Reading Girls' School

Succeeding Together

Name of Policy	Special Educational Needs and Disabilities (SEND) Information Report
Scope of Policy	How we implement our SEND policy at Reading Girls' School
Approved by	Principal
Date of Approval	January 2026
Review period	Annually
Review Date	January 2027

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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 special educational needs 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 (ASC)
	Speech and language difficulties such as Developmental Language Disorder
	Pathological Demand Avoidance
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
	Processing difficulties such as Visual and / or Auditory
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety
	Depression
	Obsessional compulsive disorder (OCD)
	Post-traumatic stress disorder (PTSD)
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?

The SEND Team

Our SEND (Special Educational Needs and Disabilities) team is composed of highly skilled and experienced staff, each

fulfilling a critical role in supporting the diverse needs of our students. The roles within the team include:

- **Teaching Assistant (TA):**
  Classroom TAs work closely with students requiring additional support within the classroom setting. They

collaborate with teachers to create inclusive learning environments, ensuring that pupils with extra learning needs can fully engage with and benefit from their education.

Higher Level teaching Assistants (HLTA):
Our school benefits from the expertise of one HLTA in Maths and one HLTA in English. These HLTAs play a vital role in supporting their respective departments by delivering focused, small-group instruction both within and outside the main classroom. Their work is designed to help students effectively access and engage with the curriculum, ensuring that individual learning needs are met and progress is supported.

- **Cognition & Learning Teaching Assistant:**
  These TAs lead targeted interventions for students with cognition and learning needs. They employ short-term, focused teaching strategies aimed at achieving specific outcomes, enabling students to overcome barriers to learning and successfully access classroom activities.

- **Communication & Interaction Teaching Assistant:**
  This role involves delivering specialized interventions for students with communication and interaction challenges. These TAs focus on short-term teaching approaches designed to help students develop their ability to produce or respond to expressive and receptive language, thus enhancing their engagement in the classroom.

- **Emotional Literacy Support Assistant (ELSA):**
  ELSAs provide vital support for the emotional well-being of pupils through both group and one-on-one interventions. Their role is essential in helping students manage emotions, build resilience, and develop strategies to thrive academically and socially.

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Our special educational needs co-ordinator, or SENCO

Assistant Principal for Inclusion and SENCO – senco@readinggirlsschool.net

Angela Wright serves as our Assistant Principal for Inclusion and SENCO (Special Educational Needs Coordinator) at Reading Girls' School. She brings extensive experience to the role, having previously held leadership positions such as Head of Inclusion and SENCo, Head of Year and Education Consultant (School Improvement: SEND, Teaching & Learning, Transition) at various schools.

Qualifications include:

- Senior leadership national professional qualification
- Postgraduate Diploma in SEND
- National Award for SEN Coordination (NASENCo)
- MA in Education
- Qualified Teacher Status (QTS)
- Postgraduate Diploma
- Bachelor's Degree

SEN Training for Teachers

All teachers at our school receive regular, in-house training on Special Educational Needs (SEN). This training is designed to equip staff with the knowledge and skills needed to meet the diverse needs of pupils with SEND, supported by the SENCO.

Our training program covers all four areas of need and includes, but is not limited to:

Staff Members	Training completed
All Teachers	• The SEND Code of Practice • The Equality Act • All general school policies relating to the Quality of Education • Quality First Teaching • Health and Safety • Safeguarding • Supporting Students with Asthma & Epilepsy • Mental Health Awareness in Young People • Neurodiversity & inclusion in the classroom • Autism • ADHD • Pathological Demand Avoidance (PDA)
Teaching Assistants, SEMH Learning Mentor and Curriculum-Based Teaching Assistants	We have a range of skills amongst the team; different staff have had training in the following areas: ● Speech and language programmes ● Dyslexia ● Autism ● ADHD ● Catch up Literacy ● Catch up Numeracy ● First Aid ● Social Skills ● Exam Access Arrangements ● Counselling ● Teaching Assistant Induction Course ● Level 2 Diploma in Supporting Teaching & Learning ● Level 3 Diploma in Supporting Teaching & Learning ● Supporting Students with Epilepsy ● Mental Health Awareness in Young People ● Emotional First Aid ● Drawing and Talking Therapy ● Sexual Health and Relationships ● Mindfulness ● Anxiety and Depression ● Mental Health Level 1 ● Hearing and Vision Impairment ● SEN in the Science Laboratory ● Education for all – Disability, Diversity and Inclusion

Training is delivered through a combination of in-house sessions and external specialists, including organizations such as Bright Futures for Children, the RISE Team, Educational Psychologists, Mental Health Teams, and Visual Impairment Teams.

Additionally, teachers have access to a wealth of CPD (Continuing Professional Development) materials, including training videos, resources, and key definitions on all areas of SEND. These

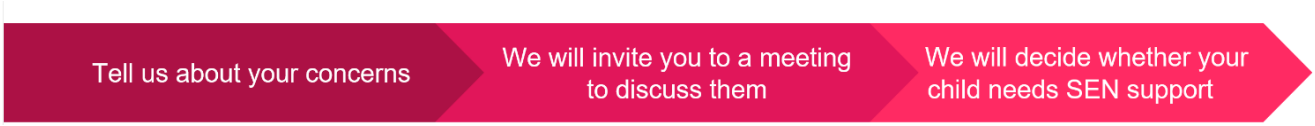
resources are available on the school's SharePoint, which is regularly updated by the Assistant Principal for Inclusion to reflect the evolving needs of our school community.

External agencies and experts

Sometimes we need extra help to offer our pupils the support 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)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Primary Mental Team Berkshire Sensory Consortium
- Brighter Future for Children – RISE team
- Visual impairment specialist
- Hearing impairment specialist

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



If you think your child might have SEN, the first person you should tell is your child's form teacher through the Edulink message portal.

They will pass the message on to our SENCO, Angela Wright who will be in touch to discuss your concerns.

You can also contact the SENCO directly. senco@readiggirlsschool.net

We will meet with you to 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.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing 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. This might include information from Reading Age tests, class assessments, handwriting and screeners such as a Dyslexia screener.

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 support 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 teachers, 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.

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.

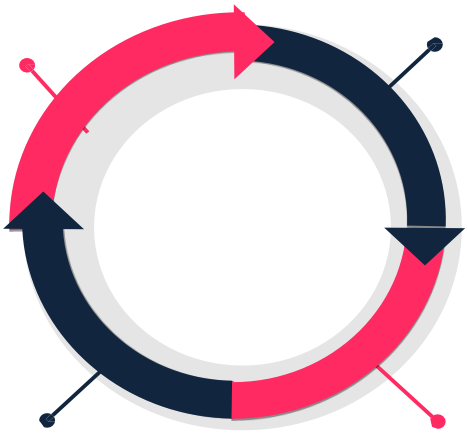
If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

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

Once a student's area(s) of need is identified, the SENDCo creates a personalized SEND Passport. This document provides teachers with a detailed overview of the student's barriers to learning and specific strategies to support their progress.

Students are continuously monitored through the 'graduated approach' - Assess - Plan-Do-Review process. This process may include placing the student in intervention groups tailored to address their needs. Each intervention is structured around a clear scheme of learning, consisting of 20-minute sessions delivered daily over a six-week period.

Before an intervention begins, parents and guardians are notified via Edulink, outlining the intervention details and intended outcomes. Students are assessed at the start of the intervention to establish a baseline and again at the end to evaluate progress. Once the intervention concludes, further information is shared via Edulink, providing details of the outcomes and any next steps to support the student's continued development.



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact that we intended

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school Staff.

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?

We will provide reports after each intervention cycle your child has been a part of to inform you of your child progress and next steps with in the SEND department and twice yearly from their class teachers.

You will meet your child class teachers at parents evening where you will discuss:

- 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.

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 via the edulink portal.

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 level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

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

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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

Your child's 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 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 scaffold 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:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, use of task boards, writing frames etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when directed by the child's EHCP or class teacher.
- Teaching assistants will support pupils in small groups when directed by the class teacher.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Interventions Speech and language therapy Pre warning of change Quiet area during social times
	Speech and language difficulties	
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Reader pen Laptop Interventions Task boards Writing Frames Sentence starters Docs plus support
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Fidget toy Movement break Brain break Alternative space during social times
	Adverse childhood experiences and/or mental health issues	
Sensory and/or physical	Hearing impairment	Seating plan

	Visual impairment	Enlarged resources Wheelchair accessibility Evacuchair
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Reading's local offer.

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 the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Review Round robin feedback from staff
- Review school academic report
- 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 SEN?

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, including our residential trips, with each year group offered different trips depending on their curriculum study.

All pupils are encouraged to take part in sports day, school plays, special workshops, school concerts, join sports teams, debating team, D&D club as well as many more.

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 they can be included.

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

- Reading Girls school have an open door policy for tours of the school, and appointments can be made for a tour with the SENCO by emailing senco@readinggirlsschool.net.
- All applications for students with EHC will come through the local authorities' Annual review process in year 5, who will then consult Reading Girls' school. Once we receive all information, we will reply to the local authority regarding whether we can meet need and why. EHC placements are placed ahead of other students.
- The school's oversubscription criteria avoid unfairly disadvantaging prospective pupils with a disability or
- special educational needs

13. How does the school support pupils with disabilities?

- Reading Girls' School are committed to ensuring every student has access to the same high-quality education which is facilitated through our accessibility place. The school is a disability access friendly schools with lifts to every floor ensure all students can access every classroom, facilities also include large disabled toilets and hygiene room, harness and we work in partnership with Occupation Therapists to ensure we are offering the best support possible.
- The school also ensure:
- A wide diverse curriculum that is inclusive and supports minority groups such as disabled students.
- PSHE lessons incorporating raising awareness of minority groups
- Curriculum adaptations where needed to ensure full inclusivity.

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 all clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND needs by school questionaries & Head of year support
- We run an alternative social area 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 SEN be prepared for a new school year we:

- Head of year remains the same for the 5 years to help students through the transition of each year

- Subject teachers will discuss students who are moving to a new teacher in the summer term in preparation for the new Autumn term
- Where needed, the SEND team will support introducing the student to their new teachers in the summer term in preparation for the new year.

Between schools

When your child is moving on from our school, we will send all information we have on your child including information regarding all their SEND support to their new setting.

Between Phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

Moving to Adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Angela Wright- senco@readinggirlsschool.net is the designated teacher for looked-after children and previously looked-after children here.

Angela Wright will share all relevant information to make 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 SEN. 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?

Complaints about SEN provision in our school should be made to the SENDCO in the first instance at mailto:Senco@readinggirlsschool.net. This will then be referred to the school's complaints policy.

Our complaints procedure can be found on the Thames Learning Trust's website. The complaints process is clearly signposted and aligned with statutory guidance https://www.thameslearningtrust.co.uk/news-and-events/policies

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 SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, 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.

KIDS SEND Mediation: Resolving disagreements for children and young people with SEND Telephone - 03330 062 835. (This is a local rate number) E-mail - senmediation@kids.org.uk

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

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Reading's local offer. Reading publishes information about the local offer on their website:
https://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:
https://www.readingiass.org/

Local charities that offer information and support to families of children with SEN are one the school website -
https://www.readinggirlsschool.co.uk/page/?title=SEND&pid=315

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 SEN
- **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 that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. 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 that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages