to all West Berkshire's support services.

For Educational Needs the school's first port of call is the Cognition & Learning Team who liaise with the SENDCo, meeting at least termly to discuss and review the needs of children with SEND. On occasion, and following previous assessments carried out by school staff, the Teacher might carry out further assessments of Literacy or Numeracy skills to establish the child's strengths, weaknesses and next steps.

On occasion the child's need is multi-faceted and this might result in a conversation between the school and their allocated Educational Psychologist. In some cases, following such discussions and relevant interventions being carried out, and where certain criteria are met, the school might be invited to refer a child to the Educational Psychology Service. Children who have been diagnosed with an Autistic Spectrum Disorder have access once they are in Year 1 to the West Berkshire Autistic Spectrum Disorder Team teachers. They are available to the school for advice and support when it is needed, and visit the child in school following diagnosis and prior to Key Stage and Secondary transition. If the child is joining Reception the Early Development Inclusion Team (EDIT) might be involved and come in to visit the school as part of the transition process. Meetings are sometimes held, when the need arises, between the school staff, the AUTISM Team and parents to discuss the child's need, progress and curriculum.

The Therapeutic Thinking Team is available to the school should the need arise by referral and discussion with their staff.

The Ethnic Minority and Traveller Team works with children for whom English is not their first language and children from Traveller backgrounds, they provide support to the child and the school and appropriate activities and resources in order that the child's need can be accommodated within the classroom environment.

The Sensory Consortium become involved if a child has a hearing or visual impairment that matches a certain level of need. Should a child enter the school with such impairments the Consortium would be contacted to provide immediate advice and then, should a referral be necessary, would visit the school to provide further advice and support, and in order to provide specific support to the child in order to develop their independence and life skills.

The Emotional Health Academy offer a triage service following referral.

Support is offered according to need once the child is presented to a panel of experts to consider what is appropriate for them. Parents can access this service independently.

5.2: What should I do if I think my child needs support from one of these services?

In the first instance you should speak to your child's Class Teacher telling them of your concerns at home as well as at school. The teacher would then pass on the 'Awareness' form to the SENDCo if you had agreed that is what should be done. If there was a need for immediate school intervention in order to ensure the safety of your child or other children and adults a telephone call would be made to the relevant organisation seeking their advice. In most cases this would not be necessary.

If your concerns were health based including sensory issues, particularly hearing and vision, or conditions such as Autism or ADHD, then the school might suggest you make an appointment with your GP in order to establish what might be available from a NHS point of view.

It is possible to self-refer to some organisations via CYPIT which includes Speech and Language Therapy and the CAMHS Autism and ADHD referral service; further information would be available from your GP. School and parents are able to make these referrals.

5.3: How are speech and language therapy, occupational therapy and physiotherapy services provided?

Following discussions between parents, class teachers and professionals the school can access Speech and Language Therapy and Assessment. School is not able to access Occupational or Physiotherapy services directly.

5.4: What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

Please talk to your child's class teacher in the first instance. If you are concerned about their occupational health, or indeed physiotherapy needs your GP will be able to provide you with access information.

5.5: What arrangements does the school have for liaison with Children's Social Care services?

If a child has contact with the Social Care services they would usually contact the school for a discussion and planning session. If the school is concerned about the welfare of a child they have access to the Children's Social Care services via telephone.

6.1: What SEND training is provided for teachers in your school?

Inkpen School accesses its SEND training via the West Berkshire training program for teachers. As and when needs arise or skills need to be updated the teachers attend training off-site or sometimes in house. Often, the school delivers training via the Cognition and Learning Team and the SENDCo. If the need is of a medical nature a specialist trainer i.e. School Nurse will attend the school to provide training in the relevant issue.

All Class Teachers are made aware of the pupils with SEND in their class groups and SEN reports and Success & Achievement Plan are transferred on moving from one class to another. New staff are shown how the system works at Inkpen and have time to discuss issues with the SENDCo.

6.2: What SEND training is provided for teaching assistants and other staff in your school?

The SENDCo monitors the use of interventions and their success rates and the experience, knowledge and understanding of the Teaching Assistants. Sometimes Teaching Assistants attend offsite training, more often training is

provided within the school by the Cognition and Learning Team or the SENDco to cover the area of need. Online training is available for those who need it to properly deliver their role or have an interest in it.

6.3: Do teachers have any specific qualifications in SEND?

One teacher has attended training to provide Catch Up reading and SNAP on 2 Maths these do not provide a qualification.

One teacher has attended training to provide the SPRINT program at KS1 for Literacy difficulties. No qualification available.

The experienced SENDco was not required to obtain the National SENDcoAward owing to length of time in the role.

6.4: Do teaching assistants have any specific qualifications in SEND?

One Teaching Assistant has the ELSA qualification.

Some Teaching Assistants have attended SNAP on 2 Maths, Catch Up and SPRINT training which do not result in a qualification.

7.1: How do you ensure children with SEND can be included in out of school activities and trips?

The school looks at the values of school activities and trips with an 'open to all' view. All aspects of the trip would be considered in order to ensure that every child could be included and able to take part in activities to the best of their ability. Each child is an individual and their needs would inform the discussion and appropriate arrangements made. There might be resource implications for the visit as the result of a child having SEND, these would need to be considered by all parties. On occasions it would be necessary to carry out a risk assessment to ensure that the child, the staff and the providers have all needs understood and provision made for events that might occur.

7.2: How do you involve parents / carers in planning the support required for their child to access activities and trips?

Should the need arise parents and carers would be invited into school with any others involved in the provision for the child e.g. Autism Support Team, Educational Psychology or Sensory Consortium to ensure that the child's needs could be met by the proposed activity and that all involved with the child would understand their role for the child to be included in such an activity.

8.1: How accessible is the building for children with mobility difficulties / wheelchair users?

Inkpen School is centred around a Victorian School building. The school has been adapted to provide mobility/wheelchair access to all areas.

8.2: Have adaptations / improvements been made to the auditory and visual environment?

No adaptations have been made to the auditory and visual environment in the Victorian School building. Consideration has been given to the siting of Interactive White Boards to avoid glare and reflection.

8.3: Are there accessible changing and toilet facilities?

The school has accessible toilet facilities.

8.4: How do you ensure that all the school's facilities can be accessed by children with SEND?

The school has been adapted for wheelchair/mobility access. All children attending the school with SEND are considered to ensure they have access to the physical environment and the learning environment in line with their peers and to the best of their ability.

8.5: How does the school communicate with parents / carers who have a disability?

Inkpen School communicates in a wide range of ways with parents and carers, including, by telephone, in writing, by text and email and in person. In order to communicate with adults with a hearing impairment we access support provided by West Berkshire for British Sign Language, Makaton or lip reading. Those who are visually impaired would receive communication in an audible format. It is hoped that we are able to communicate with all parents by one of these means, but if this was difficult, by discussion, we would ensure that communications were accessible to all, including those with disabilities.

8.6: How does the school communicate with parents / carers whose first language is not English?

The school has access to the Traveller and Ethnic Minority Services. Through liaison with these organisations and individuals we believe we would communicate effectively with parents/carers for whom English is not a first language. When the need arises, a translator can be organised to help with communication.

9.1: What preparation will there be for both the school and my child before he or she joins the school?

Prior to a child starting Inkpen School invitations are issued for the child to attend introductory sessions during the Summer Term. Parents are then invited to a meeting, whilst the child is in the classroom, to discuss how the school works and what will be needed on starting in their new class. Just after the start of the Autumn Term parents are invited after school to meet with the Class Teachers. If the child is working with the Pre-School Teacher Counsellor service, they may make additional appointments for the child to visit the school. The Pre-School Teacher Counsellors visit with the parents to meet the Class Teacher and discuss the child's needs for transition and how they can best be met. In some situations, the school and Class Teacher would provide a transition booklet showing photographs with key information that can be used by the child at home with a parent/carer to help them to feel more familiar with the school and the environment.

9.2: How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

Children have a number of visits to their new class during the late Summer Term, when they will meet the teacher and carry out activities together. If the child has SEND it is likely that a booklet will be produced using photographs to identify the new aspects and people in that classroom. This would be taken home to help the child prepare for the next class.

9.3: How will my child be prepared to move on to his or her next school?

The children visit their allocated Secondary School on given dates to begin to become familiar with the environment and arrangements. Where a child has SEND the Secondary Schools sometimes provide an additional session or

sessions and in some cases a Summer School to give children a further experience of their new situation.

Advice is always sought from those services that also interact with children with SEND.

During Years 4 and 5 local Secondary Schools offer experience days for the children to learn what the schools are like and begin the process of selecting the most appropriate school for the child.

Should a child move school mid-year data concerning your child's progress and attainment as well as SEND records would be transferred to the new school.

When children leave Inkpen Primary School for a new setting all their school records are transferred. In the case of a child with SEND, their SEND folder would be sent to the receiving school. This provides a picture of the assessments, interventions and progress of the SEND child.

9.4 : How will you support a new school to prepare for my child?

As children with SEND approach Secondary School, transfer meetings are held with their staff to discuss transition, individual needs and plans that have been in place during the Primary years. On occasion observations might also be carried out by the staff from the receiving school.

10.1 : Who would be my first point of contact if I want to discuss something about my child or if I am worried?

It is important that parents feel able to speak to their child's Class Teacher when they have concerns or worries. This is often best done via an appointment made in conjunction with the Class Teacher in order that sufficient time can be allocated. In situations where a sudden need or concern has emerged it will often be possible to speak with a member of staff at school on the same day, although this might not be the child's Class Teacher.

10.2 : Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

Inkpen School provides leaflets and brochures from teams such as the Parent Partnership to offer support to parents. This is a voluntary organisation which provides a 'listening and support service'. Parents/carers obtain support from this service directly. The Autistic Spectrum Disorder support service also provides materials for parents/carers which are sent home to parents for whom it is relevant. This offers meetings, talks and seminars as a support for parents/carers as well as advice regarding training.

10.3 : What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

Inkpen School provides leaflets and brochures from teams such as the Parent Partnership to offer support to parents. This is a voluntary organisation which provides a 'listening and support service'. Parents/carers obtain support from this service directly. The Autism Team provide materials for parents/carers to access support, training and resources.

10.4 : What arrangements does the school have for feedback from parents, including compliments and complaints?

Your child's class teacher is the first person to speak to regarding compliments and complaints. Compliments are always welcomed! Should

your concern be a complaint the class teacher will work with you to find an acceptable solution to the situation. If that proves challenging parents/carers approach the Head Teacher. If this proves unsatisfactory then the school's complaints policy and procedures come into place and the parent/carer would then contact the Governing body, usually in writing.

Checks Applied

DBS Checks are carried out for every member of staff and are kept up to date.

SENDco

Nov 2024