

Nine Mile Ride Primary School Parents' Information

SEN information Report 2025-26

Introduction

All Wokingham Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to endeavour that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer

The Children and Families Act 2014 came into force on 1st September 2014. From this date, Local Authorities and schools have been 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 (SEN) aged 0-25. This is the 'Local Offer'.

<http://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The SEND Information Report for Nine Mile Ride Primary School

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

Please see questions below for more information about how we, at Nine Mile Ride Primary School can support your child.

1. What needs can be met at Nine Mile Ride Primary School?

At Nine Mile Ride Primary School, we embrace the fact that every child is unique, and, therefore, the educational need of every child is different; this is certainly the case for children with special educational needs. We will endeavour to meet the needs of all our pupils through the provision we have available and the advice and support of other specialist professionals and practitioners.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. This means that at Nine Mile Ride Primary School, will always be employing a range of strategies to stimulate the learning of individuals or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the Code of Practice 2015 uses four main categories of need:

Communication and Interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

2. How we identify pupils who are having difficulties with learning and/or special educational needs?

It is the responsibility of all schools to provide a high standard of teaching and holistic support for all pupils. We believe that it is particularly important that pupils who have most difficulty with their learning are taught by quality first teachers. In our school we believe that all teachers, are teachers of pupils who have special educational needs.

For all pupils we carry out termly assessments. Assessment data and targets are shared both with pupils and parents.

Where our assessment has identified that a pupil is experiencing difficulties we follow a cycle of 'assess, plan, do, review' which leads to an increasing understanding of needs and how to address them. This is known as the 'graduated response.'

-Class teachers complete an Early Identification Referral form.

-Class teachers carry out a clear analysis of the pupil's needs supported by the Inclusion Manager.

The analysis will include data on progress, attainment and approaches to learning and the views of the pupil and their parent/carers and advice from any other support staff.

Where behaviour is an area of concern we use a Behaviour Support Plan which draws on an analysis of Antecedents, Behaviour and Consequences. We plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions. We provide support which may include differentiation, additional programmes, small group and/or individual support. The class teacher retains the responsibility for the learning of the pupil, even if the pupil is receiving support away from the rest of the class, for example, in a small group. We review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their parent/carers.

Where progress is limited we take advice from external specialists /practitioners and discuss their input, advice and support with parents and all staff involved. Where assessment indicates that specialist services are required, we make referrals and draw up a SEND Support Plan.

3. How will I know how my child is doing at Nine Mile Ride Primary School?

Your child's Class teacher will 'Assess, Plan, Do and Review' the learning of every child in their class. The Class teacher will regularly observe and assess your child, and will then plan an engaging and challenging curriculum accordingly. We believe in high quality teaching where by your child's Class teacher is best placed to plan and guide your child's learning.

Nine Mile Ride Primary School has an Inclusion Manager, who is responsible for special educational needs, and will endeavour that children with additional learning needs make progress. It is her job to oversee all the additional support given, monitor the impact of this support and to review, where necessary.

SEND pupils will have a SEND Running Record which identifies pupil need and records how the need is being addressed. For pupils who have a higher level of need, a SEND Support Plan will be devised by the Inclusion Manager, alongside the Class teacher, Learning Support Assistants, pupils and yourself. Both the SEND Running Record and the SEND Support Plan are working documents and are under constant review and are subject to update at any time.

4. How will the school help me to support my child's learning?

Teachers are always happy to arrange a meeting to discuss any concerns regarding a pupil. If it is felt to be helpful, a Home/School Communication book can be used.

At Nine Mile Ride Primary School we use PIXL to track pupil progress. It targets what a child can do, and what they need to do in order to make progress. It reflects the new National Curriculum 2014 and allows teachers and children to set achievable targets in reading, writing and mathematics each half term. The system facilitates sharing these targets with parents so that you can help your child to achieve even more quickly. Children know exactly what they need to learn in order to make progress.

Pupil targets are shared with parents and pupils. In addition, parents can support learning at home by assisting their child with tasks set by the class teachers. SEND Support Plans will also have pupil targets and are outcome focused.

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

Termly targets are shared with pupils and parents. Children with a higher level of need have their views shared in SEND Support plan review meetings. Pupils with an EHC Plan will be involved in their review meetings.

6. How does Nine Mile Ride Primary assess and review my child's progress?

Your child's progress is continually monitored by his/her Class Teacher. Progress is reviewed formally every term. Next steps in learning are shared with each pupil.

At the end of Year 6 children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Pupils with a SEND Support Plan and SEND Running Records will be updated termly, however, these are working documents and will be under constant review, and are subject to update at any time.

Children with an EHCP will have progress discussed at an Annual Review with all the adults who are involved with the child's education. The Inclusion Manager monitors the progress of interventions children have participated in.

If your child has been observed or assessed by an external agency, a review meeting with the external agency and school will take place to report on progress made.

7. How will Nine Mile Ride Primary prepare my child for transition?

Transition is ever present in our planning for pupils, as we are constantly aware of the skills pupils need in order to access the next stage of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task. These skills begin at the earliest ages with opportunities to practice those skills at age and stage appropriate levels. For all pupils we make opportunities to practice developmental and transferable skills which will prepare them for life as members of their community.

In preparation for joining Nine Mile Ride we help to prepare all pupils for the next stage in their learning by:

- liaising with and visiting their pre-school or setting
- planning transition programmes including additional visits for the family
- providing booklets with team information and/or photos
- meeting with families and specialist services involved with them
- Inclusion Manager and/or Head teacher to attend TAFs, reviews etc

In preparation for joining the next stage within school, e.g. class or key stage, we pass on information to the new teacher in advance and all SEND Support plans and SEND Running Records are shared. When needed, transition programmes are devised. Photos of key adults and places are provided and the new teacher will visit the pupil in their current setting or team area. Parents are introduced to new teacher/ LSAs if appropriate.

In preparation for Secondary School:

The Inclusion Manager will organise and support any pupils requiring additional visits

- Vulnerable transition days are organised with Secondary settings
- Secondary staff visit pupils and staff at Nine Mile Ride Primary School

8. How does Nine Mile Ride Primary School approach the teaching of children with SEND and how are adaptations made to the curriculum and learning environment?

At Nine Mile Ride Primary School we strive to create a sense of community and belonging for all our pupils. We believe that all children are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs. Different children will require different levels of support at different times during their school journey. This may include small group work or focused tasks, or more personalised learning delivered on a one-to-one basis.

The school takes advice from experts regarding specialist equipment and adaptations in order for children to access the curriculum. Special arrangements can be made for tests including the use of a scribe, reader or the provision of additional time. The school has taken advice from the Sensory Consortium in order to adapt the school environment to support children with visual and hearing impairments in class and around the school.

The building at Nine Mile Ride Primary School can cater for wheelchair users and those with mobility difficulties. The school has a disabled toilet.

9. What expertise and training of staff is provided to support children with SEND? How specialist support will be secured?

At Nine Mile Ride Primary School we have a dedicated Inclusion Manager, (Special Educational Needs Coordinator) Mrs Demblon. She is a fully qualified teacher with experience of teaching from Foundation Stage to Year 7 pupils. She has completed courses in:

The Catch Up™ Literacy training is accredited by the Open College Network (OCN). The Catch Up™ Numeracy training is accredited by the Open College Network (OCN)

SEN Reforms training, Tracks Literacy, Precision Teaching, Working memory training, Dyslexia training, Speech Therapy training, Makaton Sign Language Foundation Course, PECS, Autism, Dyslexia, Sensory Processing, Supporting Pupil Premium pupils, Supporting adopted Children in School and Sensory Circuit training. She is trained in EAL new arrivals and Looked After Children and has received training by Daisy's Dream. She holds the National Award for SEN Co-ordination with Middlesex University.

She has completed a Diploma in Children and Adolescent Counselling and an Advanced Diploma in Special Educational Needs.

Is a Licensed Thrive™ Practitioner (September 2016)- an intervention based on neuroscience and attachment research.

Mrs Demblon has a range of experience in dealing with pupils with learning needs, social and emotional needs and physical needs. When necessary, advice from external agencies and outreach are sought.

Mrs Demblon is responsible for attending regular update meetings and briefings, and shares these with staff. The team of Learning Support Assistants meet with her to discuss training and essential information regarding pupils and intervention strategies.

We are committed to ensuring that staff are trained to meet the needs of pupils with additional needs and their knowledge is updated when necessary.

Learning Support Assistants are given opportunities to attend courses and training. Courses include Nurture Assistant training, Early Bird plus training, Dyslexia training, Speech and Language Support and Occupational Therapy Support, Sensory Processing training, Makaton Foundation Course, Developing Handwriting Course, Autism training, Behaviour support, Catch Up™ Literacy training, Lego Therapy training, Thrive training, Lego Therapy, Talking Lego, PECS, Elklan Communication Support, Positive Handling training and EAL New arrivals.

SEND Surgeries are provided by the LA to support staff termly. Whole staff training is organised according to need.

10. Evaluating the effectiveness of our provision

Most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention we will measure its efficacy by measuring the outcomes achieved by the pupil and taking into account the cost of the intervention.

Pupils are screened prior to interventions taking place. Screening will be based on the pupil's need, ranging from reading and spelling difficulties, to emotional or behavioural needs. Standardised tests are used in addition to PIXL assessments and pupil and teacher questionnaires can also be used, depending on the pupil's need. Each pupil's progress is monitored half termly by the Inclusion Manager and Learning Support Assistant. Evaluations of interventions are based on reviews, where appropriate, (depending on the addressed need) a repeat of the screening test will be carried out. Quality Assurance observations of Interventions are carried out by the Inclusion Manager. External agencies can be involved in the monitoring of the effectiveness of an intervention. This is dependent upon the level of pupil need.

11. How will my child be fully included at Nine Mile Ride Primary School?

Your child will be fully integrated into the life of the school and curriculum. We recognise the strengths of every child as an individual and endeavour they contribute to the social and cultural activities in school. We work closely with external agencies or specialist teachers to complete risk assessments for children with additional needs, and in advance of any off-site activity, such as swimming, a school visit or residential trip.

We endeavour that all our pupils, but particularly those with SEND are included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

Preparation plans and additional meetings have been put in place for residential trips, ensuring that a child can be fully included. On some occasions external agencies may be involved. Assigning additional adults and pre-visits can be arranged. At Nine Mile Ride Primary School, we seek out opportunities to involve pupils with additional needs in outside activities, whether it has been sporting events or representing the school with the choir.

12. What support is available to promote the emotional and social development of my child?

We are an inclusive school; we welcome and celebrate diversity. The class teacher has overall responsibility for your child's wellbeing whilst in School, and such will be your first point of contact. The class teacher can liaise with the Inclusion Manager for additional support with any pastoral, medical or social care. On occasion, it may be appropriate to contact outside agencies.

At Nine Mile Ride Primary School we have two fully trained Nurture Assistants, who are available to support vulnerable pupils. We offer Thrive™, which is a systematic approach to the early identification of emotional developmental need in children, so provision can be quickly put into place. In addition, we carry out specific interventions including Circle of Friends, social stories as well as lunchtime and after school clubs. We have The Blossom Room where children can go for quiet time.

13. What professionals and specialist practitioners are Nine Mile Ride Primary able to access?

If a need is identified, we have access to the following services. This is based on the needs of the child e.g. attainment & progress.

School Nursing Service

Early Help Service

Educational Psychology Service

Education Welfare Officer

Learning Support Service

Occupational Therapist

Physiotherapists

CAMHS

Speech and Language Therapist

ASSIST-Autism Outreach Service

Educational Psychology Service

Sensory Consortium for pupils with visual or hearing needs

Foundry College- behaviour Support

Addington Outreach

Virtual Headteacher for Looked After Teacher

Referrals to these support services are subject to their own guidelines and time frames.

Available for both parents and professionals to access information:

Children and Young People's Integrated Therapies (CYPIT) [Toolkits](#)

14. What are the arrangements for handling complaints about SEND provision?

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made initially they should contact the Class teacher. If this does not resolve the situation, then see the Inclusion Manager and/or the Head teacher.

The School keeps files of all feedback from parents. This includes evidence of actions carried out as a result of feedback.