



Phoenix Infant Academy
Together We Soar

Name of Policy	SEND Information Report
Scope of Policy	All students with SEND and their families
Approved by	Board of Trustees
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GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website.

Note: If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Kim Liddell.

She has 9 years' experience in this role and achieved the Postgraduate Certificate in Special Educational Needs Co-ordinators (SENCO) in 2016. She is also a qualified teacher and achieved the National Professional Qualification for Senior Leadership in 2025.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

External training has included:

- Speech and Language

- Restorative Conversations
- De-escalation training
- Supporting children with Autism

Teaching assistants (TAs)

The Inclusion Team consists of:

SENCO, Resource Base Teacher, 6 TAs, 1 TA who delivers Speech and Language interventions and 1 ELSA.

In the last academic year, TAs have been trained in:

- Speech and Language
- Restorative Conversations
- De-escalation training
- Sensory Circuits
- Intensive Interaction

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services

3. What should I do if I think my child has SEN?

Below is the process to follow if you think your child might have SEND:

1. The first person you should tell is your child's teacher. You can contact them via the main office or on Class Dojo.
2. The class teacher and SENCO will then meet with you and discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.
3. The class teacher and SENCO will implement the agreed strategies. We will then meet with you again to review the impact.
4. If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data. We may utilise assessment toolkits such as Language Link assessment and SNAP assessment to support us in identifying any SEN support needs.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

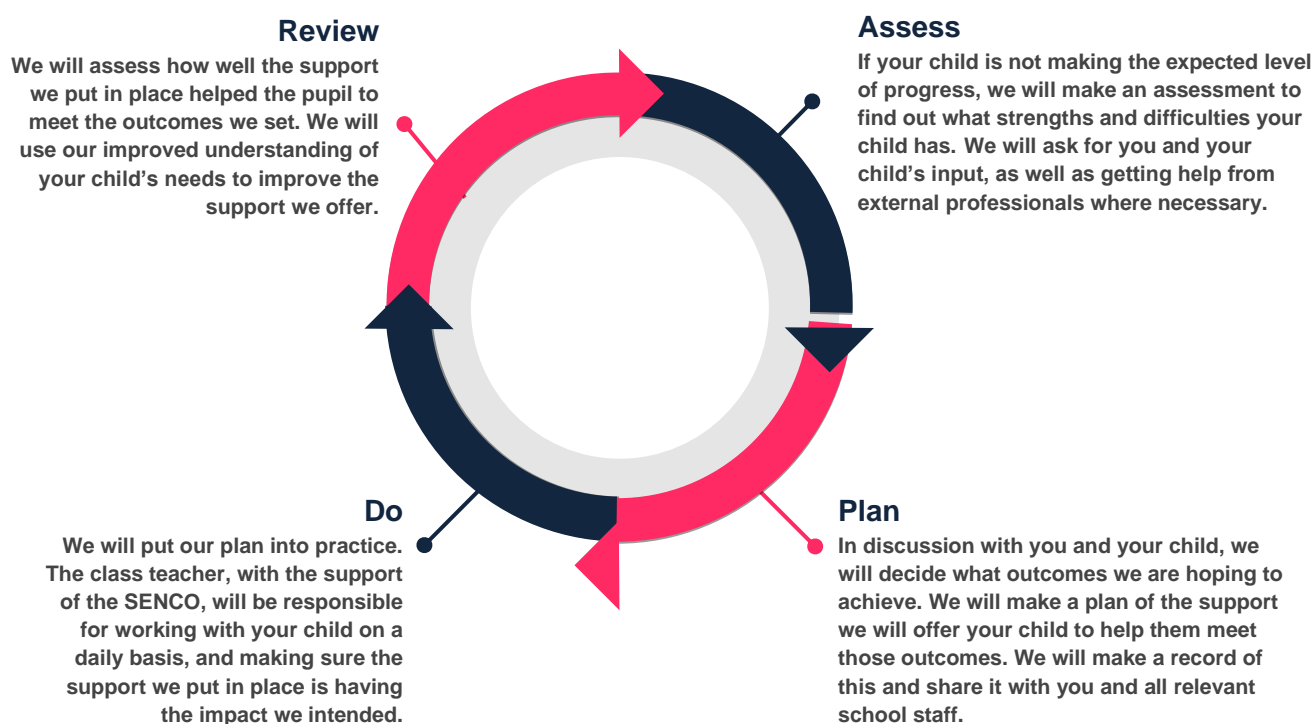
Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the Class Teacher with support from the SENCO will create a learning support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Your child's class teacher will meet you throughout the year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We will provide an annual written report on your child's progress.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and developmental stage.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a video or drawing
- Discuss their views with a member of staff who can act as a representative during the meeting

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils depending on the child's need
- Teaching assistants will support pupils in small groups during teaching input or activities

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We use a range of concrete resources to support learning and, where appropriate, make learning multi-sensory. Depending on need, some children may access a personalised curriculum.

Any children who may be falling behind or who are learning more slowly will be carefully targeted for teaching input. If the teacher has concerns about a child's progress and attainment, then this should be discussed with parents at the first opportunity.

We will also provide the following interventions:

- Maths Mastery
- Small Phonics groups
- Bespoke, individual support through specific programmes, interventions or approaches, e.g. Clicker, colourful semantics, widget symbols
- Fine motor skills
- ELSA – Emotional Literacy Support Assistant is a TA who supports children with any social, emotional and mental health needs through small group and 1:1 interventions to develop children's social skills (Such as turn-taking, sharing, resolving conflict), emotional understanding, regulation strategies as well as interventions to boost confidence and self-esteem.
- PALS
- Lego Therapy – an intervention run by the ELSA to support social communication.
- SALT – Speech and Language Therapy
- Language Link – A program to assess and support students language development.
- Attention Autism – A program to support students listening and attention skills.

Resource Base Provision

Phoenix Infant Academy has a 9-place Resource Base for children with Autism Spectrum Disorder (ASD) and other complex needs. Places within the Resource Base are allocated through the Education, Health and Care Plan (EHCP) process and are named by the Local Authority.

The Resource Base follows an Early Years-based curriculum, focusing on developing the foundational communication, social, emotional and learning skills that children need in order to access learning successfully. Our long-term aim is to support children in developing the skills and confidence needed to access mainstream learning where appropriate.

We use a total communication approach, which may include spoken language, visual supports, symbols, signing and other communication methods tailored to individual needs. Staff are trained in Intensive Interaction and use this approach to develop communication, engagement and positive relationships.

Learning within the Resource Base is delivered through a combination of play-based learning, one-to-one teaching and small-group activities, depending on each child's individual needs and stage of development. Children benefit from highly personalised support and learning experiences designed around their EHCP outcomes.

The balance between time spent in the Resource Base and time spent in mainstream classes varies according to each child's needs. Some children access mainstream learning for part of the day, while others may spend a greater proportion of their time within the Resource Base. Decisions about inclusion and integration are reviewed regularly in partnership with parents and carers to ensure that each child receives the most appropriate support and opportunities for success.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using assessments to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, sometimes they will have additional adult support on these trips.

All pupils are encouraged to take part in sports day, school plays and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our admission policy is on our website and a paper copy can be available upon request. Phoenix Infant Academy treats all pupils equally in relation to admissions.

Children with an EHCP will be considered as part of a consultation process. This is where the School carefully reviews whether they can meet a child's needs and liaise with previous settings and professionals to ensure they are making an informed decision based on the child's best interests.

13. How does the school support pupils with disabilities?

There is suitable disabled access at the front of the school. Where needed, the SENCO will complete a Risk Assessment and share with staff and parents.

Phoenix Infant Academy follows the guidance of the Equality Act 2010 and ensures that staff, pupils are parents are treated equally.

For further details around accessibility, you can find the school's accessibility plan available on the school website.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of different clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- We run ELSA for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Send home social stories about changing class
- Arrange meetings with your child's new class teacher, current class teacher and yourselves as parents towards the end of the summer term to ensure a collaborative approach as your child moves into the next year.

Between schools

When your child is moving on from our school, we will share relevant information with them. Where possible, we will facilitate visits to the new setting. We will also liaise with the new setting to create social stories.

Moving to Key Stage 2 (Phase Transfer)

The SENCO of the new school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Additional visits will be organised for small groups of students to become more familiar with the school before the summer holidays.

A social story about moving schools will be shared.

The new school SENCO will be invited to annual reviews once their next school placement is confirmed (for children with an Education, Health and Care Plan (EHCP)).

16. What support is in place for looked-after and previously looked-after children with SEN?

The SENCO is also our Designated Teacher for LAC. She makes sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Our complaints procedure can be found on the Thames Learning Trust's website.

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know at the details below:

School Office: 01753 521888

Email: SENCO@phoenixinfants.uk

We want to support you, your child and your family.

There are other helpful contact details below:

- Slough Borough Council SEND Team on 01753 787876 or sendteam@slough.gov.uk
- Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) is a confidential and impartial support and advice service for parents/carers. They can be contacted on 01753 787693 or sendiass@slough.gov.uk
- [Special Voices](#) – forum for parents/carers.

You can also find useful information around SEND services in Slough through their local offer: [Slough Information and Services Guide | Parents and carers \(SEND\)](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

