

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

Add school name

Name of Headteacher:	Conrad Martucci
Name of SEN Co-ordinator (SENCO):	Stacey Read
Name of SEND Governor:	Sarah Furness
School address:	Watersplash Ln, Ascot SL5 7QJ
Contact telephone number:	01344 621112
School email address:	School.Office@cheapsideschool.org.uk
School website:	https://www.cheapsideschool.org.uk/
Type of school:	Voluntary Aided Primary
RBWM Local Offer	Local Offer website

1. Identifying special educational needs and disabilities (SEND)

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

Our commitment

At Cheapside CE Primary School, every pupil, regardless of their particular needs, is offered inclusive, nurturing teaching that enables them to make the best possible progress and feel that they are a truly valued member of our school family. Rooted in our Christian values, we strive to develop a learning environment where discrimination and prejudice have no place and where all children can enjoy, learn and flourish in a safe, caring community.

We are committed to providing an outstanding education and believe that all children, including those identified as having a special educational need or disability (SEND), share a common entitlement to a broad and balanced curriculum that is fully accessible to them. Compassion, courtesy, understanding and tolerance are not simply aspirations: they are the living expression of our Christian values, embedded in everything we do and in every relationship we build.

While achievement matters deeply to us, we never lose sight of the fact that the children in our care are at the very beginning of their journey. Guided by our faith and values, we walk alongside them, nurturing confidence, kindness and resilience, as we prepare the successful, compassionate individuals of tomorrow for whatever path God leads them to choose.

Diversity and inclusion

We believe that inclusion is inseparable from diversity and equality. At Cheapside CE Primary School, we champion these principles for every child in our care, irrespective of their gender, age, ethnicity, impairment, attainment or background. Our Christian values call us to see and celebrate the unique worth of every individual, and this shapes

how we plan, teach and care across our whole school community.

We are deeply committed to tailored provision that meets the needs of all learners, recognising that every child's path to success looks different. By fostering an inclusive ethos, in our classrooms, our corridors and our wider community, we ensure that no child is overlooked, underestimated or left behind.

We understand that true inclusion goes beyond policy. It lives in the daily choices we make: the way we speak to one another, the opportunities we create, and the high expectations we hold for every single child. Difference is not a barrier at Cheapside CE Primary School- it is something we embrace, celebrate and learn from together.

We work within the Royal Borough and Windsor and Maidenhead guidance on provision for children with SEND in mainstream schools, which explains the ways children with different additional needs are provided for within the school. We also follow our 'Equality and Disability' policy, and we also have an 'Accessibility' plan, both available on our policies page.

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

At Cheapside CE Primary School, we are committed to Quality First Teaching (QFT) at all times, and our staff continually reflect on their practice to ensure every child receives the highest standard of learning. All children are assessed regularly to monitor progress using a range of tools. Please see our Assessment & Marking Policy on our website under Policies.

We hold regular Pupil Progress Meetings in which all children are discussed to ensure they are progressing as expected, and any potential barriers to learning are identified and addressed. Following these meetings, action plans may be drawn up, and support may be provided within the classroom or through our trained teaching assistants. Where a child requires individual intervention, the class teacher brings this to the attention of our Special Educational Needs Co-ordinator (SENCo), Mrs Stacey Read and parents.

We have formal and informal discussions about children's needs in a holistic manner between parents and school staff, including senior leaders and the school's SENCo.

The school works alongside external professional agencies and with families to support specific needs, ensuring that all children can access learning effectively. Interventions are implemented using the "Assess, Plan, Do, Review" graduated approach to support pupils with special educational needs. We continue to refer to outside agencies where necessary, including the Child and Adolescent Mental Health Service (CAMHS) for assessment.

If a small group or individual interventions are not having the required impact on a child's progress, the school will speak with parents and carers and may seek advice from professional organisations where appropriate. Specific assessments may be recommended to identify any underlying needs, helping us to ensure we are using the right strategies to support each individual child.

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

If you feel that your child may have a special educational need, please speak with your child's class teacher in the first instance, or directly with our SENCo, Mrs Stacey Read. Supporting every child in their learning is very much a partnership between the child, their parents and carers, and the school and we are always happy to talk about how we can best help your child thrive.

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?

Our aim, when teaching all children, including those with SEND, is to enable every child to access their education and grow as independent learners. As part of Quality First Teaching (QFT), lessons are planned with the differing needs of all children in mind and adaptation ensures that each child can work at a level appropriate to their stage of learning. We regularly assess progress and adjust both lessons and interventions to support continued growth.

Cheapside CE Primary School is a Zones of Regulation school. Through our PACE training, we focus on positive, supportive language and emotion coaching to help all pupils identify their feelings and develop effective strategies for self-regulation. These approaches underpin the way we work with every child, and particularly those who may find managing their emotions more challenging.

We promote a positive approach to learning behaviours and attitudes, encouraging motivation, engagement, resilience and teamwork in all that we do. Our teaching assistants (TAs) work in a variety of ways to ensure that, while they provide support, they also foster independence. Work is set as an achievable challenge, carefully matched to the needs of the individual learner.

Where pupils are judged to be making insufficient progress despite Quality First Teaching, additional interventions may be put in place to support specific areas of learning. These are usually timetabled to minimise time spent away from core subject lessons. TAs will work with groups of children, which also creates opportunities for the class teacher to work directly with your child. It is important that the class teacher works with all children, including those with SEND, both in small groups and individually. For a small number of children, one-to-one support is provided for specific interventions, sometimes on a daily basis. Depending on individual needs, pupils may be learning in the classroom, in other areas of the school, or outdoors.

Where specific needs require it, we will seek appropriate training for relevant staff. Continuing Professional Development (CPD) at Cheapside covers a range of learning needs and intervention strategies, including support for:

- Autistic Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD/ADD)
- Dyslexia/ Dyspraxia/ Dyscalculia
- Attachment and trauma difficulties
- Speech and language difficulties
- Occupational therapy and sensory needs

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?

The class teacher is responsible for adapting and refining the curriculum to respond to the strengths and needs of all pupils. Support strategies may include pre-teaching, reinforcement activities, memory games, repetition, small group activities, visual aids and practical resources, as well as specialist equipment or input from outside agencies and professionals.

We use Precision Teaching as needed to promote the acquisition of literacy skills, alongside early reading interventions where appropriate. Our ELKLAN-trained, teacher support staff, and external agencies, deliver speech and language support to pupils with a private or an NHS therapy plan, working alongside professional Speech and Language Therapists who visit pupils in school and prepare and review individual plans.

Members of our staff have completed Makaton training to support non-verbal pupils.

Two of our teaching assistants are ELSA (Emotional Literacy Support Assistant) trained, providing pastoral support for children experiencing trauma, emotional, social, or mental health difficulties. Several members of staff hold pediatric first aid qualifications and are trained to support pupils with diabetes, severe allergies and asthma, helping to ensure that every child can participate fully in school life regardless of their medical needs.

We use visual timetables to support children's understanding of the school day and provide workstations and access to quiet spaces when appropriate. The school uses a range of specialist software to support individual children, including widgets through the Clicker programme. Online learning is accessible through the school website, with relevant programmes available on laptops and iPads.

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

Children who are not making adequate progress, or who demonstrate difficulties in their learning, may access small group support within the classroom and may also receive specific interventions with the class teacher and/or a teaching assistant to aid progress.

If your child has been identified as having more complex needs, you will be invited to meet with the class teacher and/or our SENCo, Mrs Stacey Read, to agree a way forward. A pupil is placed on the school's SEND Register if they are a year or more behind Age Related Expectations in a core subject (Reading, Writing or Maths), or if they have a formal diagnosis which impacts, or may impact, their learning and cannot be supported by RBWM's Ordinary Available Provision. Pupils may also be added to the register if they have significant social, emotional, or mental health needs.

Using Ordinary Available Provision, where appropriate, pupils on the SEND Register will have specific targets identified in an Individual Support Plan, which will be shared with parents and carers so that progress towards goals can be supported at home as well as at school.

The amount of additional support provided is determined by the nature and extent of your child's needs and is designed to help them access their education whilst building independence in learning. Targets, provision, and progress will be monitored and reported to you as part of the SEND Access, Plan, Do and Review process.

To 25 years of age, if your child has complex needs and requires more intensive support, it may be appropriate to apply to the Royal Borough of Windsor and Maidenhead for an Education, Health and Care Plan (EHCP) Needs Assessment. If an EHCP is subsequently approved, it will set out the provision required to meet your child's special educational needs.

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

Termly, all parents/carers are invited to a meeting where the class teacher will outline the curriculum areas to be covered in that term. As the year progresses, information about curriculum topics and ideas for supporting children at home will be put onto our class pages on the school website, including links to online programmes such as Khan Academy, Oak Academy, Times Tables RockStars and Spelling Shed.

A parent/carer will always be informed if the school believes that a child has a special educational need and we welcome parental input when setting and revising targets in the Individual Support Plan. You will be invited to discuss your child's progress with the teacher and/or SENCo according to the level of SEND as appropriate. Class teachers and our SENCo are happy to make recommendations on how you can support your child's learning at home to maximise progress. If your child has an EHCP, there will be an annual review in addition to standard parent/teacher meetings.

e. How will my child be involved in their own learning and decisions made about their learning?

Throughout the ISP or EHCP process, the child will be given opportunities for a Pupil Voice. In the Pupil Voice, they will contribute to their own targets and have an active involvement in their own learning.

3. Children and young people's progress

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

Class teachers make daily informal assessments and plan learning with the aim of helping every child reach or exceed their agreed targets. Teachers and our SENCo, Mrs Stacey Read, meet regularly to discuss progress and the provision required to support each child; where individual targets have been identified, these are shared with parents and carers so that learning can be supported at home as well as at school.

A formal review of pupils on the SEND Register takes place approximately every twelve weeks, involving the class teacher and SENCo. This forms part of the Assess, Plan, Do, Review cycle of SEND provision. Where progress is slower than expected, barriers to learning are discussed and parents and carers may be invited into school to meet with Mrs Stacey Read; this may result in new priorities and targets being agreed.

Our SENCo may also meet with you at other times to discuss matters relating to your child's special educational needs or disability. This might take the form of a brief conversation to clarify aspects of the curriculum or share new information, or may involve a longer meeting to explore different approaches to support your child. Parents and carers, class teachers, and teaching assistants all play a vital role in helping children make progress, and we value that partnership deeply.

If your child has an Education, Health and Care Plan (EHCP), a formal annual review will take place with paperwork submitted to the Royal Borough of Windsor and Maidenhead. In addition, the class teacher and/or SENCo will arrange to meet with you on other occasions as appropriate throughout the year.

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

Older children are encouraged to contribute their own ideas when setting and reviewing targets with their teacher, and their views are valued as an important part of the process.

We have an open-door policy at Cheapside and parents and carers are always welcome to share information about their child at any stage of the year. You are also welcome to bring another person to any arranged meeting with staff, whether that is another professional involved in your child's care or a trusted family friend.

Where individual targets have been identified, these are reviewed at key points in the academic year and any new or revised targets are sent home for parents and carers to agree and keep for reference. For pupils with an Education, Health and Care Plan, the formal annual review paperwork is completed and distributed to all relevant parties. Prior to the annual review meeting, both parents and carers and the child are invited to submit their views on what is and is not working well, so that these can be discussed formally.

Where children and families are being supported through the Multi-Agency Safeguarding and Early Help Hub, meeting minutes are completed and distributed by the relevant caseworkers.

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

At Cheapside CE Primary School, we have a robust and clear monitoring and assessment system that allows us to understand how every child is progressing towards their intended outcomes.

Children receive a summative assessment at the end of each term and at the close of the school year, as well as formative assessment during lessons and through teacher observation. Academic targets are reviewed and set throughout the year and shared with parents and carers at consultation evenings, and through individual target plans where appropriate.

Every term, senior leaders review the progress of all pupils to check that they are on track to meet their targets and to identify and address any reasons where this is not the case. Our SENCo, Mrs Stacey Read, meets regularly with class teachers to review the progress of pupils on the SEND Register and to consider alternative strategies or external

referrals as appropriate. Mrs Hignight also reviews assessment data for pupils with SEND on a termly basis, identifying those who are making less than expected progress so that additional support can be put in place promptly.

Mr Martucci reports regularly to the Governing Board, where governors provide challenge and assurance that the school is doing everything it can to ensure all children make the progress they deserve.

4. Support for overall wellbeing

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

Two of our teaching assistants are trained as Emotional Literacy Support Assistants (ELSA), providing support for the emotional and social needs of children in our school. This support is offered on a one-to-one basis or in small groups, typically in blocks of six to eight weeks, after which progress is reviewed. Alongside our ELSA-trained staff, one of our class teachers serves as our Mental Health and Wellbeing Ambassador. Together, this team brings a breadth of knowledge and experience to supporting the wellbeing of every child at Cheapside.

Where a child's needs require a higher level of expertise, they may be referred to the Child and Adolescent Mental Health Service (CAMHS). We recognise that waiting times for a formal CAMHS assessment can be lengthy, and children will be supported in school using a range of appropriate strategies throughout this period. Parents and carers are normally required to attend parenting support sessions as part of the referral process.

Information about courses, webinars, and training opportunities for parents and carers of pupils with SEND is shared regularly on our Newsletter, and our website includes links to external organisations and resources that may be helpful for families supporting children with learning or wellbeing needs.

Where appropriate, support may also be provided through an Early Help referral via the Getting Help Team or Wellbeing Team. The Royal Borough of Windsor and Maidenhead also has a Social, Emotional and Mental Health (SEMH) team to support pupils at risk of exclusion who do not hold an EHCP. Our Mental Health and Wellbeing Ambassador, alongside other staff who have completed child mental health training as part of their continuing professional development, are well placed to share strategies to support pupils who are waiting for help from external professionals.

Zones of Regulation is embedded across the school and is central to how we help pupils identify and manage their own emotions, developing the skills they need to navigate the wider world with confidence and resilience.

We have a buddy system to help children integrate into school life, and where a number of pupils find outdoor playtime challenging, we aim to provide structured lunchtime activities to support social needs on a smaller scale.

Our curriculum, behaviour expectations, and Christian values foster positive relationships and a harmonious learning environment. As part of our PSHE curriculum, there is a strong emphasis on mental wellbeing, emotional regulation, and mindfulness. These themes are woven into everyday teaching as well as dedicated sessions, empowering children to speak out with confidence and develop a greater understanding of themselves and others.

We deliver assemblies and workshops throughout the year on topics including safeguarding (in partnership with the NSPCC), anti-bullying and mental wellbeing, ensuring that every pupil knows who to speak to if they have a concern.

Cheapside is keen to engage pupils actively in the life of the school so that they feel valued, responsible and heard. Positions of responsibility are held across the school. Pupils with SEND are actively encouraged to take on these roles

and are supported in doing so.

We offer wraparound care at Cheapside, including a breakfast club where children can socialise and prepare for the day ahead. A range of after-school clubs run throughout the week, offering sport and other activities.

5. Preparation for new and next steps

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

Cheapside CE Primary School has a comprehensive transition programme in place for all pupils. If your child has been identified as having a special educational need prior to joining us, we will normally visit their current setting and liaise with staff there. We will also meet with you to discuss the transition and agree on any additional visits needed to ensure your child settles smoothly, including home visits where appropriate. You are welcome to take photographs of the classroom and the staff who will be working with your child, to help reduce any anxieties they may have about starting at a new school.

Older children joining Cheapside are usually allocated a buddy within their class to help them settle into school life. We offer a family visit prior to your child starting and warmly welcome you to revisit the school on more than one occasion to build familiarity and confidence.

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

Children with SEND can become particularly anxious about transition points, and we work hard to support successful transitions both within school and when children move on to a new setting.

During the Summer Term, transition sessions enable children to spend time in their new classroom with their new teacher, getting to know new routines and expectations. Class teachers give a full comprehension hand over to the new teacher to create a smooth transition. In the first weeks of each new academic year, we also dedicate significant time to social skills, teamwork, and supporting one another as a class community.

Cheapside has strong transition links with our local secondary schools. Most Year 6 children transfer to one of these settings, although, recently, more children are transitioning to independent or specialist schools. Year 6 pupils attend transition days at their intended secondary school towards the end of the school year and may also visit secondary schools for workshops and sporting events during their final years at Cheapside.

Pupils with a higher level of SEND may have additional transition sessions at their new school and may also attend sessions with one of our ELSA-trained teaching assistants, where they have the opportunity to voice concerns and ask questions in a smaller, more comfortable setting. We encourage you and your child to visit the new setting together, and a member of staff may be able to accompany you if appropriate.

A SENCo handover is an important part of the transition process, ensuring that the needs of pupils with SEND are known at the earliest opportunity. Information shared includes the range and severity of need, support arrangements that have been in place, social and emotional needs, family support, medical conditions, and both long and short-term disabilities or learning needs. All school reports, assessments, and reports from outside agencies are forwarded to the receiving school, with relevant records are transferred as promptly as possible.

If your child has an Educational Health Care Plan, discussions about secondary school placement will usually begin when your child is in Year 5, allowing the Royal Borough of Windsor and Maidenhead to consult with potential schools early and determine the most suitable placement.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

Do you have an accessibility plan?

[Accessibility Plan](#)

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

We make every effort to provide the additional equipment and resources your child needs to support their learning. Where additional funding is not available through an Education Health Care Plan, we are happy to explore other sources of funding, such as local charities or trusts, to ensure your child's needs are met.

We work closely with a range of external colleagues and agencies to ensure we provide as much specialist support as possible. These include the Educational Psychology Service, NHS Speech and Language Therapists, Occupational Therapists, the School Nurse Service, Behaviour Support, the Shine Team and colleagues from Manor Green Special School.

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

Cheapside CE Primary School is an inclusive school, and we will do all we can to ensure your child is able to participate fully in all activities, both on-site and off-site. We want every child to take part in school trips, clubs- and experiences beyond the classroom- and we work hard to make all school clubs accessible to pupils with SEND by seeking additional equipment or adult support where needed. If any activity is deemed to carry too great a risk, we will discuss this with you openly and work together to find a suitable solution.

When planning school trips, we consider the individual needs of your child from the earliest stages of planning and will speak with you to help ensure your child can participate safely and enjoyably. Staff will visit sites in advance to assess their suitability, and the needs of all pupils will be considered when selecting venues.

When residential visits are planned, staff will meet with you prior to the trip to discuss your child's specific needs, including dietary requirements or medical considerations. Where necessary, discussions with external agencies may include a specialist nurse or outdoor activities adviser. You have the right to withdraw your child from any trip if you have serious concerns and we would encourage you to discuss these with Mrs Stacey Read and your child's class teacher in the first instance.

Using the Evolve platform for quality assurance, risk assessments are undertaken for all off-site activities to identify levels of risk and the measures needed to keep all pupils safe.

Our breakfast club is open to all children each morning. Children with SEND are welcome to attend both provisions, subject to risk assessment and appropriate staffing levels. If your child wishes to join one of our privately arranged clubs, please notify the organisers so that a risk assessment can be completed and appropriate measures put in place to meet your child's needs.

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?

- Whole school understanding autism training – 2024
- Whole school Zones of Regulation training with the Educational Psychology Team – 2025
- 2 ELSA trained staff members
- Whole school down syndrome training with Inclusively Downs – 2024
- 2 Makaton trained members of staff

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

At Cheapside CE Primary School we work with a range of external agencies to seek advice and support, ensuring that the needs of all children are fully understood and met. These include:

- Adoption Services
- Child and Adolescent Mental Health Service (CAMHS)
- Daisy's Dream Charity
- Early Help and Advisory Service
- Educational Psychology Service
- Family Friends
- Kooth — online wellbeing and mental health service (self-referral for pupils aged 11 and over)
- Manor Green School (Outreach Autism and other support services and training)
- NHS Occupational Therapy Service
- NHS Speech and Language Therapy Service
- Number 22 Counselling Service (parent or carer referral for young people aged 11 and over)
- Royal Borough of Windsor and Maidenhead Children and Young People Disability Service
- School Nursing Service
- Shine Team (Autism Service)
- Social, Emotional and Mental Health (SEMH) Team, Royal Borough of Windsor and Maidenhead
- Social Services
- Specialist Teachers
- The Virtual School

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 (IAS), 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 **Website:** [RBWM IAS](#)

Further information about support services for pupils and their families can also be found in:

- [Cheapside CE Primary School's SEND Policy](#)
- The RBWM Local Offer
- [DfE SEND Code of Practice](#)

Please follow the link below to the Royal Borough of Windsor and Maidenhead's Local Offer for information about

other services that may be available to support your child.

8. Policies

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

SEND Policy updated annually.

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

The following documents are referenced within this report and may be useful for further reading:

All of these documents can be found under the Policies section of the school website at www.cheapsideschool.org.uk, or you may request a copy from the school office by contacting us at school.office@cheapsideschool.org.uk or by calling 01344 621112.

9. Additional Information

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

On our website, www.cheapsideschool.org.uk, you will find a range of information and links to external organisations offering support to parents and carers of pupils with SEND. If your child has a specific requirement or a resource need, please do not hesitate to talk to us- we will do all we can to help.

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 or young person?

In most cases, a concern or complaint can be resolved through a conversation with the class teacher, our SENCo Mrs Stacey Read or a member of SLT. However, if you feel that a matter has not been dealt with to your satisfaction, there is a formal complaints procedure which parents and carers are welcome to follow. Our Complaints Policy can be found under the Policies section of the school website at www.cheapsideschool.org.uk, or you may request a copy from the main office by emailing school.office@cheapsideschool.org.uk or calling 01344 621112.

Date of last update of this document: April 2026

Date of next review: September 2026