

OWLSMOOR PRIMARY



Owlsmoor – ‘Where everyone matters’

Inclusive – Determined – Safe – Kind - Respect

At Owlsmoor Primary School we have a vision where achieving excellence is at the heart of everything we do. Where children are eager to learn and are supported to reach their full potential. Where every individual is recognised for who they are and who they can be, with no limits to their aspirations.

The Owlsmoor curriculum, true to our children and locality, will excite and inspire every single child so that they develop a thirst for learning and curiosity within safe learning spaces. Where they are confident to make mistakes in an environment where children can be children. Where the whole school community supports and includes all of its members, helping them to grow. Where Owlsmoor Primary School is recognised as a hub of excellence which has a thriving relationship with its community and is the school of choice. Where children are fully prepared for the next step of their learning journey to become independent global citizens and make a positive contribution to the world.

SEND Local offer/ Information Report

Status of Policy	Date
Statutory	September 2014
Reviewed	Annually
Policy written	March 2015
Last reviewed by governors	November 2023
Review due	November 2025

Inclusion Team

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Dedicated SENDCo Time: Monday, Tuesday, Wednesday, Thursday and Friday (Friday am only)
An FSA will be available Monday-Friday.

Owlsmoor: Where everyone matters.

Respect – Kind – Determined – Safe - Inclusive.

We are a large three-form entry primary school located within Sandhurst in Bracknell Forest. The school is mainly surrounded by private housing, with an area of housing association housing. Most of the pupils receive good support for their learning from home.

We are an inclusive school and strive to deliver a broad and enriching curriculum to all pupils. We believe all pupils have a right to access high-quality teaching and learning that prepares them to become successful adults.

As of September 2025, we have around 96 pupils receiving some form of SEND Support (information accurate at time of writing), 32 of whom have EHCPs (Education Health and Care Plans).

At Owlsmoor we have an SRP (Specialist Resource Provision) that has two classes: Wrens and Kingfishers. Wrens is a class of 8 children all of whom have an EHCP for complex communication needs. The children in Wrens access a specialist curriculum. They access all their education within the unit but are fully included in the wider school life where appropriate. Kingfishers is a class of twelve pupils, all of whom have an EHCP due to complex cognition and learning needs that prevents them from accessing the curriculum in their key stage. Pupils in Kingfishers access the majority of the core subjects and school day in the unit but often join their assigned mainstream class for foundation subjects and school community events. Pupils in Kingfishers access the National Curriculum at their stage not age.

Admissions to the SRP will follow Bracknell Forest's usual admissions procedure and requests should be made to the Bracknell Forest SEN Team.

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?

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support, as defined in the SEND Code of Practice 2014:

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

(Reference: SEND Policy November 2022)

We have internal processes for monitoring quality of provision and assessment of need. Our whole school approach involves quality first teaching and additional interventions, which are implemented according to identified need. These procedures help us to regularly review and record what we offer every pupil. Whole school and phase discussions and monitoring serve to embed our high expectations among staff about quality teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all learners.

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



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

Assess:

If, following quality teaching and learning, a need is identified, the SENDCo and other relevant professionals, such as Speech and Language therapists, occupational therapists, Educational psychologists may become involved to identify specific barriers to learning.

Plan:

An Individual Learning Plan (ILP) is developed in collaboration with the SENDCo, parents, pupil and other relevant professionals to agree on targets and strategies to support pupils. All our additional provision (internal or external) is based on an agreed child-centred approach.

Do:

School staff will implement the provision according to the ILP. All involved parties, including the pupils and the parents, will actively participate in the delivery of any additional provision as set out in the ILP.

Review:

ILPs are reviewed at least 4 times a year. All parties will be involved in the review. At these reviews it may be considered necessary to bring in external professional agencies such as Autism Support (AS) or Speech and Language Therapists (SALT). Parental permission will be sought before any external agency referral is made. In addition, an annual review will be held for pupils who have an EHCP. Furthermore, the school offers an open-door policy to meet with a child's class teacher or a member of the Inclusion Team as and when the need arises.

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

It's good practice to talk, initially, to your child's class teacher sharing your concerns and agree relevant actions with the class teacher. Plan to meet again with the class teacher at an agreed later date to revisit your concerns and discuss any progress that has been made. If there has been little improvement, then the class teacher will refer you on to the school's SENDCo for further discussion. However, the school has an open-door policy and parents are encouraged to contact any member of the Inclusion Team if they have any worries or concerns.

2. Support for children with special educational needs

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

Primary responsibility to oversee and implement an agreed plan rests with the class teacher, in collaboration with the parents and pupil. Advice can be sought from the school SENDCo, and other relevant involved professionals. The Inclusion Team will oversee the school SEND provision. The SENDCo, will always plan and lead annual reviews for pupils with EHCPs and can attend ILP reviews if parents feel that will be helpful. Members of the Inclusion Team, such as our Family Support Advisors (FSAs) can also attend reviews if necessary.

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

Involving parents and pupils in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Open door policy.	Class teacher in the first instance. A member of the Inclusion Team if required.	As and when required by appointment, during term time.
Consultation meetings (parents' evening).	Class teacher, parent and pupils. A member of the Inclusion Team if required.	Termly.
Review of Individual Learning Plans.	Class teacher, parent and young person (overseen by SENDCo). A member of the Inclusion Team if required.	October, January, March, June (or more frequently if needed).

EHCP reviews.	SENDCo, Class teacher, parent, pupil, relevant support staff, and other relevant external professionals.	Annually (Reviews can be called early or an emergency if necessary).
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2.3 How will the school balance my child's need for support with developing their independence?

It is important to us that your child develops their independence and that they are as best prepared as possible for the next phase in their education and life. This is facilitated through quality teaching and carefully planned provision. We place importance pupils developing life skills, such as, following instructions, telling the time, road safety and dressing themselves. If necessary independence skills will be placed as an outcome for them in their ILP.

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

The school will ensure that needs are met through quality planning and delivery of lessons. Staff understand that pupils should be working at their stage rather than their age and will differentiate the curriculum accordingly. External professional advice may be sought and additional training for school staff may follow.

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?

Through quality teaching, we use a range of teaching strategies and resources including: multi-sensory approaches, oracy activities, small group work, adult check ins and adult support, visual timetables, visual resources, larger texts/coloured acetates and suitable positioning of children in classroom (not an exhaustive list). We routinely liaise with outside agencies such as Sensory Support Consortium, Let's Go, Children and Young Person Integrated Therapy Service (CYPIT), the SEMH and Inclusion Team, and Autism Support Service.

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

All classes are supported by a Teaching Assistant. Additionally, the school funds Learning Support Assistants to work alongside pupils with SEND, as well as two Family Support Advisors. The school also employs a PE specialist/Physical Disability specialist with extensive SEND experience. We have three members of staff trained as ELSAs (Emotional Literacy Support Assistants); one in each Key Stage. In addition to this, we fund a number of therapeutic interventions such as Walk & Talk with Raven, Four-legged Therapy, Lego Therapy and Cosmic Yoga.

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

Type/Title of Intervention	One to one	Small group	Examples of Intervention:
Literacy	x	x	Five-minute box, Beat Dyslexia, Sound Linkage, Head Start, Pre teaching.
Numeracy	x	x	Five-minute box, Pre Teaching.
Speech and Language	x	x	Colourful Semantics, What's in the box?
Fine and Gross Motor Skills		x	Sports groups with SEND specialist coach
Nurture support Social skills		x	4LeggedTherapy, Outside Enrichment, Creative Therapy, Lego therapy, Walk & Talk with Raven.
Emotional Literacy	x	X	ELSA, well being groups

NB List accurate at time of writing. List not exhaustive.

At Owlsmoor we support children mainly within the classroom environment through access to quality first teaching. Additionally, some children require more individualised/differentiated support. Whenever possible and appropriate we try to ensure this support is delivered within the classroom. Generally, interventions outside the classroom are intended to be short term and closely monitored to ensure desired impact is achieved.

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

We resource and provide equipment to support each child's individual needs; for instance, if a child has Irlen's syndrome, the child is provided coloured overlays for reading and coloured paper for writing or a reading dome, if a child has a diagnosis of Autism, the child might be provided with an individual visual time table, First and Then boards. We have a range of equipment to support a range of needs such as wobble cushions, ear defenders, fidget aids, writing slopes, laptops, specialist pens, pencil grips, reading rulers, etc. We will liaise with external professionals and follow their guidance in relation to resourcing.

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

We provide a range of *access arrangements* to ensure examinations are fair and enable pupils with additional needs to demonstrate their true knowledge and skills. These may include adjustments such as extra time, rest breaks, a quiet room, the use of a reader or scribe, assistive technology, or modified papers (e.g., enlarged print), depending on a child's individual profile of need. Evidence-informed best practice recommends that these arrangements are based on a clear assessment of need, are used routinely in the child's normal classroom practice, and follow JCQ or relevant exam board guidance to maintain fairness and integrity. We work collaboratively with parents, specialists, and the child to agree appropriate support, review its effectiveness, and ensure the pupil feels confident and prepared when entering formal assessments.

3. My child's progress

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

Progress Monitoring	Who's involved	Frequency
Pupil Progress meeting.	Class teachers and a Member of The Senior Leadership Team.	Termly.
Consultation meetings	Class teacher, parent and	Termly.

(parents' evening).	pupil. A member of the Inclusion Team if required.	
Meetings with SENDCo and/or pastoral team.	A member of the Inclusion Team, class teacher, parent, pupil if appropriate, and other relevant professionals if required.	As and when required, by appointment during term time.
Review of Individual Learning Plans	As above.	October, January, March, June (or more frequently if needed).
EHCP reviews	As above.	Annually.

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

An ILP is developed in collaboration with class teacher, SENDCo, parents, pupil and other relevant professionals. After consultation with all stakeholders, provision (internal or external) will be agreed and SMART (Specific, Measurable, Achievable, Realistic and Timed) targets will be set. Targets will be reviewed every six weeks with all relevant stakeholders.

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?

Action/Event	Who's involved	Frequency
Open door policy/meetings arranged as and when required.	A member of the Inclusion Team, class teacher, parent, pupil if appropriate, and other relevant professionals if required.	As and when required by appointment, during term time.
Review of Individual Learning Plans.	As above.	October, January, March, June (or more frequently if needed).
EHCP annual reviews.	As above.	Annually (can be called early or as an emergency).

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

The school operates an open-door policy whereby the parent can discuss any issues they may have regarding their child's education with the class teacher in the first instance. Parents are also able to speak with, email or telephone a member of the Inclusion or Senior Leadership Team as and when necessary.

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

The education of a child is a partnership between the school, parents and child. Parents are expected to be active participants of the 'assess, plan, review, do' cycle for SEND learners. Dialogue with the child's class teacher can also provide advice for parents to support each child's individual needs. Parents are encouraged to contact the class teacher or a member of The Inclusion Team if they have any concerns or questions.

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?

Support for parents	Who's involved	Frequency
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School website.	School staff, parents and pupils.	When access is required.
School newsletter which regularly includes information about parental workshops for children with additional needs.	School staff, parents and pupils.	Monthly.
Open door policy (meetings can be arranged with a member of The Inclusion Team as and when required). FSAs can support families with completing paperwork, financial hardships (for example, they can provide food bank vouchers) and signposting to other services.	Class teacher in the first instance, Inclusion Team, Senior Leadership Team.	As and when required, by appointment, during term time.
Coffee mornings run by the FSAs. See above information on FSAs.	School staff and parents. Other services and professionals will be invited.	Termly.
External agency advice/support.	School staff, parents and relevant external advisors.	Surgeries, sessions and workshop information will be shared with parents via email, the website and the school newsletter.

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

Pupil views	Who's involved	Frequency
In the classroom: Class target setting Reviewing ILPs Class discussions School council feedback sessions Ask it Basket/feelings box Pupil surveys Intervention surveys Pupil conferencing Pupils can request to (and are encouraged to) speak to an adult whenever they feel they need to.	Class teacher, pupil and other relevant staff members.	As and when appropriate/required as part of quality first teaching. Half termly for ILP reviews. Before and after interventions.
Review of Individual Education Plans.	Class teacher, parent and pupil. A member of the Inclusion Team if required.	October, January, March, June (or more frequently if needed).
EHCP annual reviews and as part of an EHCP	SENDCo, parent, class teacher, pupil, support staff	Annually (can be called early or as an emergency).

application.	and other relevant professionals.	During the application process.
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3.8 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?

School data is tracked in pupil progress meetings at least once a term. The progress of pupils on the SEND register is monitored by the class teachers, Inclusion and Senior Leadership Team at least every half term.

The views of parents and pupils are actively sought during consultation meetings, as well as Education Health and Care plan annual reviews. The school also sends out surveys to parents of pupils with an Education Health and Care plan to seek their views on our SEND provision and how it could be improved.

Pupil views are sought as part of the ILP process, annual EHCP reviews and any referrals to external agencies. In addition, the Inclusion Team regularly carry out pupil conferences to gather pupils views on provision, how we can improve their learning experiences and their emotional well-being.

The Circle Trust provide an additional layer of quality assurance, ensuring evaluation.

4. Support for my child's overall well being

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

Listening to the views of all pupils is crucial in promoting well-being and positive mental health. As part of quality teaching we offer all pupils a rich and diverse curriculum, which incorporates P.H.S.E, oracy and emotional support. All classes have 'feelings boxes' and 'ask it baskets'.

As a school we mark friendship week and mindfulness day through our curriculum and assemblies. In addition, we work closely with the NSPCC and deliver annual lessons and assemblies on 'Speak out - stay safe'. Year 5 and 6 also have a follow up workshop on this topic.

Pupils who are identified as having emotional need are monitored closely by our Inclusion Team. They are offered additional support in class, such as a 'go to person'. They may also be offered therapeutic interventions such as Enrichment and '4leggedtherapy'.

All of Inclusion Team have undertaken training in mental health and trauma.

We work closely with external agencies to support children who may require additional social and emotional and mental health support.

Pupils who struggle with unstructured times such as break or lunch time can access our break time play group and our lunch time club; The Nest. Both provisions are led by our FSAs and support staff.

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?

At Owlsmoor we have clear routines and structures to support high expectations of behaviour for learning. Should a child find it difficult to conform to normal school expectations, we would create an Emotional Regulation plan and share with parents. This plan should then be reviewed 6 weeks later, following the Graduated Approach. Should further intervention be required we may consider the need for an adapted, or individual, curriculum as well as therapeutic support. If necessary, we will seek advice from external agencies.

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

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

We always have a qualified First Aider on site. Health care plans are agreed with the school nurse/ specialist nurses, in consultation with the parents, pupil and required medical professional guidance. We will comply with regulations and ensure the right staff are trained accordingly.

4.4 How does the school manage the administration of medicines?

The school follows the administration of medicines policy which is in line with the Department for Education guidance (Supporting Pupils at School with Medical Conditions - April 2014). We will risk assess and ensure that the child's safety is paramount. Where necessary to support an individual child's needs, school staff will be trained by a qualified medical professional to administer medication specific to that child.

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

If a child has personal care needs we would consult with parents and relevant professionals to ensure adequate provision for that child. Additional resources such as changing stations and toilet frames will be purchased as required. A personal care plan will be written in consultation with relevant medical professionals and parents where necessary.

5. Specialist services and expertise available at or accessed by the school.

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

- SEMH and Inclusion Team
- Child and Adolescent Mental Health Service
- Autism Support
- School nurse
- Children and Young People Integrated Therapy service (CYPIT)
- Sensory Support Consortium
- Educational Psychologist Service
- Social Care
- Stepping Stones/Let's Go
- Early Intervention Team
- Support for Learning
- Youth Offending Prevention Service (YOPS)
- Speech and Language Therapy

- Occupational Therapy
- Child Development Centre
- Unique Inclusion

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

Discuss any concerns you have about your child's needs initially with the class teacher who will agree a pathway with you to best support and access any necessary external services after discussion with the school SENDCo.

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

Therapy Provision	Who's involved	Frequency
Speech and language programmes.	Class teacher, Teaching Assistant, speech and language therapist, parents, a member of the Inclusion Team, Pupil	As and when required dependent on individual pupils, assessed and identified need and professional advice.
Occupational therapy programme.	As above	As above
Physiotherapy programme.	As above	As above

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?

Discuss any concerns you have about your child's needs initially with the class teacher who will agree a pathway with you to best support and access any necessary Children and Young People Integrated Therapy service after discussion with the school SENDCo.

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

Regular liaison with social care services such as:

- Professional dialogue and use of confidential advice line
- MASH referral system
- Children Looked After reviews
- Core Group Meetings
- Team Around the Child meetings
- Team Around the Family meetings

The Head Teacher is the Designated Safeguarding Lead. The Deputy Head Teacher, FSAs and Out of School Club Manager are the Deputy Designated Safeguarding Lead (DDSLs). All members of staff have regular safeguarding training.

School staff will liaise with the DSLs and a member of school staff will contact social care if there are any concerns (please see child protection policy).

6. Training of school staff in SEND

6.1 What SEND training is provided for all school staff?

Steps are taken to ensure that appropriate training is provided to our staff to ensure our children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We are committed to developing the ongoing expertise of our staff.

The school has a rolling programme of professional development for our staff and this includes training to support SEND children. The school regularly reviews recommendations from external advisors and where possible, provides required training.

Support staff complete an annual skills and training audit. This is reviewed and internal training is arranged, or external training accordingly. As a school we regularly share good practice and feedback from training.

Currently (November 2025) we have three trained ELSAs, 4 members of staff trained in Makaton to level 2 and two trained Autism Support Assistant (ASA).

6.2 Do teachers have any specific qualifications in SEND?

Teachers have a general knowledge of SEND appropriate to the needs of our children. The Senior Leadership Teams places a high priority on SEND when planning the weekly professional learning sessions for teachers.

The SENDCo has the National SENDCo qualification. Statutory regulations in the SEND code of practice state that one member of staff should hold this qualification.

6.3 Do teaching assistants have any specific qualifications in SEND?

TAs have a general knowledge of SEND appropriate to the needs of our children. Additional training is offered when required. For example, we have trained members of staff in Makaton or braille when necessary. At least half of every INSET day is dedicated to SEND training for TAs. One HLTA is a qualified Autism Support Assistant.

7. Activities outside the classroom including school trips

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

We are an inclusive school and we pride ourselves on providing opportunities for high quality extra-curricular activities such as school trips, clubs and curriculum promises. We ensure all pupils have access to these opportunities, making reasonable adjustments to cater for SEND needs. When planning school trips the needs of children with SEND are prioritised at the planning phase. Risk assessments ensure that all circumstances are reasonably mitigated. Dialogue with parents, pupils and relevant professionals will help effectively plan additional provision and facilitate access to extra curricula and school trips.

Pupils in our SRP will be included in school trips with their year group if parents and staff feel the trip will be beneficial to their progress and appropriate to their needs.

8. Accessibility of the school environment

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

All areas of the school are accessible.

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

Reasonable adjustments have been made to support the learning needs of all children within the school. Where possible, improvements have been made to ensure children with SEND are provided with best practice inclusive provision. When required, external advice is sought to improve and adapt the school environment to meet individual children's needs.

8.3 Are there accessible changing and toilet facilities?

Reasonable adjustments have been made to ensure the changing and toilet facilities meet current guidelines and best practice provision. When necessary, additional resources such as toilet frames and changing stations have been purchased.

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

Regular advice is sought and acted upon from services such as the Sensory Support Consortium, Occupational Therapy and Autism Support (list not exhaustive).

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

We would endeavour to communicate in whichever means is accessible to the parent/carer. For example; writing to or texting hearing impaired parents or providing a sign language interpreter.

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

Where possible, the school will ask for translators to be present at meetings with parents. The school accesses names of interpreters from Bracknell Forest Council (BFC). Regular support from the English Additional Language (EAL) service is always available if required. We also use IT such as translating apps.

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

We work with our feeder settings and The Child Development Centre (CDC) to welcome children with special educational needs or disabilities and we support children's transition to the next phase in education in conjunction with the parents, pupils, relevant involved external professionals and feeder educational establishments.

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

You are welcome to arrange a visit to the school prior to your child joining Owlsmoor. This would give you and your child an opportunity to familiarise yourselves with the new classroom and teacher. Any relevant information about your child and their individual needs could then be shared. If your child has a designated social worker, they might support your child's integration to the school, for example through social stories or visual timetables. If necessary, a transition plan would be put into place for your child and a Team Around the Child meeting may be held.

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

As a primary school, your child will be familiar with the school buildings and staff. During the summer term, the school holds a two-day transition for children. This is an opportunity for pupils to meet their new classmates, teachers and teaching assistants and to familiarise themselves with their new surroundings and routines. Additional opportunities for you and your child to meet with your child's new teachers as well as resources such as transition booklets and social stories will be offered where necessary.

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

Transition meetings are held between Owlsmoor and relevant school staff at the child's next school, to ensure that information and advice is passed on to your child's new teachers. Where possible, opportunities to visit and to meet with your child's new teachers will be provided. If your child requires further support due to their individual needs, an enhanced transition plan will be put into place to provide bespoke transition arrangements.

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

We work in close liaison with the parents and pupils to plan and support transition to their next school. All information regarding your child will be passed to the new school and a transition meeting will be held if appropriate.

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

Your child's ILP and SEND file will be provided to your child's new setting/school along with the normal information that will move with a child, e.g. schoolbooks, school reports, current attainment levels, assessment records and safeguarding information. The Inclusion Team will have additional meetings with the new school when needed.

9.6 How will the school prepare my child for the transition to a new school?

You are welcome to arrange a visit to the school prior to your child joining Owlsmoor. This would give you and your child an opportunity to familiarise yourselves with the new classroom and teacher. Any relevant information about your child and their individual needs could then be shared. If your child is supported by a professional such as a designated social worker, family support worker or a professional from the CDC, they might support your child's integration to the school, for example through social stories or visual timetables. Where possible a transition plan would be put into place for your child. Additional transition meetings can also be arranged.

Parents will be encouraged and supported to enter into dialogue with their child's new school, to enable effective transition and allow the school to make appropriate provision specific to the child's needs.

The school will work with the child to develop a child accessible transition plan that will support a child to access their new surroundings and familiarise themselves with new staff; for instance, developing a pupil passport or social story that the child can take with them.

10. Who can I contact to discuss my child?

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 please contact your child's class teacher for further information and this can be done through the school office. If you feel you need further or more specific advice, you can contact a member of the Inclusion Team or the Head Teacher through the school office.

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

Your child's class teacher will be the first person to discuss any issues you may have. We also have two FSAs who you can speak to. This can be arranged through the school office.

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

The school's FSAs are there to support the families of pupils at Owlsmoor. They can provide contact details for Parent Partnership service, as well as voluntary agencies who might be able to provide support and advice around family issues.

The school's SENDCo may also be contacted if you have specific SEND concerns.

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

The school has an annual parental questionnaire. Information can be accessed from the school office. We have a complaints procedure that can be found on the school website and in the school prospectus.

11 Challenges this year

During the past few years there has been many staff changes in the LA SEND team which has had a considerable impact upon continuity of provision and communication.

It has been very difficult to find specialist placements for pupils who need it.

Capacity continues to be an issue with NHS services such as Speech and Language, occupational therapy and physiotherapy. They are working through a back log and trying to deliver their statutory duty.

12 Further developments

Developments this year include:

To develop a distributive approach to the leadership of SEND meaning we will seek and use the expertise of our own staff more effectively.

Continuing to develop and evaluate therapeutic support.

To identify barriers to learning early so ensure the right support is received at the right time.

We will be looking at how the quality provision in our SRP can be improved, with the long-term aim of ensuring these pupils can be successful adults.

To tighten up on processes, ensuring all stakeholders have a clear pathway for support.

13 Relationship to other policies:

SEND policy

Teaching and Learning policy

Curriculum Policy

Anti-Bullying Policy

Behaviour Policy

Home School Agreement

Health and Safety Policy

14 Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005