College Town Primary School
Local Offer September 2026

We are a larger than average Primary School on the edge of the Bracknell Forest border. We are based in a densely populated area of Sandhurst close to the Royal Military Academy. The proximity of the RMA sees us take around 20% of our children from military backgrounds and this results in the school having higher than average mobility as children arrive and leave mid-year.

We firmly believe that every child has the right to an education which is suitable to their learning and developmental stage, not age. This approach requires teachers to suitably make adaptations to their lessons to enable every child to access the curriculum and achieve success. The school's mission statement is: ***To be the best that we can be.***

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?

The school has rigorous monitoring systems to ensure that the early identification of any additional learning or physical needs is quickly addressed. Due to the nature of our school with high mobility and English as an additional language (EAL) it is essential that assessments are carried out on arrival to assess the child's current ability and to identify any gaps in the learning.

All class teachers have a responsibility for identifying pupils with SEND and, in collaboration with the Inclusion Lead, will ensure that those pupils requiring different or additional support are identified at an early stage.

New arrivals

The school uses a Casual Intake Profile for children who arrive mid-year and for children with EAL, steps are used to assess their starting point and strategies that are recommended are implemented to ensure that the child is developing both the social and academic use of language at an appropriate rate and that their learning is not compromised by a learning difficulty. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEND provision.
Children are assessed on entry using reading and/or phonics benchmarks to assess current reading ability. These, along with the other assessments are administered within 2 weeks of a child arriving at our school.

When a child scores highly in a specific area further assessments are made over a six-week period prior to completing an updated Casual Intake Profile. If the child still scores highly in an area, then specifically targeted intervention is given in that area e.g. additional phonic support. When it has been identified through assessment that a child is not working at the age expected standard parents/carers are spoken to in order to inform and involve them in supporting their child's additional learning needs. A Learning Profile is written with targets and provision identified. The Learning Profile is reviewed termly and parents receive a copy of their outcomes. Parental involvement in the review process is strongly encouraged.

The school holds termly pupil progress update assessments using a web based pupil progress tracking system where each child's progress is logged from entry to their exit. This system fully supports on-going formative assessment and summative assessment. The system is highly efficient at identifying any pupil who is falling behind their peers or who is 'stuck' in their learning. These pupils are discussed in detail, with class teachers initially implementing teaching strategies to help pupils overcome any barrier that they may experience. If progress is evidenced as an outcome of quality first teaching, then no action is taken as progress is apparent. However, where intervention has not made the necessary impact on progress SEND support will be initiated. When a child has been identified as having SEND the Inclusion Lead will consider drawing on the expertise of other agencies such as Speech & Language.

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

In the first instance your child's class teacher is the best point of contact as they have daily experience of your child as a learner and are responsible for adapting the curriculum suitably to remove any potential barriers to learning that a child may have.

Ensure that your concerns are recorded and that a review meeting is set within a period of no more than 12 weeks. If progress has remained inadequate for your child, then the class teacher will need to consult with the Inclusion Lead and write an Learning Profile for your child detailing provision and the expected outcomes as a result of the additional support that your child will be receiving.

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 class teacher with the support of the Inclusion Lead will plan your child's educational programme through the use of a Learning Profile. This profile will consider your child's individual needs and will focus on supporting your child through small personalised steps. These are SMART targets; Specific, Measurable, Attainable, Realistic and Timely.

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

Pupils Learning Profiles are updated at least termly and class teachers will share and discuss the profile with you. We request that all paperwork is formally signed by parents so that we can be confident that every parent is fully aware and involved in their child's learning and progress. You will have every opportunity to contribute to profile before being asked to sign it.

If your child has an Education, Health Care Plan (EHCP), short term targets are set and reviewed every six weeks. An annual review is held to look at the progress made against your child's identified targets against the EHCP each year. All of the professionals involved with your child's care will be invited to attend and provide evidence for this meeting.

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

Staff who deliver interventions are fully aware that it is critical for all children, including those identified as SEND, to develop their independence as this will support them both in their learning, but also personal development.

Intervention and support can be delivered in a variety of styles to develop independence whilst supporting learning needs e.g. the intervention is given in short periods allowing the child to 'have-a-go' on their own or in a group before the adult returns to reinforce and consolidate the learning. This strategy supports whilst also allowing the child to build confidence in their own ability, therefore not becoming over reliant on any adult who may support them. It is critical that any support given to a child does not de-skill them as a learner. Learning Profiles and the teaching strategies used for each child are overseen by the Inclusion Lead and discussed with the class teachers. Support is provided as necessary to ensure that children with SEND are appropriately planned for within lessons to maximise both their academic and personal progress.

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

The school's robust and regular monitoring through assessments and teacher liaison meetings help to make the curriculum suitable for your child's needs. Each teacher makes specific adaptations to their class' curriculum to meet the needs of the children for whom they teach with the aim of developing independence and the child meeting his/her potential at whichever level they are working at.

Provision and the specific adaptations made are reviewed and reported on at least termly during whole school monitoring meetings which are held every 6 weeks. Teachers look at and assess their planning and the quality of work in a range of pupil's books. SEND pupils form a focus group and this ensures that appropriate adaptation is provided to enable all children to engage with and progress in their learning.

When required the school draws on the expertise of outside agencies to support with specific adaptation e.g. expressive language barriers are supported through Speech & Language and training teachers to use sign as a communication tool.
Your child's Learning Profile will also identify activities that your child may need to practise, e.g. reading at home, practising their letter formation and number etc.

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 that the staff use are multi-sensory in their approach. We appreciate that every child is unique and has different needs, even those with similar diagnoses. The teaching strategies, we use are tailored specifically to meet the child's needs. The child's needs are likely to change across their school life; therefore, the teaching strategies used will vary to support each individual child. The expertise from outside agencies, such as the Sensory Consortium, is drawn upon when necessary to ensure that the most effective strategies for each child are employed. These strategies are reviewed alongside the child's Learning Profile to ensure that they are supporting access to the curriculum.

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

The school has teaching assistants in each year group from Reception to Year 6 in addition to the class teacher. The support of additional adults is based on the needs of the class/cohort. Additional qualified teacher time has also been invested to provide SEND interventions which ensure that the most experienced staff teach those who require the most understanding, enabling each child to make the best progress possible.

The Inclusion Lead, the Assistant Head for KS1 and the Headteacher all hold the SENCO qualification as well as the Headteacher having additional SEND qualifications in Inclusive practice and in the teaching of dyslexia.

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	☑ One to one	☑ Small group
Little Wandle SEND Programme	✓	✓
Little Wandle Rapid Catch Up Programme	✓	✓
Little Wandle Fluency Programme	✓	
Play Therapy	✓	
Alpha to Omega	✓	
5 minute boxes English & Maths	✓	
PAT	✓	
Numbershark	✓	✓
Wordshark	✓	✓
Number Stars		✓
SALT	✓	✓
ELSA	✓	

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

- I-Pad with communication tools to assist communication
- Resources for left handed students – Not necessarily SEND
- Enlarged texts and books
- Reading windows
- Pastel coloured exercises books and writing board
- Sensory Support tools
- Learning Hub for small group teaching.
- Ear defenders
- Widget communication tools
- Individual workstations
- Occupational Therapy recommended writing equipment
- Weighted blankets
- Wobble cushions
- Therabands

3. My child's progress

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

All children including those with SEND will be regularly assessed and their progress carefully monitored. Progress is discussed termly at Pupil Progress meetings and with the Inclusion Lead each term as Learning Profiles are reviewed by class teachers. You will have the opportunity to contribute to your child's Learning Profile as the class teacher will discuss progress and new targets that have been set.

If your child has an Education, Health Care Plan (EHCP) a review will be held annually to look at the progress made against the identified needs of your child. All of the professionals involved with your child's care will be invited to attend this meeting.

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

Your child's Learning Profile will be reviewed each term or sooner where necessary. The Learning Profile reviewed will be discussed and parents and carers will be invited to contribute to these. This triangulation of support is considered essential at College Town Primary School.

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?

Your child's Learning Profile will be shared with you each term and you will be able to contribute to this. However, if you wish to discuss your child's progress at any other time you are encouraged to book an appointment with your child's class teacher.

If your child has an Education, Health Care Plan (EHCP), Inclusion Lead will meet with you termly to discuss your child's progress, in addition to Learning Profile meetings with the class teacher. There will also be an annual review to look at the progress made against the identified needs of your child. All of the professionals involved with your child's care will be invited to attend this meeting.

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

Arrangements are made on an individual basis and in partnership with parents / carers. There will be various strategies for regular contact for example through a daily contact book, weekly phone calls home or behaviour report cards.

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

Parents are given copies of their child's Learning Profile which include advice on activities and practise tasks. These are often accompanied with resources to support the tasks. It is important that school and parents work in partnership to support progress and you are encouraged to discuss how best to deliver home learning. You will find many useful links on the school's website which you may use to support your child's learning further.

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?

The school will provide appointments for parents/carers to meet with the Inclusion Lead should they require further information regarding any diagnosis given to their child.

The school will also sign post parents/carers to external training events run by organisations specifically tailored to meet the needs of parents/carers.

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

The school's classroom ethos expects and promotes the concept that pupils evaluate their learning and targets. If your child has an Education, Health Care Plan (EHCP) your child's views will be sought prior to their Annual Review through a child report. Due to the very young age of some of our children this will be very informal and through a learning conversation with their class teacher or teaching assistant.

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

N/A due to the age of our children 3-11.

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 overall effectiveness of SEND provision across the school is assessed in a variety of ways. School moderation and progress meetings enable all class teachers to meet half-termly to discuss the progress of children in the intervention groups to ensure that they have the required level of impact for each child. These meetings are overseen and supported by the Leadership Team including the Inclusion Lead.

Learning Profile targets are reviewed to ensure pupils are achieving their targets and that they are challenging and helping to support accelerated progress.

End of year attainment and progress is reviewed by the Leadership Team and are reported to and overseen by the Governing Body in the Standards report in the autumn term.
The Welfare and Attendance lead uses a questionnaire with children and parents to review the school's procedures for induction and transition and this includes provision for those children with SEND.

If your child has an Education, Health Care Plan (EHCP), a review will be held annually to look at the progress made against the identified needs of your child. This will also look at the effectiveness of your child's SEND provision within the school.

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?

Our school's ethos ensures that every classroom promotes emotional and social development for all children. For children with specific needs in this area, they will be supported further by their class teacher and the teaching assistant. Provision will vary as the support will reflect a child's needs although the support could be through protected play, group time games and small circle times. Where a child's needs are more severe or where school provision has not made suitable progress the expertise of other behaviour support services will be sought to strengthen and develop our practice further.

The school has a Welfare & Attendance Lead who works with new children to ensure that their early experience of our school is supporting their quick engagement. Further information regarding new arrivals can be found in our Induction and Transition Policy on the school's website.
The school also has links with Play Therapists who come into the school to work with identified children.

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?

Where necessary an adapted or individual curriculum programme can be provided for children through Pastoral Support Plans. The majority of support staff are trained in Positive Handling and/or Team Teach. Where a child presents particularly challenging behaviour staff working closely with the child will be trained as soon as possible.

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

We have a 5 paediatric qualified First Aiders; there are always at least 2 on site at all times. Care plans are agreed with the school nurse/ specialist nurses are put into place for children with additional medical needs. Please see our medications policy here

4.4 How does the school manage the administration of medicines?

The school has adopted the Bracknell Forest Guidance on administering medicines in school – please see BFC website

These have been prepared in line with Bracknell Forest Council Health and Safety Policy: Administering medicines in Schools which can be found on the school website www.collegetownprimary.com

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

As a mainstream school we don't have a changing policy. If a child has personal care needs, we would consult with the child's parents/ social services to produce a Personal Care Plan to ensure adequate provision for that child. In agreement with the school and local authority staff could provide support for your child's needs.

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

5.1 What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc.?

- Sensory Consortium Visual & Hearing impairment
- Play Therapy
- Teaching Advisory Support Service
- Speech and Language Therapists
- Autistic Advisory Support Services
- Support for Learning
- Behaviour Support
- Educational Psychology
- Social, Emotional Mental Health Support Service
- Child Development Centre (for Nursery and Reception children under 5)

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

As a first point of call, speak to your child's class teacher who will review your request as per our SEND policy which can be found on the school website www.collegetownprimary.com

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

Children's needs are considered and where inadequate progress or severity of need dictate, referrals are made by the school to the above services as appropriate.

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?

Discuss any concerns initially with the class teacher. Where necessary they will refer you to the Inclusion Lead who will arrange to meet with you to further discuss your concerns. Where appropriate, referrals will be made to the appropriate service.

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

The school is able to contact Children's Social Care (CSC) throughout the year to discuss concerns that they may have. Equally CSC can contact the school to raise concerns/issues that they may have. The school supports the work of CSC through ensuring child protection plans are implemented and that the school provides the necessary reports for conference and core group meetings.

6. Training of school staff in SEND

6.1 What SEND training is provided for all school staff?

The school provides on-going support and training for SEND. We use a range of providers and staff have undertaken training through NCC Resources who provide distance learning courses. Staff have successfully used this resource to train in Autism, Diabetes and behaviour. The school regularly uses the resources within the authority for training on behaviour and support in specialist provision such as Makaton. Where specific children require specialist support the relevant agency is contacted to ensure staff are adequately trained and supported in supporting the child.

6.1 Do teachers have any specific qualifications in SEND?

The Headteacher has a postgraduate in teaching children with specific learning (dyslexia) as well as a MA in inclusive education. She also has the recognised qualification required for SENCo's.

Mrs Horgan and Mrs Faircloth also have the recognised SENCo qualification to add further capacity to the school's teaching and learning team in the area of SEND.

6.2 Do teaching assistants have any specific qualifications in SEND?

3 Teaching assistants have 'Every Child a Reader' training, benchmarking and phonic training. Several TAs have undertaken Speech & Language training modules including ELKLAN and are encouraged to develop their expertise via the distance learning resource. 3 Teaching assistants are ELSA (Emotional Literacy Support) trained.

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?

Activities and trips are an important part of all children's education. We would make a risk assessment for any children with SEND to ensure that we have the appropriate safeguards in place. Discussions with parents/carers will also help us to ensure SEND children can be included in activities and trips. If it is deemed appropriate, then parents will accompany the child on an activity or trip.

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

We value the parent/carers involvement in planning the support required for their children to take part in activities and trips. Parents will be sent letters and asked to return permission slips for their children to attend activities and trips. Where necessary, the class teacher or Inclusion Lead will discuss the needs of SEND children with parents/carers to ensure appropriate support is provided for children to participate in activities and trips.

8. Accessibility of the school environment

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

Our building was built in 1907 and therefore pre-dates the DDA (Disability Discrimination Act). We have where possible made efforts to improve access to our site and enable those with mobility difficulties and wheelchair users to access areas of the building although access to some areas remain challenging.
The school has some small internal steps, making some areas of the school difficult to access. We do not have any lifts available to support the accessibility for children with mobility difficulties.
The school reviews its Health and Safety audit on a regular basis and makes reasonable adjustments as and when deemed necessary.

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

We are able to print work in large print for visually impaired students. If there are any specific needs, we will look at modifying the environment at that point in time. The Sensory Consortium regularly visits our children with auditory and visual impairments and advises the school on adjustments that can be made to support these children.

8.3 Are there accessible changing and toilet facilities?

We do have some accessible toilets in some parts of the school and one area has changing facilities within the school.

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

Class teachers and the Inclusion Lead, along with the Leadership Team work together to ensure that where reasonably possible, adjustments are made to support the needs of SEND children. If recommendations are made from outside agencies to enable a child to access the classroom, then school will purchase the appropriate equipment. For example, Occupational therapists may recommend a slanted desk for children with hyper-mobility to support writing.

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

We would endeavour to communicate in whichever means is accessible to the parent/carer. For example; writing to or texting hearing impaired parents.
Parents also have an opportunity to contribute to their child's Learning Profile during termly parent-consultation meetings.
If your child has an Education, Health Care Plan (EHCP) or Statement a review will be held annually to look at the progress made against the identified needs of your child

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

Where possible, the school will ask for translators to be present at meetings with parents. The school accesses names of interpreters from Bracknell Forest Council (BFC). The Local Authority (BFC) also provides a number of education leaflets and advise in various language formats (please visit http://www.bracknell-forest.gov.uk/languages for further details).
We would endeavour to communicate in whichever means is accessible to the parent/carer, for example writing to or texting hearing impaired parents.

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?

We can arrange a slow/staggered introduction to the school environment. If your child has a designated social worker, they might support your child's integration to the school, for example through social stories or visual timetables. Where possible a transition plan would be put into place for your child. Pre visits with your child are also encouraged and our WAL follows up after 2 weeks to ensure all is well and to note any concerns or issues which may have arisen during your child's induction.

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

Children moving from Early Years through to Key Stage 1 and Key stage 2 are already familiar with the school building and staff which supports the move. In addition to their familiarity the school holds a moving-on afternoon for children to meet their new classes, teachers and teaching assistants before the end of the Summer Term. We can provide additional opportunities for you and your child to meet with your child's new teachers before they move on to the next stage in their educations where this is necessary. New children for September can also visit on this day too. For some children, an additional book is provided about their new class and area which they receive prior to the summer holidays to further support transition.

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

Once the school knows that your child is leaving, the transfer process for your child will be actioned. We are fully aware how vital this is and we prepare children for their new school and allow them to have closure with their current school. This enables children to deal quickly with the change and promotes their capacity for learning readiness despite the changes that they are facing.

A teaching assistant will work with your child creating their passport. This document is for your child and supports their move by helping them to find out facts about their new school and getting email and addresses of the friends that they are leaving behind. Children visit the head teacher who presents them with a certificate on their last day with us.

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

Transition meetings are held between current and new class teachers to ensure that information and advice is passed on to your child's new teacher.
You can also request to meet with your child's new teacher if you feel this will be beneficial. Some children also benefit from a 'Transition Passport' which gives them details and photographs of their new setting and teachers in the form of a booklet.

If your child is moving to a new educational setting, advising the school of this transition as soon as possible will help the school in passing on any information/ advice to your child's new school. The school's Inclusion Lead will be able to liaise with the new school/setting's SENCo to ensure a transition plan is in place for your child.

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

Your child's Learning Profile will be provided to your child's new setting/school along with the normal information that will move with a child, e.g. school reports, current attainment levels and assessment records.

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?

Your child's class teacher would be the first point of call. The school's Welfare & Attendance Lead is also there to support the families of pupils at College Town Primary School. The school's Inclusion Lead may also be contacted if you have specific SEND concerns.

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

The school has a Welfare & Attendance Lead (WAL) who also is based in the school Reception area. She is the first contact for all new starters along with the school admin officer. The Welfare and Attendance Lead offers all new parents an induction meeting and is also available to meet with all parents to discuss any concerns that they may have regarding school issues. The WAL is also a designated lead for Child Protection and in the absence of, and on behalf of the Headteacher will attend Child Protection meetings to offer support to the child and family.

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

The WAL has access to a wide variety of agencies which will parents will be signposted to on request or following a consultation. The school shares the site with a Children's Centre who are often able to offer support to those families with children under 5.

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

Parents are invited to express their views on SEND provision in our annual questionnaire and new arrivals are contacted during their induction phase to discus and evaluate early provision. Parents are invited to make suggestions for the school to consider.
Please also see our complaints procedure on the school website.