

Inkpen Primary School

Special Educational Needs Policy, SEND Information Report and Local Offer

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Change History

Version	Date	Description
1	Feb 26	Policy was re-written to reflect the significant changes made to our SEND provision and to ensure this is in line with our values and ethos and reflective of our adaptive teaching toolkit

Linked Policies	Adaptive Teaching Toolkit Safeguarding Policy
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Signatures:

Headteacher:



FRANCES BUCK

Chair of Governors:



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“Every child deserves to feel that they belong, that they are valued, and that they can succeed.”

At Inkpen Primary School, we are committed to ensuring that all children, including those with special educational needs and disabilities (SEND), are supported to thrive academically, socially and emotionally. We believe that high-quality, inclusive education is achieved when strong relationships, ambitious expectations and carefully adapted provision work together to meet individual need.

Our SEND Ethos

Inkpen Primary School is a small village school with a strong family ethos. We are committed to inclusion and believe that every child has the right to feel safe, valued, understood, and successful within our community. We are uniquely placed to support children through small class sizes, close ties with families and excellent staff.

We recognise that children with Special Educational Needs and Disabilities (SEND) may experience differences in learning, communication, emotional regulation, sensory processing, or physical development. At Inkpen, SEND provision is needs-led, relational, and therapeutic, rooted in the belief that:

- Behaviour is a form of communication
- Emotional safety and regulation come before learning
- Adults adapt first
- Strengths are recognised alongside needs
- Independence develops through secure relationships and co-regulation

Children with SEND are fully included in all aspects of school life and supported to reach their potential academically, socially, and emotionally. We work in close partnership with parents, carers, and external professionals to ensure that provision is responsive, consistent, and effective.

The school has a designated SENCO who coordinates assessment, provision, intervention, and transition arrangements, supported by the Headteacher, staff team, governors, and external agencies.

Key Legislation

In the writing of this policy, the following key legislation has been considered.

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)

- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- The Children Act 2004
- Working Together to Safeguard Children (most recent edition)
- Keeping Children Safe in Education (2025)

Aims of the SEND Policy

- Ensure that all pupils with special educational needs and disabilities are identified as early as possible and that their needs are clearly understood.
- Provide high-quality, inclusive teaching that meets the needs of all pupils, with appropriate adaptations and scaffolds embedded within everyday classroom practice.
- Use a graduated response (*assess, plan, do, review*) to ensure that additional provision for pupils with SEND is purposeful, proportionate and responsive to need.
- Set ambitious outcomes for pupils with SEND, recognising individual starting points, strengths and barriers to learning.
- Ensure that pupils with SEND are supported to make progress over time academically, socially and emotionally, and to develop increasing independence and self-regulation.
- Promote positive experiences of school for pupils with SEND, ensuring that they feel safe, valued and included as full members of the school community.
- Work in close partnership with parents and carers, recognising them as key partners in understanding and supporting their child's needs.
- Ensure that the views and experiences of pupils with SEND are actively sought and used to inform provision and review.
- Provide targeted, evidence-informed interventions where needed, and evaluate their impact to ensure they are effective.
- Make effective use of resources, staffing and external support services to secure the best possible outcomes for pupils with SEND.
- Support and develop the knowledge, confidence and skills of all staff through appropriate training and professional development.
- Ensure that pupils with SEND are able to access the wider life of the school, including trips, clubs and enrichment opportunities, wherever reasonably possible.
- Work collaboratively with external agencies and professionals to ensure coherent and timely support for pupils with more complex needs.
- Review SEND provision regularly as part of the school's self-evaluation and improvement planning, using evidence to inform next steps and priorities.

Key Responsibilities of the SEND Team

Effective SEND provision at Inkpen Primary School is underpinned by clear roles and shared responsibility. While the SENCO provides strategic oversight, all staff are responsible for meeting the needs of pupils with SEND.

The Governing Body

The Governing Body has strategic responsibility for ensuring that statutory duties in relation to SEND are met. This includes:

- Ensuring compliance with relevant SEND legislation and statutory guidance.
- Monitoring the effectiveness of SEND provision through reports from the Headteacher and SENCO.
- Ensuring that appropriate resources are allocated to support pupils with SEND.
- Supporting and challenging the school to secure positive outcomes for pupils with SEND.
- Appointing a governor with responsibility for SEND to act as a link between governors and school leaders.

The Headteacher

The Headteacher has overall responsibility for SEND within the school and works closely with the SENCO to ensure effective provision. This includes:

- Providing strategic leadership for inclusion and SEND across the school.
- Ensuring that SEND provision is aligned with whole-school priorities and improvement planning.
- Supporting the SENCO in monitoring the quality and impact of SEND provision.
- Ensuring that staff have access to appropriate training and professional development.
- Promoting a whole-school culture of high expectations for pupils with SEND.

The SENCO

The SENCO is responsible for the day-to-day leadership and coordination of SEND provision. This includes:

- Leading the identification, assessment and support of pupils with SEND in line with the graduated response.
- Maintaining and reviewing the SEND register to ensure it accurately reflects pupils' needs.
- Working closely with class teachers to plan, implement and review Support and Achievement Plans (SAPs).
- Monitoring the impact of SEND provision and interventions and using evidence to inform next steps.

- Coordinating input from external agencies and ensuring recommendations are implemented effectively.
- Supporting and advising staff on inclusive practice and adaptive teaching strategies.
- Liaising with parents and carers to ensure strong partnership working.
- Ensuring that the views of pupils with SEND are sought and considered.
- Supporting transitions, including entry to school, movement between classes and transfer to secondary school.
- Contributing to whole-school self-evaluation and improvement planning in relation to SEND.

Class Teachers

Class teachers are responsible for the progress and development of all pupils in their class, including those with SEND. This includes:

- Delivering high-quality, inclusive teaching with appropriate adaptations, in line with the Inkpen Primary School adaptive teaching toolkit.
- Identifying pupils who may have SEND and raising concerns promptly.
- Planning and reviewing provision in collaboration with the SENCO and support staff.
- Implementing Support and Achievement Plans within the classroom.
- Monitoring progress and evaluating the impact of adaptations and interventions.
- Communicating effectively with parents and carers about their child's progress and support.

Teaching Assistants and Support Staff

Teaching Assistants and support staff play a key role in supporting pupils with SEND. Their responsibilities include:

- Delivering targeted interventions and in-class support as directed by the class teacher and SENCO.
- Supporting pupils to access learning while promoting independence.
- Observing and recording progress and feeding back to teachers and the SENCO.
- Contributing to the review of Support and Achievement Plans.
- Engaging in training and professional development relevant to SEND.

LOCAL OFFER

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

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

Early identification of SEND is a key priority for our school. Identification is an ongoing process informed by professional judgement, evidence and collaboration with parents.

Class teachers are responsible for identifying pupils whose progress, attainment, engagement or wellbeing gives cause for concern, despite high-quality, inclusive classroom teaching. Where concerns are identified, the child is initially supported through a Graduated Approach Plan (GAP). The GAP allows staff to assess the child's needs, implement targeted classroom adaptations or short-term interventions, and monitor the impact over time. These are reviewed at our SAP/GAP evenings.

If concerns persist, or if evidence indicates a more complex or ongoing need, the child may be moved onto a Support and Achievement Plan (SAP) and added to the school's SEND register following discussion with parents and the SENCO.

The SENCO works closely with class teachers to ensure that decisions are evidence-based, proportionate and reviewed regularly. The SEND register is reviewed termly at each SAP review to ensure that it accurately reflects pupils' current needs.

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

If parents or carers have concerns about their child's learning, development or wellbeing, they are encouraged to speak in the first instance to their child's class teacher. The class teacher will listen to concerns, share observations from school and discuss any next steps that may be appropriate.

If concerns remain, or if further discussion is needed, parents may contact the SENCO to explore these concerns in more detail. The school values parents and carers as key partners and recognises that they have a unique and important understanding of their child.

Parents are kept informed at each stage, and decisions are made collaboratively, with the child's best interests at the centre of all planning. Parents who are unable to attend our review evenings are supported through a one to one meeting with teachers and if necessary, the SENCO.

2. Support for children with SEND

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

Class teachers retain responsibility for the progress and outcomes of all pupils in their class, including those with SEND. The SENCO provides strategic oversight and works closely with class teachers to support identification, planning, review and next steps.

Where a child is supported through a Graduated Approach Plan (GAP) or Support and Achievement Plan (SAP), planning is carried out collaboratively between the class teacher and SENCO, with parents involved at each stage. Where external professionals are involved, their advice is considered and incorporated into planning as appropriate.

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

Parents and carers are kept informed throughout the SEND process. This includes:

- Discussion with the class teacher when concerns are first identified
- Consultation before a child is added to the SEND register
- Termly review meetings (usually an evening meeting with opportunity for socialisation with other SEND parents) for pupils with a SAP or GAP.
- Ongoing communication as needed through meetings, emails or phone calls

We strongly feel that SEND support only works where families feel connected, involved and strongly supported.

2.3 How will the school balance my child's need for support with developing their independence?

At Inkpen Primary School, we aim to support pupils with SEND while promoting independence and confidence. Support is carefully planned so that pupils are not overly reliant on adult assistance.

Teaching Assistants work flexibly across classes, groups and individuals. Support is regularly reviewed to ensure it remains appropriate. Strategies such as scaffolding, visual supports, structured routines and clear expectations are used to enable pupils to develop independence over time.

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

All pupils access a broad and balanced curriculum. Adaptations are made where needed to ensure pupils with SEND can access learning alongside their peers.

- Adaptations may include:

- Adjusted task design or outcomes
- Additional scaffolding or modelling
- Use of visual supports or practical resources
- Flexible grouping
- Modified pace or presentation of learning

Curriculum adaptations are reviewed regularly to ensure they remain appropriate and effective.

2.5 What teaching strategies does the school use for children with learning difficulties, including autism, sensory needs, and speech and language difficulties?

Teaching strategies are chosen based on individual need and professional advice. These may include:

- Clear, structured teaching sequences
- Use of visual timetables and task prompts
- Pre-teaching of key vocabulary or concepts
- Reduced cognitive load through chunking and modelling
- Adjusted seating or classroom layout
- Sensory or movement breaks, where appropriate

Where external professionals are involved, their recommendations are shared with staff and implemented consistently.

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

The school allocates staffing flexibly to support pupils with SEND according to identified need. This may include targeted in-class support or small-group/one-to-one intervention.

Support is planned to complement high-quality classroom teaching and is reviewed regularly to ensure it is effective and proportionate. The school does not assume that a pupil with SEND will automatically require one-to-one support and appreciates the impact this may have on a pupils independence.

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered one-to-one or in small groups?

Interventions are selected based on the needs of individual pupils and may be delivered on a one-to-one or small-group basis. All interventions are time-limited and reviewed regularly to assess impact. Where progress is limited, provision is adapted or alternative approaches are considered. Interventions are not a replacement for quality universal provision for all learners.

Potential interventions:

- ELSA – Social and emotional interventions to develop our children’s friendship and emotional regulation skills.
- Phonic intervention – particularly catch up and keep up interventions using Monster Phonics
- STAN – Structured approach to numeracy
- STAR – Structured approach to reading

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

Resources and equipment are provided on a needs-led basis and may include:

- Visual supports and task prompts
- Writing aids or alternative recording tools
- Sensory resources – bands, concentration aids etc.
- Adapted furniture or seating
- Specialist equipment is provided where recommended by external professionals.

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

Where appropriate, pupils with SEND may be supported through access arrangements in line with national guidance. These may include additional time, rest breaks or other reasonable adjustments.

Access arrangements are based on evidence of need and normal classroom practice and are discussed with parents in advance.

3. Monitoring Progress and Review

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

The progress of all pupils, including those with SEND, is monitored regularly through teacher assessment, observation and pupil progress discussions. For pupils supported through a Graduated Approach Plan (GAP) or Support and Achievement Plan (SAP), progress is monitored more closely (termly) to ensure that support is having the intended impact.

Parents and carers are involved throughout this process. This includes discussion when concerns are first identified, opportunities to contribute to review meetings, and regular updates on progress and next steps.

Monitoring focuses not only on academic progress, but also on wider outcomes such as engagement, confidence, independence and emotional wellbeing.

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

Targets are reviewed regularly and adjusted in response to progress and need. During review meetings, evidence from school and views from parents are shared and discussed collaboratively.

New targets are:

- SMART
- Based on the child's current needs and starting points
- Focused on progress over time rather than comparison with others

Where appropriate, pupils are involved in reviewing their targets and sharing their views about what is helping them and what they find challenging.

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?

Parents of children with SEND have opportunities to discuss progress through:

- Termly SAP review meetings – Conducted in the evenings. Food and drink, as well as opportunities to socialise and build community with other SEND parents are provided.
- Class parents' evenings – for general progress, not SAP reviews.
- Additional meetings with the class teacher or SENCO, as needed

The school operates an open and supportive approach to communication and encourages parents to raise concerns promptly so that issues can be addressed early.

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

Communication between home and school is tailored to the needs of individual pupils. This may include:

- Face-to-face conversations
- Email or telephone contact
- Class Dojo
- A home-school communication book, where appropriate

Arrangements are agreed with parents to ensure communication is effective, proportionate and supportive.

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

Parents and carers play an important role in supporting their child's learning. This may include:

- Supporting reading and home learning activities
- Reinforcing strategies agreed through the GAP or SAP
- Sharing relevant information with school that may impact learning or wellbeing
- Implementing strategies from external agencies and EHCP reviews

Class teachers and the SENCO are available to offer guidance and advice on how best to support individual needs at home.

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning (e.g. training or learning events)?

Where appropriate, the school may offer opportunities for parents to access information, guidance or support related to SEND. This may include meetings with staff, signposting to external services, or sharing resources that support learning and wellbeing at home.

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

The views of pupils with SEND are valued and are sought in ways that are appropriate to their age, needs and confidence. This may include informal discussions, supported conversations or contributions to review meetings.

Pupil views are used to help inform planning, review provision and ensure that support reflects the child's experiences and priorities. Inclusion and SEND are a key thread running through every pupil voice session.

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

As a primary school, Inkpen Primary School does not offer accredited or non-accredited courses. Pupils with SEND access the same broad and balanced curriculum as their peers, with adaptations where needed.

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

The effectiveness of SEND provision is evaluated through:

- Progress and attainment data over time

- Review of outcomes set through GAPs and SAPs
- Monitoring of attendance, engagement and wellbeing
- Feedback from parents and pupils

This evaluation informs ongoing improvements to SEND provision and contributes to whole-school self-evaluation and improvement planning.

Over time, we feel this approach has supported improved engagement, reduced anxiety for pupils with SEND, and strengthened collaboration with families.

4. Supporting Emotional Well-being and Medical Needs

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

We recognise that emotional wellbeing and social development are fundamental to learning and inclusion. This is particularly important for pupils with SEND, including those with social, emotional and mental health needs.

Support may include:

- Adapted classroom strategies to promote regulation and engagement
- Opportunities for structured social interaction and support
- Targeted emotional support, such as ELSA sessions, where appropriate
- Use of individual strategies agreed through a Support and Achievement Plan (SAP)

Support is planned in collaboration with parents and reviewed regularly to ensure it remains appropriate and effective.

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?

The school's approach to behaviour is underpinned by its Therapeutic Behaviour Policy, which applies to all pupils, including those with SEND. Behaviour is understood as a form of communication, and staff recognise that some pupils may require additional support to regulate their emotions and behaviour.

For pupils with SEND, behaviour support is:

- Individualised and needs-led
- Proportionate and reviewed regularly
- Closely aligned with SEND planning and provision

Strategies may include:

- Emotion coaching and therapeutic conversations
- Use of regulation strategies and movement or sensory breaks
- Adjustments to routines, expectations or environments
- Behaviour support targets incorporated into their SAP, where appropriate

Where behaviour is persistent or significantly impacts learning or safety, a more formal behaviour support plan may be implemented and, where necessary, with advice from external professionals.

The school is committed to avoiding exclusion wherever possible and works proactively to support pupils to remain successfully included in school life. Any behaviour-related incidents are recorded on CPOMS and monitored to identify patterns and inform next steps, in line with the Behaviour Policy.

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

The school supports pupils with medical needs in line with statutory guidance. Parents and carers are asked to provide relevant medical information and complete appropriate documentation.

Where a child has a medical condition that requires additional support:

- Individual healthcare arrangements are agreed with parents
- Staff receive relevant training, where required
- Reasonable adjustments are made to ensure the child can access school safely

4.4 How does the school manage the administration of medicines?

Prescription medicines are administered in accordance with school procedures once the appropriate consent forms have been completed by parents or carers. Medicines are stored securely, and records are maintained in line with school policy.

4.5 How does the school provide help with personal care where this is needed (e.g. toileting, eating)?

These needs are met in line with the schools' intimate care policy. This is available on the school website.

5. Specialist Services and External Support

5.1 What SEND support services does the school use (e.g. educational psychologists, autism advisory teachers, sensory support services)?

The school works with the following services as appropriate:

- **The Hive Educational Psychology Service**

The Educational Psychologist supports the school through consultation, assessment and advice, helping staff to better understand pupils' needs and to plan effective strategies and provision.

- **West Berkshire SEND Services**

The school works with West Berkshire Local Authority SEND services to ensure statutory processes are followed and that pupils and families are appropriately supported.

- **Autism Team**

The Autism Team provides advice, guidance and support for pupils with an autism diagnosis.

- **Cognition and Learning Team**

This team supports pupils with cognition and learning needs, offering advice around assessment, intervention and strategies to support progress.

- **iCollege PRU (when appropriate)**

In specific circumstances, and where needs cannot be met effectively within the school setting alone, the school may work with iCollege to support pupils with more complex or specialist needs.

The involvement of external services is used to enhance school-based provision and does not replace the responsibility of the school to meet pupils' needs.

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

If parents or carers feel their child may benefit from additional specialist support, they should discuss their concerns with the class teacher in the first instance. Where appropriate, the SENCO will become involved to explore next steps.

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

Where concerns relate to speech and language, occupational or physiotherapy needs, the school works with parents to consider the most appropriate route for support.

In many cases, referrals to health services are made through medical routes, such as a GP. Where a pupil has an Education, Health and Care Plan (EHCP), therapy input may be available through its specifications.

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?

Parents who have concerns about their child's speech and language, physical development or sensory needs are encouraged to speak to the class teacher or SENCO. Advice and guidance will be offered, and parents may be supported in accessing appropriate health services where needed.

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

The school works in partnership with Children's Social Care services where appropriate. Where concerns about a child's welfare arise, procedures are followed in line with safeguarding guidance. Where families are already working with Children's Social Care, the school supports multi-agency working and communication to ensure consistent and coordinated support for the child.

6. Training and Expertise of Staff

6.1 What SEND training is provided for all school staff?

Professional development is focused on improving classroom practice, building staff confidence and ensuring that training leads to sustained changes in support for pupils with SEND.

Training is:

- Aligned with identified pupil needs and school priorities
- Delivered over time, rather than as one-off sessions
- Supported through modelling, coaching and opportunities for practice
- Reviewed to ensure impact on classroom practice

Whole-school training includes areas such as adaptive teaching, supporting pupils with social, emotional and mental health needs, and implementing therapeutic approaches to behaviour.

6.2 Do teachers have any specific qualifications in SEND?

The school SENCO is a qualified teacher and has completed the West Berkshire Leading SEND course, which supports effective leadership of SEND provision and inclusive practice. The SENCO has completed the NPQSL and is completing the NPQSENCO.

In addition, one class teacher is also currently completing the NPQSENCO.

6.3 Do teaching assistants have any specific qualifications in SEND?

Training for Teaching Assistants is planned to ensure that support complements high-quality classroom teaching and promotes pupil independence.

7. Inclusion Beyond the Classroom

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

When planning activities beyond the classroom, the school:

- Considers the individual needs of pupils with SEND in advance
- Makes reasonable adjustments to enable participation
- Carries out risk assessments where appropriate
- Plans staffing and support proportionately to need

Support is planned in a way that promotes safety, but also inclusion and independence.

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

Parents and carers may be involved in planning support for trips and activities where a child has additional needs. This may include:

- Discussions with the class teacher and/or SENCO and/or the headteacher
- Sharing information about strategies that work well for the child
- Joint planning where more complex needs are identified

8. Accessibility of the School Environment

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

Inkpen Primary School takes reasonable steps to ensure that the school environment is accessible to pupils with SEND. Accessibility is considered on an individual basis, and arrangements are made in response to identified need. Most areas of the school are accessible via ramps.

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

Classroom environments are organised to support pupils' sensory needs where required. This may include:

- Dark tents
- Stripped back displays
- Quiet areas

Other adjustments may be made to seating, lighting, layout or use of visual supports to improve access to learning. Our small school size makes it far easier to be flexible to the needs of the children.

8.3 Are there accessible changing and toilet facilities?

A disabled toilet is available on site.

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

The needs of pupils with SEND are considered when planning the use of school facilities, activities and events. Reasonable adjustments are made where necessary to support inclusion.

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

The school communicates with parents and carers using a range of methods, including face-to-face meetings, telephone, email and written communication. The needs of parents, as well as children, are carefully considered.

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

Where needed, the school works with families to ensure information is accessible. This may include the use of translation support (digital) or alternative methods of communication.

9. Transition and Preparation for Change

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

We place a strong emphasis on effective transition into school. For all children in the Early Years, home visits are carried out prior to starting Reception, enabling staff to build early relationships with families and gain a clear understanding of each child's needs.

The school works closely with our feeder nursery, Inkspots, to support a smooth transition. This includes sharing relevant information, discussing individual needs and, where appropriate, planning additional support for children with SEND before they start school.

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

Transition between classes is planned carefully. Children have opportunities to visit their new classroom and meet the adults who will be supporting them.

For pupils with SEND, additional transition support may be put in place, which may include:

- Additional visits or gradual transition
- Visual supports or transition books
- Sharing of information between staff

These arrangements are planned in line with individual needs.

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

Transition to secondary school is planned in collaboration with receiving schools. For pupils with SEND, additional transition arrangements may be put in place, such as:

- Additional visits to the new school
- Transition meetings with receiving staff
- Sharing of SEND records and support plans

Where appropriate, external professionals may contribute to transition planning.

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

The school supports receiving settings by sharing relevant information about a child's needs, strategies that have been effective, and any SEND documentation. Staff are available to liaise with receiving schools to support continuity of provision.

9.5 What information will be provided to my child's new school?

When a child moves to a new setting, relevant records are shared, including:

- Assessment and progress information
- SEND documentation, including Support and Achievement Plans
- Any reports from external professionals
- Safeguarding records

This ensures that the receiving school is well-informed and able to plan appropriate support from the outset.

10. Further Information and Support

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

In the first instance, parents and carers are encouraged to speak to their child's class teacher, who knows the child best and can discuss day-to-day learning, wellbeing and progress.

For concerns specifically relating to SEND, or where further discussion is needed, parents may contact the SENCO, who is responsible for coordinating SEND provision and supporting families. Appointments can be made via the school office.

SENCO – Scott Higgins

shiggins@inkpen.w-berks.sch.uk

10.2 Does the school offer any specific support for parents / carers and families (such as family support workers)?

The school recognises that supporting a child with SEND can sometimes be challenging for families.

Due to the size of our school, we maintain close links with parents. Please speak to the headteacher if you require this type of support.

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

Where appropriate, the school signposts parents and carers to external agencies and sources of support, including local authority services and independent advice organisations. This may include information about West Berkshire SEND services or SENDIASS.

Signposting is offered in discussion with parents and is tailored to individual circumstances.