



## Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

### Altwood School

Name of Headteacher:	Mrs Cath Harden
Name of SEND Co-ordinator (SENDCo):	Mr Adam Lawson
Name of SEN Governor:	Mrs Louise Griffin
School address:	Altwood Church of England School Altwood Road Maidenhead Berkshire SL6 4PU
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School email address:	<a href="mailto:altwood@altwoodschool.co.uk">altwood@altwoodschool.co.uk</a>
School website:	<a href="http://www.altwoodschool.co.uk/">http://www.altwoodschool.co.uk/</a>
Type of school:	Academy Secondary Comprehensive School

## 1. Identifying special educational needs and disabilities (SEND)

### a. What kinds of special educational needs and disabilities does the school provide for?

As a mainstream comprehensive school we cater for students across the 4 areas of need as laid out in the SEN Code of Practice 2014 · Communication and interaction

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

### b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

Students are identified as having SEND, and their needs assessed through

- Information passed on from Primary or previous schools/preschools
- KS2 results, CATS testing, baseline testing, and progress data
- Feedback from teaching staff and observations
- Referrals from parents

- Referrals from students

**c. What should I do if I think my child/young person may have special educational needs/disabilities?**

If you are concerned that your child may have special educational needs, please contact the SENDCo in the first instance.

**2. Support the school provides for children and young people with SEND**

**a. What teaching strategies do you use to support children with special educational needs and disabilities?**

- The curriculum/learning environment may be adapted by
- Groupings that target specific levels of progress
  - Adapted resources and teaching styles
  - Appropriate choices of texts and topics to suit the learner
  - Access arrangements for tests and examinations
  - LSA support in class as a targeted intervention
  - 'Curriculum Support' lessons to provide additional support in Maths and English.
  - Outside agency work as appropriate. EWO, Early Help, CAMHS, OT.

**b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?**

- Staff are aware of the learning needs of identified students and strategies to use to support them
- A strong Pastoral team
- There is a Literacy/numeracy lesson provided for students. This is delivered while learning about the culture of other countries.
- At Key stage 4 students can access a range of GCSEs and there are also Btecs and AQA courses
- External agencies provide input as identified by assessments
- Reading development programme (Lexia)

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

- Testing will be carried out for all students, and we use CAT4, Lucid and Star Reader. We will also use data from previous settings.
- Data is collected termly for students, and this is used to inform next steps.
- Students with additional needs may have a Provision Map and this will be reviewed on a regular basis.
- Learning Support Assistants provide additional support in identified lessons

**d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?**

- An enhanced transition programme is in place for SEND pupils where advised or appropriate.
- There is often an opportunity at Parents Evenings to discuss all pupils on the SEND register.
- For students with Educational Health Care Plans, there will be the statutory Annual Review
- Open and honest dialogue with SENCO

### **e. How will my child be involved in his/her own learning and decisions made about his/her learning?**

Our arrangements for ensuring the involvement of students with SEND are as follows:

- Students are encouraged to feed into the Annual Review Process of Education, Health and Care Plans.
- Students will be involved in setting and assessing outcomes of any Intervention.
- Students are encouraged to voice concerns to LSAs, form tutor and teachers and these are then shared with the necessary parties.
- Where possible, meetings with parents would also involve students to ensure 'person centred planning'.

## **3. Children and young people's progress**

### **a. How do you check and review my child/young person's progress?**

- Data is collected on a termly basis within the school, analysed and this is collated to inform future planning and interventions.
- Annual Reviews are conducted for students with EHCPs.
- Students will be involved in setting and assessing outcomes of any Intervention

### **b. How do you involve my child/young person and parents in those reviews?**

- Where possible, we would encourage students to attend any meetings
- Young people and their parents are invited to make contributions prior to the annual reviews
- Parents may bring other people (e.g. other professionals or family friends) to their child's review meetings if they wish to do so.
- After the Review meeting, a record of the review will be sent to parents and all parties involved so that all have a record of what has been discussed.
- Regular meetings are held as specified with the Head of the Virtual school for looked after children and young people. Targets are set with the carers, social workers and students.

### **c. How do you know if the provision for children and young people with SEND at your school is working?**

The SEND provision is assessed using

- Regular monitoring and analysis of reports
- Feedback from teachers and Learning Support Assistants
- Feedback from parents and children
- Feedback from external agencies
- Observations
- Feedback from Annual Review and PEP meetings

## **4. Support for overall well-being**

**a. What support is available to promote my child/young person's emotional and social development?**

- Pastoral support from the Form Tutor, Head of House and Ready to Learn • School Counsellor
- Vertical form groups to enable Peer Mentoring
- The school's behaviour policy is consistent, fair and aims to promote inclusion with clear guidance on rewards and sanctions.
- School MHFA and MHST support
- Attendance is monitored regularly and concerns are shared with parents as applicable.
- All staff are adequately and regularly trained in Child Protection, Prevent and Safeguarding.

**5. Preparation for new and next steps**

**a. How will you help and prepare my child to join your school?**

- Through the transition arrangements from Primary School, a rapport with parents is often established before pupils enter the school in Year 7.
- A senior member of staff visits the main feeder primary schools to meet with students before induction day.
- An enhanced transition programme is in place for SEND students where advised or appropriate including additional visits to the school before the end of the summer term and additional support on starting school.
- The SENDCo is available to discuss individual needs regarding transition

**b. How will you prepare my child /young people to join their next year group/school/college/ stage of education or life?**

- A young person will receive Careers advice from year 7 onwards
- At Annual Reviews, the next educational stage of the young person's life is carefully considered and plans put in place to ensure that a young person is fully equipped to move on to the next stage of their life at an establishment which is able to offer them the support that they need. The young person and parents will be fully involved in these discussions.
- We prepare young people for adult and independent living by ensuring that they are moving to an environment which they will be able to handle and that all support mechanisms which will be necessary are already in place before the transition occurs.

**6. Accessibility and specialist equipment**

**a. How accessible is the school environment?**

*(A link to the School's Accessibility Plan can be found in section 8b)*

- **Is your school wheelchair accessible?**

The school is partially wheelchair accessible with ground floor level access

- **Have adaptations been made to the auditory and visual environment?**

The whole site has undergone an environment audit regarding suitable access for people with visual impairments.

- **What changing & toilet facilities does the school have for children and young people with SEND?**

There is a disabled toilet in school.

Changing facilities are accessible for all.

- **Do you have disabled car parking for parents?**

We have a disabled parking space at the front of the school.

**b. What if my child needs specialist equipment or facilities?**

Additional specialist equipment is provided by external agencies as required

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

We practise a policy of Inclusion, and all students can take part in all school activities if they so choose including lunchtime, afterschool clubs and extra-curricular visits. Individual risk assessments will be written as and when necessary, including staff ratios and whether Learning Support Assistant support is needed on visits

**7. Training for staff, specialist services and further support**

**a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?**

Teachers:

- Training in September for all teachers on new and existing pupils with SEND
- SEND register and Pupil information including strategies to support individual and different types of need
- Executive functioning training
- Teaching staff training on neurodivergence from OT and SaLT.
- CALM approach training delivered by EP
- Positive framing, positive relationships and scaffolding CPD from Tom Sherrington WALKTHRU
- Inset training on range of topics depending on need of pupils
- Safeguarding
- Access to online training through the National College
- External courses
- The SENDCo provides induction to new staff and Trainee Teachers

Learning Support Department

- Access arrangement training
- A team of Learning Support Assistants who receive:
  - Induction training
  - School based training
  - Online training
  - Safeguarding training

**b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?**

- Shine (ASD) – meet with students with an ASD diagnosis and offer support to students and staff
- Educational Psychology
- Speech and Language
- ELSA intervention (internal provision but externally trained)
- Occupational Therapy
- Well Being and Behaviour Support – students identified for this support and a 6 – 10 week programme of 1:1 support given
- Sensory Consortium
- CAMHS

**c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?**

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: [IAS@rbwm.gov.uk](mailto:IAS@rbwm.gov.uk)

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:

<https://rbwm.afcinfo.org.uk/>

## 8. Policies

### a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

### b. Where can I find other school policies relating to SEND?

The SEND policies are available on the school website under the heading 'About us'.

Other Policies available are - •

Accessibility Plan

- Safeguarding Policy
- Behaviour Policy
- Equality & Diversity Policy
- Whistleblowing Policy

## 9. Additional Information

### a. Do you provide any other resources for children and young people with SEND?

Laptops and Reader pens where appropriate

## 10 . Feedback and complaints

### a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

- Concerns or complaints raised by parents are normally dealt with directly through telephone calls, emails or meeting with the SENDCo or other involved staff.
- Concerns that cannot be resolved in this way will follow a line of referral, involving the Head teacher or the school's Governing Body.
- When necessary, parents will be supported in taking concerns to the Local Education Authority Information regarding external support groups, such as the Information, Advice and Support (IAS) Service (formerly known as the Parent Partnership), will also be made available.
- For the Complaints Procedure, please contact the school.

## 11. Glossary

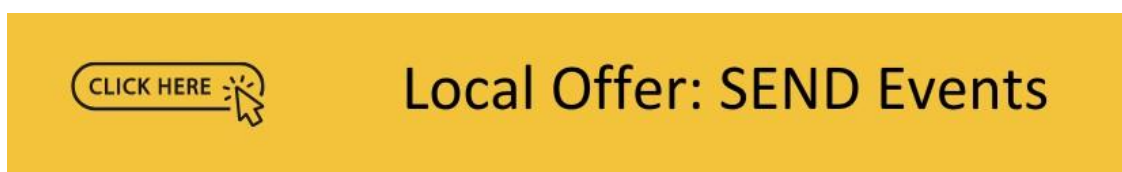
Terms used in this document	Description/explanation of term
Behaviour Support and Well Being Service	Behaviour Support & Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with a number of RBWM schools in a variety of ways, supporting staff, children and their families to understand and manage difficult behaviour to improve emotional wellbeing.
Child and Adolescent Mental Health Service (CAMHS)	An NHS service who support children and young people with mental health difficulties and their families.

Education, Health and Care Plan (EHCP)	An EHC Plan is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statements of Special Educational Needs.
Educational Psychologist (EP/Ed Psych) Educational Psychology Service (EPS)	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with schools and the local community to improve children and young people's aged 0-19 years (up to 25 years with significant SEND) learning, well-being, development and achievement.
LSA	Learning Support Assistant
Sensory Consortium Service	Berkshire Sensory Consortium Service is a specialist education support service for hearing impairment, visual impairment and multi-sensory impairment.
Shine	An outreach service who support children on the Autism spectrum in mainstream schools
Special Educational Needs and Disability Co-ordinator SENDCo	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within that school

### SEND Local Offer Publicity Material

The SEND Local Offer provides children and young people aged 0 - 25 years with special educational needs or disabilities and their families information about the support services that are available locally. As schools play a key role in raising awareness of the SEND Local Offer, we would like to share with you some recently created publicity material to include in parent information packs and communications. The material includes a poster and a leaflet which outline what the Local Offer contains and how to access it. Download your copies here:

- [Poster](#)
- [Leaflet](#)



V3

Date of last update of this document: April 2026 -added Poster/Leaflet links

Update to Name of SEND Co-ordinator effective: April 2025 Date

of next review: April 2027