

SEND Information Report 2025-26 : The Piggott School

<p>1) Types of Special Educational Need that are provided for at The Piggott School</p>	<p>The SEND Department provides support for students across the 4 areas of need as laid out in the SEND Code of Practice 2014</p> <ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Social, emotional and mental health difficulties• Sensory and/or physical needs <p>We provide for a wide range of special educational needs, currently including:</p> <ul style="list-style-type: none">• Attention Deficit Hyperactivity Disorder (ADHD)• Autistic Spectrum Disorder (ASD)• Sensory needs (including visual and hearing impairment)• Social, emotional and mental health needs (SEMH)• Speech and language difficulties• Specific learning difficulties (including dyslexia)• Medical needs
<p>2) Information about The Piggott's policies for identification and assessment of students with SEND</p>	<p>Students are identified as having SEND and their needs assessed through:</p> <ul style="list-style-type: none">• Information passed on from primary or previous schools/preschools• EYFS results, KS1 & KS2 results, CATS testing, baseline testing, and progress data• Feedback from teaching/SEND staff, and observations• Pupil Premium interventions• Referrals from parents• Student referrals• Observations by external professionals
<p>3a) The Piggott's approach to teaching students with SEND</p>	<p>Provision for SEND students includes:</p>

	<ul style="list-style-type: none"> • Quality First Teaching with appropriate differentiation in place as the key part of Universal, Targeted and Specialist provision • LSA (TA in Primary) support in classrooms where appropriate • Access to smaller groups • Individualised short-term intervention programs, such as Dyslexia support, reading support, maths coaching, and 5 minute box, precision teaching, etc in the primary • Adapted resources, materials, and interventions • Assistive technology, where appropriate • Touch-typing • 1:1 TA support in Primary school <p>All students are exposed to a broad curriculum, where teaching is tailored to the needs of the student. Our staff are dedicated to giving each student the appropriate amount of support. Part of the school's fundamental belief is to provide quality first teaching and effective provision for all students. Teachers strive to achieve these goals. Our teachers possess experience in instructing learners who have diverse SEND needs, and they can seek additional advice from the Pastoral Support Team and SENDCOs needed.</p>
<p>3b) How the Piggott School evaluates the effectiveness of provisions made for students with SEND</p>	<p>The SENCo, Pastoral team, curriculum leads and class teachers continually monitor the development of all pupils (through their attainment and progress) which includes children with SEND. Support is also regularly reviewed through the 'assess, plan, do review' process.</p> <ul style="list-style-type: none"> • School Planning Meetings are held to track the impact of interventions for vulnerable SEND students • Annual reviews are held for students with EHCPs • Progress and evaluation is reported to the SEND Governor • An Annual Report is made to the Governing Body and the SEND Information Report is posted on the website

<p>3c) Arrangements for assessing and reviewing students' progress towards outcomes, including available opportunities to work with parents & students as part of this assessment and review</p>	<p>These arrangements include</p> <ul style="list-style-type: none">• Data tracking and school reports for student progress• individual Support Plans for students• Annual Reviews for students with EHCPs• Observations and follow up• Parents' meetings• Weekly pupil review for SEND team• Weekly Staff briefing for teaching staff• Access Arrangement assessments for GCSEs and GCE qualifications
<p>3d) How adaptations are made to the curriculum and the learning environment of students with SEND</p>	<p>The curriculum/learning environment may be adapted by</p> <ul style="list-style-type: none">• Teachers planning Quality First Teaching as a key part of Universal, Targeted and Specialist provision• Alternative provision for students with physical disabilities, e.g. time for additional study/catch up, use of the SEND accessible kitchen, modified PE curriculum• Groupings that target specific levels of progress• Differentiated resources and teaching styles• Appropriate choices of texts and topics to suit the learner• Access arrangements for tests and examinations• Additional LSA (TA in Primary) support in class or the in the SEND area• 'Curriculum Support' lessons to provide additional support in Maths and English.• Alternative environments for tests, controlled assessments, and examinations• 1:1 support for Primary pupils with physical needs in lessons such as PE• Alternative environments for learning (such as a space away from the classroom) as needed

<p>3e) Additional support for learning available to students with SEND</p>	<p>The Piggott School employs or uses services from various specialists and education professionals including</p> <p>In house:</p> <ul style="list-style-type: none"> • CarolCann — Dyslexia Coach • Margaret Moody — SEND Coach • Patricia Jackson — Specialist LSA (Visual Impairment) • Sarah Cheung— Specialist LSA (Hearing Impairment) • Bernadette Fox — Specialist Maths LSA • Alison Marsh — Maths Coach <p>External Professionals include:</p> <ul style="list-style-type: none"> • Educational Psychologist • Specialist Assessor for Access Arrangements • Speech and Language Therapist • Children's physiotherapy/occupational therapy teams • Staff from the Sensory Consortium- VI and HI specialists • Foundry College Behaviour Support Team • MARF (Early Help, Children's Services, Neurodiversity Team) <p>We have links with:</p> <ul style="list-style-type: none"> • BCA • Just Around the Corner • Raw Mentoring
<p>3f) How The Piggott School enables students with SEND to engage in activities of the school (including physical activities) together with children who do not have SEND</p>	<p>The Piggott School operates with an inclusion ethos, supported by medical needs and Special Educational Needs, and students spend the majority of their lessons in the classroom with peers who do not have SEND.</p>

Students with SEND are variously supported (as appropriate to the nature of their SEND) to engage in activities with their peers, through support such as:

- Taxis to take wheelchair users to other sites, e.g. the church for Carol Service, or on otherschool trips. In such cases, a small number of peers are invited to join the student with a wheelchair in the taxi, which affords them the same opportunities to socialise as their more able-bodied peers.
- Wheelchair accessible coaches are booked for school trips.
- Some students may occasionally need to have 1:1 lessons outside of the classroom depending on theirneeds, e.g. students with physical disabilities have physiotherapy sessions or may have their Food lessons in the (downstairs) accessible kitchen and *may* be accompanied by another classmate.
- Ramps across the site and elevators in all two-story buildings(except Food Department) to enable students with physical disabilities to join their peers in the classroom
- Accessible toilets
- All departments, the library, and the primary school have adjustable tables for students with wheelchairs
- LSAs within the classroom to support students with SEND to access the learning within a classroom setting
- LSAs assigned to school (day) trips to support students with SEND off-site
- Modified and differentiated learning materials, as appropriate to facilitate learning within a classroom setting
- Specialist chairs are in place as needed
- LSAs trained by external specialists to deliver physiotherapy exercises as needed
- Purpose built physiotherapy room with therapy table and hoist
- Accessible toilets around the site

<p>3g) Support that is available for improving the social, emotional, and mental development of students with SEND</p>	<p>Pupils are supported by</p> <ul style="list-style-type: none"> • Anti bullying and safeguarding policies that are supported by specialist trained staff - Miss Reynolds (Wargrave DSL) • An acceptable internet usage policy • A social, emotional and mental health support team that provides programmes such as social skills support, anger management, self-esteem and anxiety mentoring/support • Targeted support for individual students • ARC counsellor • BRIYM (Building Resilience in Young Minds) • Art Therapy • Primary staff trained in running nurture groups • Primary staff trained in dealing with bereavement • Jigsaw PSHE scheme of work taught throughout the Primary school
<p>4) The name and contact details of the SEND Co-ordinator, and the SEND Governor</p>	<p>School Switchboard 0118 940 2357</p> <p>Mrs V Hunt Assistant Head Teacher/ SENDCo (qualified) Huntv@piggottschool.org</p> <p>SEND Admin team: Jane Daser (SEN Support) daserj@piggottschool.org Sasha Baughen (EHCPs) baughens@piggottschool.org</p> <p>Governors: SEND Trustee Dr Alison Silby</p>
<p>5) Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured</p>	<p>All staff hold an Enhanced DBS and are trained in Safeguarding and PREVENT.</p>

Every member of the LSA team is trained to support students with Access Arrangements in their exams. Additionally, several are experienced invigilators. All LSAs have received invigilation training from the school's Examinations Officer.

Mrs Hunt holds the following relevant qualifications:

- National Award for Special Educational Needs Co-ordination, BA (Hon), PGCE, NPQH.

Mrs Cann holds the following relevant qualifications:

- Level 4 CPD 'The Emotionally Connected Classroom'
- Level 4 Exam Access Arrangements for Support Staff
- Level 4 CPD Award in Developing Literacy Skills in Learners with Dyslexia
- Level 4 CPD Award in Perspectives on Dyslexia Level 4 CPD Certificate in Supporting Literacy in Learners with Dyslexia
- Level 5 CPD Award in Curriculum Wide Support for Learners with Dyslexia
- Level 5 CPD Diploma in Strategic Teaching Support for Dyslexia and Literacy

Mrs Moody holds the following relevant qualifications:

- Level 2 Certificate in Introduction to Counselling Skills

Mrs Jackson holds the following relevant Visual Impairment Support qualifications:

- RNIB Standard English Braille
- Facilitating Independence Level 2

Mrs Marsh holds a Level 3 Teaching Assistant NVQ

Staff appraisals are held annually.

	<p>Specialist expertise is engaged through the following external services</p> <ul style="list-style-type: none"> • ASSIST • CAMHS • CYPIT • SENDDIAS • Children's Services • Local Authority (eg Educational Psychologist, Assistive Tech Support) • Autism Berkshire • Sensory Consortium
<p>6) Information about how equipment and facilities to support children and young people with SEND will be secured</p>	<p>Equipment and facilities are funded through</p> <ul style="list-style-type: none"> • The Local Authority • Donations • SEND Departmental Budget
<p>7) The arrangements for consulting parents of students with SEND about, and involving parents in, the education of their child.</p>	<p>Parents are able to contact or be contacted by a named point of contact, their child's tutor, teachers and Pastoral staff, or SEND staff by</p> <ul style="list-style-type: none"> • Telephone via school switchboard • Email • Parents' Evenings • Open Evenings
<p>8) Arrangements for consulting young people with SEND about, and involving them in, their education</p>	<p>Students have the opportunity to voice their opinions or concerns about their own education in the following arenas</p> <ul style="list-style-type: none"> • Open Door policy in SEND department • Drop-in sessions • Referrals through Pastoral Team

	<ul style="list-style-type: none"> • Annual Reviews • School Council • 1:1 sessions with staff or external professionals (listed in Section 3e) • Child or Young Person Voice document in Annual Review process
<p>9) Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning provisions made by the school</p>	<p>https://www.piggottschool.org/attachments/download.asp?file=6922</p>
<p>10) How the governing body involves external organisations, including Health and Social Services, Local Authority support services, and voluntary organisations, in meeting the needs and supporting the families of students with SEND</p>	<p>Applying for a Place at The Piggott School</p>
<p>11) The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with Section 3.2 of the SEND Code of Practice</p>	<p><u>CYPIT — Royal Berkshire NHS</u></p> <p>(Through Berkshire Healthcare Health Hub) Tel: 0300 365 1234 Fax: 0300 365 0400 Bks-tr.healthhub@nhs.net</p> <p><u>Children's Services — Wokingham</u></p> <p>Wokingham Children's Services Directory (PDF)</p> <p><u>Sensory Consortium (Berkshire)</u> Sensory Consortium Service Central Office Children's Services Town Hall St. Ives Road Maidenhead Berkshire</p>

SL6 1RF
Tel: 01628 796786
Fax: 01628 796907
E-mail via webpage

The Special Educational Needs Service (Wokingham)

SEND Team
Highwood Annexe
Fairwater Drive
Woodley
RG5 3RU
Tel: 0118 974 6216
SEND@wokingham.gov.uk

12) Arrangements for supporting students with SEND in a transfer between phases of education or in preparation for adulthood and independent living.

Students with SEND receive the following forms of support through transition phases:

- Pastoral support teams according to Key Stage
- Supported visits(to The Piggott School for incoming students and to colleges for leavers)
- Year 6 Transition Group for vulnerable students
- 1:1 school visits (with parents)
- Teachers liaise with Primary Schools on primary visits
- Inter-school liaison by SENDCO
- SENDCO is present at Open Evenings, and Information Evenings
- Careers guidance
- Options Evenings/Interviews (Year 8)
- Work Experience
- PSCE/Citizenship
- SEND mentoring for 6th Formers

13)

Information about where the Local Authority's offer is published

[Local Offer \(Wokingham\)](#)