



Mainstream Schools' Local Offer

Edgbarrow School is located in the village of Crowthorne, Berkshire. We are a truly comprehensive school and have been judged to be 'Outstanding' by OFSTED. We are a larger than average secondary school with approximately 1484 students on role, including 383 students in our Sixth Form.

Edgbarrow School promotes academic excellence, mutual respect and a sense of community within a vibrant, purposeful working environment, enabling all individuals to develop their talents and acquire skills for life.

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?

At the beginning of the year, pupils who have already been identified as having SEND by their previous educational setting are placed on the SEND register. Each year group has a separate SEND register which outlines pupils' difficulties and the support/provision required to support their needs. Pupils with a higher level of concern also have a separate, individual summary sheet. These are sent to departments, along with the SEND registers, and are the main source of information for departments.

For those pupils not yet identified as SEND; there is a referral system where pupils suspected of needing additional support are identified through their teacher and/or their parents. This is then followed up by an initial assessment where it is then decided how to address the pupil's difficulties within the resources we have. This may involve putting them on the SEND register.

The Progress Department values the views of parents and subject staff in determining the pupils' needs. When it comes to making important decisions such as determining the level of support a pupil needs, or making applications for exam access arrangements, we consult with relevant departments to ensure all needs are met.

The Progress Department adopts an individualised approach to each pupil's difficulties. After the initial assessment it is decided how to address the pupil's difficulty within the resources we have. Any action taken is monitored and reviewed regularly following the 'Assess-Plan-Do-Review' model outlined in the SEND Code of Practice (COP).

The action taken depends on the nature and severity of the pupil's difficulty and resources available; regular meetings take place with pupils and their parents to ensure a collaborative approach is taken to meeting the needs of the pupil. Each approach will be different but examples of the support are as follows:

- Joining withdrawal groups for intense literacy/numeracy/SALT work
- Individual sessions with a Progress Department teacher (QTS), HLTA or LSA
- Group morning reading sessions/ morning intervention (MINT)
- Individual programmes of work supported by individualised reports or targets.
- Specific support linked to an Education, Health and Care Plan (EHCP)
- Social skills sessions.
- Support in the 'Hangout' at break and lunch times.
- Additional support in examinations.
- Inclusion into a Year 7 Nurture Group where appropriate
- An alternative curriculum may be available following consultation with Head of Year, SENCo and Senior Leadership.



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

If you suspect your child as having SEND, it is important to communicate this with the school (Tutor or Head of Year) and the Progress department. After an initial assessment, the findings would be conveyed back to the parents and, if required, appropriate interventions put in place.

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?

The Progress Department in liaison, with other Heads of Departments including Student Support Department and the Head of Year.

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

- All interventions would be conveyed back to parents through written correspondence and if necessary through a meeting at school.
- If the child has an EHCP, this would be reviewed regularly through Annual Review meetings. The Provision Map also outlines the support in place.
- The SENCO or a representative from the Progress department are available at Parent's evenings to share feedback or discuss concerns.

2.3 How will the school balance my child's need for support with developing their independence?

The school will aim to provide those pupils with SEND with a balance of support and allowing independency. 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 (many with subject specific specialisms). Although those pupils with EHCP will have key workers.

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

All teachers and relevant staff will be aware of student's individual needs through information provided by the Progress department. The Progress department will provide advice and support to class teachers to enable them to meet individual pupil needs and provide additional provision within the department where required. Quality first teaching ("*All teachers are teachers of SEND*") is the first level of support for our SEND students; where possible, it will be the intention of all teachers to take this into consideration when planning appropriate activities in lessons. Differentiation for individual needs is a key part of the school's observation process and is monitored during departmental reviews by SLT.

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?

The teaching strategies will depend on the nature of the pupil and their additional needs for those with more complex needs, this will be based on the advice and recommendations of the professionals who work with the child e.g. the Educational Psychologist or the Hearing Consortium (for those with hearing difficulties). This can mean that from time to time those professionals would support the pupil by carrying out some observations in lessons and individual assessments.

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

- This varies depending on the needs of the children attending the school.
- The school has a Student Support department and the staff here work with those students who have social, emotional and mental health needs.



- Additional 1:1 support
- Smaller class sizes in core subjects
- Short term interventions

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	<input type="checkbox"/> One to one	<input type="checkbox"/> Small group
Literacy MFL withdrawal	✓	✓
Numeracy MFL withdrawal	✓	✓
Social skills	✓	✓
SALT	✓	✓
ASD support	✓	
SEMH- Student Support	✓	
Small Maths Groups		✓
Small English Groups		✓
Short term interventions: study skills, reading, etc. (approx. 6 weeks)		✓
Breakfast Club-(Pupil Premium)		✓
Peer Mentoring- Student Support	✓	
'Hang Out' (safe space)- break and lunchtime		✓
Morning intervention (targeted intervention)		✓
Progress Homework club – with LSA support		✓
Nurture Group		✓
Small Curriculum Support Group		✓

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

Resources and equipment provided for pupils with SEND in our school are specific to the pupil's needs but can include:

- The use of laptops/iPads where appropriate
- Task and Homework Organisers
- Communication Passports
- Transition Support
- Coloured Overlays
- Red Cards
- Traffic Light Cards/ prompt cards
- Stress Management Gadgets
- Literacy/ Numeracy games and equipment
- Read/ Write software

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

- Exam concessions (Access Arrangements) are provided for all those students from year 9 onwards who have been assessed in line with JCQ regulations as stated by exam boards.
- Once assessed, some students may begin using Access Arrangements earlier in their school career if recommended. These will become the pupils' *normal way of working*.

3. My child's progress

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



- Pupil progress is monitored through grade reports and departmental tracking. Parents will receive three reports yearly for KS4 and two reports yearly for KS3 showing progress made against individual targets.
- Parents/carers will have the opportunity to meet with teaching staff and the SENCO/representative from the Progress department at annual Parent's Evenings.
- Pupils with EHCPs will have Annual Reviews during which pupil progress will be looked at and parents are invited to participate in these discussions.

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

- For those with EHCPs, targets will be reviewed and set at the Annual Reviews. All relevant people (pupils, parents and professionals) will be involved in this.
- Academic targets are reviewed annually in line with pupil progression and are shared on grade reports.

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?

By [contacting](#) the student's Form Tutor, Head of Year or SENCO.

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

Through the student planners and by email or telephone.

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

By supporting the strategies and recommendations which have been implemented by the school and other professionals. By ensuring that your child comes into school every day and has the right equipment available to them. By supporting your child with their home learning tasks.

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?

For SEND pupils there are regular functions, activities and training available which are offered by Bracknell-Forest (please see the [Family Services Directory](#) on the Bracknell-Forest website). Bracknell Short Breaks <https://www.kids.org.uk/berkshire-short-breaks> (formerly 'Aiming High') also have a variety of activities available for SEND children and their parents/carers. The school shares resources on their website under '[SEND Resources](#)' and sends information to relevant parents/carers via school comms.

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

- The Progress department carry out an annual questionnaire in the Summer Term which gauges the views of the pupils in terms of how they rate the support they receive. The findings are then used to prepare for the support in the new academic year.
- For those pupils with EHCPs, all have a pupil sheet which takes on board the views of the individual at the Annual Review.

3.8 What accredited and non-accredited courses do you offer for young people with SEND?

- GCSE's and Vocational courses in a range of subjects
- A Level and Vocational courses in a range of subjects

Please visit our [school website](#) for further details regarding the courses we have to offer.



3.9 How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

- The Progress department works along-side subject specific departments and evaluates pupil progress using programmes such as 4Matrix.
- All departments undergo a Subject Review; this involves members of SLT, senior managers and members of the SEND department carrying out departmental evaluations. The Subject Reviews evaluate the effectiveness of teaching and learning whilst supporting procedures within the department in order to ensure good practice. This ensures high standards are maintained and appropriate improvements are made where necessary. This targeted support also aims to meet the expectations of Local Authority and Corvus Learning Trust criteria as well as encouraging independent learning, allowing all students to fulfil their potential.
- Parent and pupil feedback are gained via an annual questionnaire. Parent feedback is also always welcome via email and phone calls.
- Grade Reports and departmental testing (including cognitive assessments) are used to evaluate the effectiveness of interventions and provision.
- The Progress department regularly meets Heads of Year to discuss pupil progress and any concerns.
- Representation from the SEND Department are available at Parents Evenings, Option Evenings, Revision and Curriculum Events as well as events organised for the Nurture Group.

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?

- The Student Support Department work students that may be experiencing a social, emotional or mental health difficulty
- The Pastoral team, which includes the Form Tutor and Head of Year, also promote the emotional and social development of all pupils including those with SEND.
- The Progress Department works closely with the following organisations: BST (Behavioural Support Team), ASSC (Autistic Spectrum and Social Communication Service) and ASSIST (Autism Spectrum Service for Information, Support & Training), CAMHS (Child and Adolescent Mental Health Service).
- Social Skills groups are run by SEN teachers and HLTAs.
- Peer mentoring is also available.
- ASD support is available from a QTS who specialises in Autism.
- Students with EHCPs will have a key worker
- VI/HI support is available from our HLTA HI/VI Specialist.

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?

- The Student Support Department work with pupils using therapeutic strategies.
- Pupils can be put on 'Report' to Tutors, Heads of Year and the Senior Leadership team.
- Pupils can be put on 'Positive Report'
- Use of Red Card for time out to Student Support.
- The school uses BSPs (Behaviour Support Plans) and BIPs (Behaviour Improvement Plan)
- Key workers are available
- Support via a personalised curriculum
- Guidance is sought from outside professionals such as BST, ASSC, ASSIST, CAMHS and Educational Psychologists
- Youth Offending Service

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

- The Lead First Aider would be the person to contact for any student with medical needs.



- Individual Health Care plans are distributed to staff via the Lead First Aider.

4.4 How does the school manage the administration of medicines?

Following the school's guidelines in administering medicine. See [School Policies](#) for further details.

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

All needs are discussed on an individual basis and this is organised prior to the pupil joining the school through discussions with relevant professionals and parents.

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

5.1 What SEN support services does the school use?

- Educational Psychology Services
- Sensory Consortium Services (visual Impairment, Hearing impairment)
- ASSC/ASSIST(ASD)
- Behaviour Support Team (BST)
- Speech and Language Service (SALT)
- CAMHs (Child and Adolescent Mental Health Service)
- Occupational Therapists
- Support for Learning Services (SFL- formerly LAL and TASS)
- College Hall Outreach
- Children's Social care
- Youth Offending Service

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

- Contact the school for advice.
- Contact your G.P for advice.

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

- Through the 'SALT in schools' programme (small group intervention); liaising with the speech and language therapists
- Some school-based exercises can be carried out on the advice of Occupational Therapists
- The Educational Psychologist has a limited number of visits a year and their services can be requested through appropriate referrals from the school

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?

It is important to contact the school and the G.P where appropriate. Parents/carers can also make self-referrals via the [Children, Young People and Families Services website](#).

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

This will be led by the Edgbarrow designated Child Protection officer.

6. Training of school staff in SEND

6.1 What SEND training is provided for all school staff?



- All staff have SEND training depending on the SEND students that are on roll. (E.g. Autism Awareness by ASSC).
- All Progress staff are National Autistic Society SPELL framework trained and some are trained in Pathological Demand Avoidance (PDA).
- All staff working with the hearing/visual impaired students have relevant training at the beginning of term by the Sensory Consortium Services.

6.2 Do teachers have any specific qualifications in SEND?

- The Head of Progress has the Master's Level National Award for Special Educational Needs Co-ordination. Teacher of Science
- Two SEN teachers have the Master's Level National Award for Special Educational Needs Co-ordination. Teachers of English, Music and Psychology.
- One SEN Teacher is ELSA and Mental Health First Aid trained.
- One SEN teacher has completed the SPELL Framework Training for trainers (NAS course, 'Understanding and Supporting People with Autism').
- One SEN teacher has Master's Level Certificate of Psychometric Testing and Access arrangements (CPTA3) and 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 certificate of competence in educational testing (CCET)- qualified to degree level in English.
- One HLTA has completed Hearing and Visual Impairment Training with the Sensory Consortium Service.
- One SEN teacher has completed Level 2 in "Understanding Autism", Level 2-5 SEND Diploma, Emotional First Aid Training, Social Skills Training, Anxiety Training and OCD Training. Teacher of Drama.

6.3 Do teaching assistants have any specific qualifications in SEND?

- All LSAs are National Autistic Society SPELL framework trained, receive VI and HI training as well as Safeguarding, ADHD and Dyslexia training.
- Most LSAs are qualified to degree level
- Some LSAs are qualified to Masters level
- One LSA is qualified to PHD level
- Our LSAs receive training which is specific to the needs of the pupils they support. Some of our LSAs have the following qualifications (this list is not exhaustive):
 - OCR qualifications in Teaching, Assessing and verifying.
 - Team Teach training.
 - Level 3 certificate in 'Supporting Teaching and Learning in the classroom'
 - ELSA (Emotional Literacy Support Assistant) training
 - ASD training on Sexual Development and Puberty [KS3] and CBT techniques for Autism
 - Attachment Disorder Training
 - Pathological Demand Avoidance (PDA) training
 - Mental Health First Aid training
 - CACHE Level 2 Supporting Teaching and Learning in schools

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?

Each case is looked at on a needs basis and relevant adjustments are made/support given as required. Where necessary, LSAs will accompany students who need this support on visits.

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?



Prior discussions with individual parents of those pupils who would need additional support. A risk assessment is always completed.

8. Accessibility of the school environment

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

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

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

Amendments /adaptations have been made on a needs basis to cater for specific students with visual impairments or auditory difficulties across the school facilities.

8.3 Are there accessible changing and toilet facilities?

There are disabled toilets available.

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

By liaising with the relevant advisory services such as the Sensory Consortium, ASSC, EPS.

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

Each case is looked at on a needs basis and relevant adjustments made where necessary. For example, enlarged print or contact through letter, phone or email.

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

We have used the Local Authority EAL and Diversity team for advice on translators.

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

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

- All SEND pupils will be discussed at the annual meetings carried out at the local primary schools with Progress staff prior to joining Edgbarrow. For those with EHCPs the SENCO will attend the Annual Review in Year 6. A student profile will be completed and information will be disseminated to all staff at the beginning of the year.
- For the most vulnerable transitions, there will be an additional induction day for a small number of students to ease with transition.

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

- All pupils are guided through this process via the Form Tutor and Head of Year. For some students there would be additional support through the Progress department.
- Adviza would be involved for those pupils with EHCPs moving Key Stage.

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

- All pupils are guided through the Transition process via the form tutor and Head of Year. For some students there would be additional support through the Progress or Student Support department.
- Adviza would be involved for those pupils with EHCPs moving Key Stage.



- For the most vulnerable transitions, there will be an additional induction day for a small number of students to ease with transition.
- Additional trips are organised to local colleges by the Progress Department for those students in Year 11.

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

- Prior discussions with the local colleges or other educational establishments to share information.
- Having transition meetings with relevant staff.
- Details of pupil's Access Arrangements are shared.
- EHCPs and additional information regarding the pupil's SEND are sent as requested.
- Support with visits can be arranged if required.

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

- Sharing pupil profiles, including SEND information and EHCPs.
- Passing on files and school records once they have joined the new school/college.

9.6 How will the school prepare my child for the transition to further education or employment?

- Transition meetings.
- Adviza involvement.
- Inviting new school/college to the Annual Review for those with EHCPs.
- Additional visits for those who need support.
- Support with researching college/apprenticeship placements.
- Help with filling forms/applications.
- The Progress department arranges visits to local colleges for some of our pupils.

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?

You should [contact](#) your child's Tutor, Head of Year or SENCO (if SEND related).

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

The school does not offer specific support for parents but works closely with organisations that can support parents and carers. Support can be sought from the LA's '[Information, Advice and Support Service](#)'.

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

- Through the [Edgbarrow website](#) which has useful websites for the different organisations.
- Referrals through the school.

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

- Feedback from parents is received through an annual online parent SEND survey.
- Any feedback from parents is always acted upon and shared with relevant members of staff.
- Our [Complaints Policy](#) is also available online.