

Edgbarrow School

Special Educational Needs and Disability SEN Information Report

SENCO- [Ms Anita Patel](mailto:anita.patel@edgbarrowschool.co.uk) (anita.patel@edgbarrowschool.co.uk)

Head of Inclusion – [Mrs Michelle Hutchinson](mailto:michelle.hutchinson@edgbarrowschool.co.uk) (michelle.hutchinson@edgbarrowschool.co.uk)



The intention of Bracknell Forest Council's local offer is to improve choice and transparency for families. All schools and academies in Bracknell are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with Special Educational Needs are met in a mainstream setting, where families want this to happen.

1. What kinds of special educational needs does the school provide for?

A child or young person has special educational needs if they have a learning difficulty or disability which requires special educational provisions to be made for them.

The SEND code of Practice identifies four main categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At Edgbarrow School we support SEND students across all four categories of need. We support difficulties such as specific learning difficulties (Literacy, Numeracy and Developmental Coordination Disorder), ASD (Autistic Spectrum Disorder), ADHD (Attention Deficit Hyperactivity Disorder), Hearing Impairment (HI) and Visual Impairment (VI) alongside many other learning, emotional, social and mental health difficulties.

We recognise that the needs of students often cross over more than one 'area of need' and that the needs of individual students can vary over time.

In-line with the Code of Practice, students with SEND will be included on our SEND register.

The full local offer of services available in Bracknell can be found at <http://www.bracknell-forest.gov.uk/senlocaloffer> or by contacting the Information, Advice and Support Services (SEND) at <http://www.bracknell-forest.gov.uk/informationadviceandsupportservice>.

K Code:

Students without an EHCP who have a learning difficulty, or disability, which calls for special educational provision to be made in order for him or her to access the curriculum, will be allocated a K code on SIMS. A SIS (Student Information Sheet) will be shared with classroom teachers to advise on how to best support these students in the classroom. This SIS will outline their strengths, difficulties and recommendations for the teaching staff of this student. Progress will be tracked and monitored by the teaching staff, tutor, HOY and SENCo.

E Code:

For those students with complex SEND needs and where an EHCP plan is in place, an E Code will be allocated on SIMS. These students will have an annual review each year with the SENCo. A SIS (Student Information Sheet) will be shared with classroom teachers to advise on how to best support these students in the classroom. This SIS will outline their strengths, difficulties and recommendations for the teaching staff of this student. Progress will be tracked and monitored by teaching staff, tutor, HOY and SENCo.

Interventions for both our K and E students are bespoke and target their individual needs, with the provision for our EHCP students being led by the outcomes from their individual plans.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

The school identifies children / young people with SEND in the following ways:

- Liaison with primary schools and new parents on transition, to identify students who will continue to require support
- Analysis of prior data provided by the feeder primary school
- Year 7 Entry baseline assessments and CATS to identify potential areas of difficulties. Where appropriate this may lead to further testing by our in-house specialist assessor
- Teacher observations, assessments and staff referrals
- Analysis of tracking data by HOY and SENCo/Progress Year Group Lead
- Referrals by parents/carers
- Referral to external agencies and outside agency reports

The Progress Department (Edgbarrow School's SEND department) recognises that parents/carers are key partners in their children's education. If you have any concerns that your child may have SEND, it is important to communicate this with the school.

Concerns should initially be shared with your child's Head of Year or the relevant subject Head of Department, who will then liaise with the SENCo.

Please also see our Access Arrangements procedure on the [School's Website](#)

3. How will both you and I know how my child/young person is doing?

As a school we measure student progress in their learning against national expectations, age-related expectations, prior attainment and current level of achievement.

Subject departments will carry out formal and informal assessments to make an overall judgement on current attainment and progress toward end-of-year targets. Parents will receive three reports yearly for KS4 pupils and two reports for KS3 pupils, showing progress made against individual targets.

Students who are not making expected progress are identified by classroom teachers, Heads of Department and Heads of Year. For those students with SEND, they are also tracked and monitored by the SENCo and Progress teaching staff team, through regular internal meetings.

For pupils who are in receipt of an Education, Health and Care Plan (EHCP), targets will be reviewed and set at the Annual Review meetings. All relevant stakeholders, including parents, will be involved in this process.

Progress interventions are monitored by the SENCo and the Progress teaching staff and follow the 'Assess, Plan, Do, Review' model. All interventions are conveyed to parents through written correspondence and if necessary, through a meeting at school.

Staff also communicate to parents through student progress evenings where progress staff are available, through class charts and by email/telephone.

4. What arrangements are there for consulting with young people with SEND and their parents?

We value parental input at all stages. Consultation with pupils and parents occurs in many different ways and depends upon the needs of the pupil and their family (e.g. face-to-face meetings, phone consultations, emails, etc.).

Our SENCo or a representative from the Progress department is available at the school's regular student progress evenings. Pupils who have an EHCP are consulted annually through the Annual Review process. In addition to this, each of our EHCP students also has an allocated Key Worker, who acts as an important point of contact.

Pupils on the SEND register and their parents are invited to participate in an annual SEND pupil and parent survey. SEND pupils also form part of the annual subject review process where their views are gathered on the work of the department and the provision across the school for our SEND students.

In addition, we also have a school council which provides an open forum to raise any issues. The school also runs regular student surveys to harness student views. Students are encouraged to raise any concerns they may have with their form tutor or Head of Year.

5. How do you evaluate the effectiveness of the provision made for my child/young person's needs?

Please see Question 3 for an overview of how we track student progress.

In addition to these monitoring processes:

Individual interventions are evaluated through the 'Assess-Plan-Do-Review' model outlined in the SEND COP.

Baseline tests are used to evaluate the effectiveness of interventions. We also use teacher/ student and parental feedback to gauge the progress made within specific interventions.

Please also see the updated Curriculum Intent sheets on the [school's website](#) which outline the subject-specific assessment procedures in the Progress Department.

We monitor grade reports for academic progress, attitude to learning and attendance figures to evaluate progress. Achievement and behaviour points are logged on Class Charts, these also allow us to evaluate the effectiveness of our interventions.

Targets and progress made towards achieving them, for our EHCP students are evaluated via the annual review process.

The Progress department also assesses the effectiveness of provision through an annual pupil and parent SEND survey.

6. How will the curriculum be matched to my child/young person's needs?

Teaching across the whole school is of the highest quality. Our overarching approach is that this high-quality teaching, differentiated for individual students, is the first step in addressing the needs of students who have or may have SEND.

All teachers are aware of students' individual needs and the curriculum is differentiated and reasonable adjustments are made by the subject teacher to ensure that each student can access the curriculum on offer. This is referred to as Quality First Teaching (QFT) and is our Wave 1 intervention.

Teachers are provided with support and advice by the SENCo and the progress team and a range of CPD opportunities are provided to staff to upskill in this area. The school will also take advice from external agencies where appropriate.

The quality of teaching is monitored in a variety of ways such as lesson observations, student work samples, learning dives, subject reviews, student voice and levels of attainment and progress as monitored via grade report analysis.

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The school aims to provide those pupils with SEND a balance of support whilst simultaneously developing independence. For example, to reduce over-reliance on particular staff members, it is important that the pupil does not have individualised LSAs (Learning Support Assistants) and is supported through a number of LSAs/ HLTAs (Higher Level Teaching Assistants), many with subject-specific specialisms.

Our curriculum has different pathways designed to meet our different students' needs:

In Year 7 we offer a Nurture group (Transition group) to a small group of our learners. This group is designed to provide these students with a more personalised and bespoke timetable, which not only meets their needs but also ensures they continue to make progress in line with their peers.

During KS3 Learning and support for SEND students will be predominantly through Quality First Teaching within the mainstream classroom environment, but occasionally pupils will work in small groups or individually with specialist teachers, LSAs and HLTAs. Individual pathways are provided through morning interventions to close gaps in Literacy, Reading, and Numeracy and to target specific learning difficulties.

During KS4, a small number of students will opt for Progress as their fourth option choice. Students on this pathway will benefit from additional Literacy and Numeracy intervention, alongside curriculum support sessions to aid their progress in their core and option subjects. Students also benefit from life and study skills sessions as part of the wider Preparing for Adulthood agenda.

In addition, there is a Progress after-school homework club run by a member of the department, to further support SEND students and their access to the curriculum.

Student access to the curriculum is also supported via the provision of access arrangements where appropriate. Edgbarrow School follows an assessment process in line with JCQ criteria, which publishes a comprehensive guide, outlining their threshold and criteria for qualifying for concessions. Some of the concessions available are extra time, a scribe, a reader, a laptop, a prompt, rest breaks and a smaller venue.

7. How will school staff support my child/young person?

Educational needs:

All teaching staff are aware of students' individual needs. Teaching strategies for all students, including SENDs students, are based on the whole school approach to teaching and learning which is encompassed by the 'Edgbarrow 8'. These approaches support the learning of our SEND students and are driven by pedagogical research in education.

Our SISs (Student Information Sheets) ensure teaching staff have an awareness of individual needs, which then informs their planning and delivery of lessons. Support staff i.e., LSAs and HLTAs are provided with sufficient training and induction on how best

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to support SEND students in the classroom. Teachers are given a wide range of CPD opportunities to develop their knowledge of Special Educational needs e.g., Autism Awareness, both from internal and external training providers.

For those students with more complex needs, teaching strategies and support will be based on the advice and recommendations of the professionals that work with the child, such as the Educational Psychologist or the teacher of the deaf.

SEMH needs:

Students experiencing social, emotional or mental health difficulties have access to the Student Support department which provides a safe space for all vulnerable students. The Progress team work closely with the Student Support Department and refer students to them where necessary.

Students' social and emotional difficulties are also addressed through our Social Skills and SALT programme, as well as through 'check ins', ELSA support (emotional literacy support assistants) and the provision of a safe space for the most vulnerable.

Pastoral care:

All Edgbarrow students have a form tutor. Tutor groups have circa 30 students and they meet each morning. Pastoral work is overseen by the Head of Year, which is in turn overseen by an Assistant/Deputy Headteacher for each year group. The pastoral team will care for the well-being of all students and promotes all aspects of a student's development. They also monitor the personal development, behaviour, academic progress and attendance of all students.

To help SEND students to learn to make and maintain positive relationships we also offer:

- Specific interventions
- Key workers
- Peer mentors
- A range of clubs

Regular meetings take place to monitor the progress and well-being of our vulnerable students.

8. How is the decision made about what type and how much support my child/young person will receive?

Please see Questions 2 - 6.

Intervention and support are allocated on a needs-led basis and according to availability.

The SENCo and wider inclusion team will allocate appropriate intervention/support designed to match the needs of individual students, in consultation with the Head of Year and SLT link. Parents will be contacted to seek their input and support for appropriate intervention.

All provision is regularly reviewed through whole school processes, such as monitoring the quality of teaching and learning,

department subject reviews, departmental self-evaluation and review of students' progress.
The majority of needs are met through quality-first teaching.

9. How will my child/young person be enabled to engage in activities available with children and young people in the school who do not have SEND?

Edgbarrow is committed to providing a fully inclusive environment both inside and outside of the classroom.

The progress department allocates LSA/HLTA support in lessons on the basis of the individual needs of the students. For example, in all practical subjects, especially those with Health and safety implications, LSAs/HLTAs support students with a visual or hearing impairment. Our Visual and Hearing coordinator also ensures work is modified and that the learning environment is conducive to individual needs.

For some students, their engagement is largely reliant on access arrangements, such as word processors, reading pens, scribes and extra time. These arrangements are put in place by our qualified assessor.

For those students experiencing social, emotional or behavioural difficulties which may become a barrier to their engagement and learning there is targeted support available throughout Student Support Department. This could include, 1:1 mentoring, group work, counselling and behaviour improvement programmes.

Some students with SEND may find break or lunchtime difficult and will have access to our 'Hangout' as a safe space during these times. Our Student Support Department is also available from 8am – 4.00pm each day.

Please see Questions 7 and 10 for further details

10. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

We recognise that education does not only happen within the classroom and during the school day and therefore we strive to provide a range of co-curricular activities which are open to all students. Adaptations and provisions are tailored to students' needs where necessary, to ensure students are included in all aspects of school life.

Prior to any trip taking place, a risk assessment is carried out to ensure that health and safety will not be compromised. To support the access of our SEND students, additional support is provided where possible to allow engagement. For example, all students are involved in the annual 10k sponsored walk where adaptations are made for those students with a physical or visual disability. LSAs/HLTAs will also accompany students who require support on visits.

A range of co-curricular activities are on offer clubs such as dance, drama, and badminton and students with SEND are encouraged

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to take part according to their individual interests.

11. What support will there be for my child/young person's overall well-being?

The form tutor is the first line of contact regarding any concerns about a student which can then be followed up, as appropriate, by the Head of Year and/or SENCo. The Head of Year has regular meetings with the Student Support Team and SENCo to discuss and monitor student progress and well-being.

Where appropriate student timetables can be adapted to incorporate alternative provision opportunities such as JACS (animal therapy) to help to support students' self-esteem, confidence and overall well-being.

Through fortnightly PSHE lessons, assemblies and workshops there are ample opportunities to educate and to discuss topical issues which have a direct impact on student well-being.

Our Student Support Department works closely alongside any student who may be experiencing social, emotional or mental health difficulties. This department is always available to any student, especially in times of high anxiety and stress. The use of a 'Time Out/ Movement Card' generally supports those students who may find staying in lessons challenging at times and may benefit from some time out. The department also runs a peer mentoring scheme to further support and offers in-house sessions with Youthline. Outside agencies are signposted to parents by the Head of Year, SENCo and Student Support Manager.

The Progress Department are equally available to those students who may from time to time have difficulties which means they may find accessing mainstream lessons challenging. This support can include daily 'sort and settles', 'check ins' or being part of a social skills group (delivered through the SWEET programme), so that the student has access to a trusted adult if they need to share their worries or concerns. Students with EHCPs will also have an allocated key worker.

Both Student Support and Progress departments provide a safe space for students who may be experiencing difficulties with break times and lunchtimes. The 'Hangout' in Progress is an opportunity for the most vulnerable students to make friends in a safe environment.

In addition, we also work closely with a range of external organisations such as SALT (Speech and Language), ASSC (Autistic Spectrum and Social Communication Service) and ASSIST (Autism Spectrum Service for Information, Support & Training), CAMHS (Child and Adolescent Mental Health Service) to further support student's social, emotional and mental health needs.

The school takes its responsibilities for safeguarding extremely seriously and very clear safeguarding systems are in place coordinated by a designated teacher.

12. What specialist services, expertise and equipment/ facilities are available at or accessed by the school?

We work with a number of outside professionals to ensure our students are fully supported.

The school has access to a range of support services, including the following:

- CAMHS
- Occupational Therapists – through the Local Authority
- Educational Welfare Officer
- Speech and Language Therapist – through the Local Authority
- Educational Psychologist – through the Local Authority
- Adviza
- JAC – Just Around the Corner
- Youthline
- Sensory Consortium
- Behaviour Support Worker
- Children Social Care Services – through the Local Authority
- Support for Learning
- College Hall Outreach

For our HI and VI we work very closely with the Sensory Consortium who provide recommendations based on the school setting and subjects offered. This support can also include the provision of specialist equipment.

We work very closely with Bracknell Forest and Wokingham boroughs and the services they provide which can be found on the Bracknell Forest Borough council website and Wokingham Borough Council website.

The school liaises with Children's Social Care services by attending Child Protection (CP), Child in Need (CIN) and Team Around the Family (TAF) meetings and by working together to ensure that individual students and their families have the care and support they need.

13. What training have the staff supporting children/young people with SEND had?

Staff receive regular training opportunities through our school CPD menu to refresh and extend their knowledge on supporting students with SEND. Our SENCo and wider progress team regularly attend external training and then disseminate this expertise with staff, through regular staff meetings, shared information, internal training sessions and professional discussion.

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Specifically:

- All staff have access to a comprehensive SEND training programme, linked to the needs of the SEND students who are on roll
- All staff working with the hearing/visual impaired students have relevant training at the beginning of term by the Sensory Consortium Services
- All Progress staff are National Autistic Society SPELL framework trained
- The Head of Progress has the Master's Level National Award for Special Educational Needs Co-ordination - Teacher of Science
- The Deputy SENCo has the Master's Level National Award for Special Educational Needs Co-ordination and has completed the SPELL Framework Training for trainers (NAS course, 'Understanding and Supporting People with Autism'.) - Teacher of Maths
- One SEN teacher has Master's Level Certificate to teach and assess students with Specific Learning Difficulties (AMBDA and APC) - Teacher of Physical Education and Geography
- One SEN teacher has Master's Level Certificate of Psychometric Testing and Access arrangements (CPTA3) and a certificate of competence in educational testing (CCET) - Teacher of English and EAL
- One HLTA has Master's Level Certificate of Psychometric Testing and Access arrangements (CPTA3) and a certificate of competence in educational testing (CCET)
- One HLTA is Mental Health First Aid trained
- One HLTA has completed Hearing and Visual Impairment Training with the Sensory Consortium Service
- All LSAs are National Autistic Society SPELL framework trained, alongside receiving wider 'supporting students with SEND' training

14. How accessible is the school environment and how is the school improving this to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services offered by the school?

Refer to the school's [accessibility plan](#).

15. How do students with additional needs apply to Edgbarrow School?

Students with additional needs use the school's standard admissions procedure and those with an EHCP do so via their annual review process and the Local authority.

16. How does the school and the governing body involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

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Edgbarrow school works closely with a number of local agencies (please see Q12 for further details of the agencies the school works with). The school makes referrals to these agencies following professional discussions with staff and liaisons with parents/carers.

17. What arrangements are made for supporting children and young people who are looked after by the Local Authority and have SEND?

Where students are 'looked after' or 'previously looked after' by the local authority, we recognise we have an additional role as corporate parents.

The SENCo works closely with our Pupil Premium Co-ordinator and Designated Teacher for Looked After Children and where appropriate, relevant information and resources are shared. The Progress Department will also attend the PEPs of those students with an EHCP.

The provision for our dual disadvantaged students is further monitored by the year group link Progress teacher in consultation with the Head of Year during a regular fortnightly meeting.

The Progress Department also closely works with the specialist services who support LAC students (social worker, virtual school etc) and strive through collaboration to ensure that our LAC, particularly those with SEND, are fully included in all aspects of school life.

18. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life (including preparing for adulthood)?

Preparing students to join Edgbarrow from Primary School

The preparation for transfer to Edgbarrow from primary begins when the student is in Year 6.

All students are guided through the transition process via their form tutor and Head of Year and they benefit from two transition days to sample life at Edgbarrow before they start in September. For the most vulnerable students, we offer an additional transition day to further support the transition process.

As part of the transition process from Year 6 to Year 7, a member of Edgbarrow staff will visit each feeder school to gather information regarding the needs of the cohort. Where a student has been identified as having SEND and/or vulnerable staff will be made aware of these needs and strategies to support via our SEN briefing document.

The SENCo will attend the Year 6 Annual Review in the case of a student with an EHCP, where Edgbarrow is named as the

secondary school of choice. A student profile will be completed and the information disseminated to all staff at the beginning of the year.

Parents are encouraged to attend our Open Evening for prospective parents and specifically for our SEND students we offer an additional Coffee Morning to allow parents/carers to meet key staff, see the department and receive advice about the support a student would receive should they attend the school.

When students join us mid-year from another secondary school, information from this school is used to identify the individual needs of this student and the appropriate support and intervention which will be needed.

As students move onto the next stage within the school, they are supported in a variety of ways such as advanced copies of timetables, photographs and visual timetables to become familiar with new staff and new routines. We also offer taster lessons to further aid the transition, between key stages. Our SEND register and SIS (student information sheets) ensure that staff of new groups are fully aware of the needs of their learners and strategies to support them.

When students with SEND transfer to a new school, all relevant documentation and assessments are shared with the placement to ensure that the necessary support is in place. The school will also organise transition meetings with the next school where required and organise additional visits where appropriate.

Key Stage 4 to Key Stage 5 transition

Post 16/18 we work closely with further education establishments, and outside agencies such as Adviza, to ensure a smooth transition to the next phase of education.

We support students with post-16 and post-18 applications as well as the writing of personal statements. The Progress team liaise with colleges and other further education organisations to share information regarding students' additional needs including Form 8s. Representatives from colleges are invited to attend the annual reviews for those students with an EHCP, prior to their transition. We also organise visits to the local colleges for our most vulnerable students.

Students planning to complete apprenticeships are guided through the process by trained staff for both post-16 and 18 options.

Post-18 we support students with personal statements for university applications.

Preparing for adulthood

Preparing students for adulthood involves working towards outcomes which support independence and choice-making. We provide opportunities for students to practice developmental and transferable skills which will help prepare them for life in the wider

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community and the world of work.

Preparing for adulthood is addressed throughout the key stages. This is delivered in part, through the Progress schemes of work within Social Skills/SWEET, Speech and Language and other Progress interventions. (See Curriculum intent sheets on school website [school's website](#))

Through the whole school PHSE programme there are further opportunities to support preparation for adulthood, for example writing CV's and interview practise with external professionals in Year 10 and 11. Students are also guided on how to find part time jobs and complete application forms.

In addition, all students are supported through our career's education programme. Please see our [careers ladder](#) which shows the extensive programmes we run for all year groups Year 7 to Year 13.

19. What facilities do we provide to help disabled pupils access the school?

Edgbarrow school provides many adaptations to ensure disabled pupils are able to access the school's facilities.

The original school buildings were however built in 1959 and some of the buildings are two-story; adaptations have been made where possible to try to ensure the school is as accessible as possible given these restrictions.

Adaptations such as the following have been made in parts of the school:

- Lifts to access second-story floors in the Sixth Form block and Humanities department
- Ramps in some areas of the school to enable pupils with wheelchairs to access multi-levelled buildings
- Automatic doors in main school areas
- Acoustic ceilings in some areas of the school to support Hearing impaired pupils
- Wheelchair-accessible toilets are available within the school's main buildings

Please also see the school's [accessibility plan](#) for details of the adaptations made to the school and our continuing adaptation plans to ensure that pupils with physical disabilities are not treated unfavourably.

Where possible students who have accessibility difficulties can be timetabled in more accessible classrooms to support their needs.

20. What steps have been taken to prevent disabled pupils and those who have special educational needs from being treated less favourably than other pupils?

Edgbarrow strives to be a place where all students feel safe, supported, and respected and play a full part in our school community, as underpinned by our school values of 'Enjoy, Grow, Achieve'. There is no place for any form of harassment or discrimination. We use the robust implementation of the school's behaviour policy to challenge any issues identified.

The school's SENCo and Progress Department oversee the needs of students with special educational needs and disabilities and ensure their needs are met and they are not being treated less favourably than other students. The steps the school makes are specific to the student's individual needs.

The following are examples of some (but by no means all) of the steps taken to ensure that disabled students are not treated less favourably than other students in the school:

- The school provides adaptations to the curriculum where required and access arrangements to enable SEND pupils to access the curriculum and exams on a 'level playing field' to non-SEND pupils.
- Personalised interventions and support are put in place as required (both within the classroom and through co-curricular activities) such as LSA /HLTA support, homework club and task organisers
- The school raises awareness of SEND and promotes an inclusive culture and positive relationships via assemblies, our PSHE programme, RSHE lessons and training. Information is dispersed to all staff to ensure students are supported in the best possible way to meet their needs (via staff meetings and school comms)
- Specific opportunities for SEND students are offered throughout the year for example SEND sports teams (who compete with other SEND teams across the local authority)
- Our Student Support Department has continued to grow and we have increased access to our school counsellor so that all students have access to individual and appropriate support as required.
- SEND pupil achievements are recognised and celebrated through our annual whole school Celebration of Success and Year 11 and 13 Leavers Awards.

Please also see Edgbarrow School's [Equality Policy](#)

21. How do we improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled?

Support is tailored to the pupil's needs; where it is felt that a pupil is not able to access information which is readily accessible to other pupils, the school will adjust the way in which the information is delivered/presented to the pupil.

The school will also consult with external specialists to support the delivery of information where appropriate.

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22. What arrangements are there for the admission of disabled pupils?

Please see the school's [website](#) for the admission policy.

23. What other support is available?

The Information, Advice and Support Service (IASS) provides free, confidential and impartial advice and information to support parents/carers and children and young people who have, or may have, Special Educational Needs and Disabilities (SEND) in Bracknell Forest. You can contact this service by email send.support@bracknell-forest.gov.uk or by telephone (01344 354011). They also have a dedicated website where you can find a range of information, factsheets and videos relating to SEN www.bracknellforestiass.co.uk.

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN at <https://www.bracknell-forest.gov.uk/children-and-family-services/special-educational-needs/send-local-offer> or by contacting the Information, Advice and Support Services (SEND) at <https://www.bracknell-forest.gov.uk/children-and-family-services/special-educational-needs/information-advice-and-support-service>

24. Who can I contact for further information?

You should contact your child's Tutor, Head of Year or SENCO (if SEND related). anita.patel@edgbarrowschool.co.uk
Further information can also be found on the School's [website](#) and the Local Authority's Local Offer [website](#).

25. What should I do if I have concerns about the school's SEND provision?

For complaints about the SEND provision made by the school, please see the school's [complaints policy](#).