



## Emmbrook School Document: **SEND Report and Local offer**

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### Changes History:

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1.0	26/1/2022	SEND Manager	New Document	First release since transition to CT
1.0	1/2/2022	Local Advisors	None	Approval by the Emmbrook School Las
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1.0	5/12/2023	SEND Manager	Inclusion of ambition and highlights of SEN Offering	Review and update to reflect current practice
1.0	5/12/2023	Local Advisors	Inclusion of ambition and highlights of SEN Offering	Approved by LAB
1.0	30/9/2024	SEND Manager	None	Review
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1.0	2/3/2026	SEND Manager	Inclusion of/updates to: Accessibility Types of SEND Phase Transfer Ordinarily Available provision Support for SEMH	Review and update

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## 1. Introduction

As part of The Circle Trust, The Emmbrook School is an inclusive, mainstream, co-educational secondary school providing an Ofsted rated 'Good' learning environment for students aged 11 to 18 (school years 7 to 13). We value every child as an individual and work in partnership with parents/carers to actively support all our students, regardless of ability, to ensure they are encouraged to achieve their full potential both academically and socially. We pride ourselves on being an inclusive school, supporting students from all cultures and backgrounds and across all abilities. Our inclusive ethos is based on providing a holistic approach to maximise the potential of all our students. Teaching is scaffolded or differentiated to meet individual needs and systems are in place to identify barriers to learning, achieving and/or participation.

We are ambitious for all students with SEND, wanting the highest and best outcomes possible for each individual. We set expectations to ensure SEND students are aiming high and we support them to develop and maximise their potential so there are no limits to their success. We encourage all SEND students to improve their academic performance throughout their time with us, including those who have the potential to be high achievers.

## 2. How will we know if your child needs additional help?

Initially we gather and use information from the following:

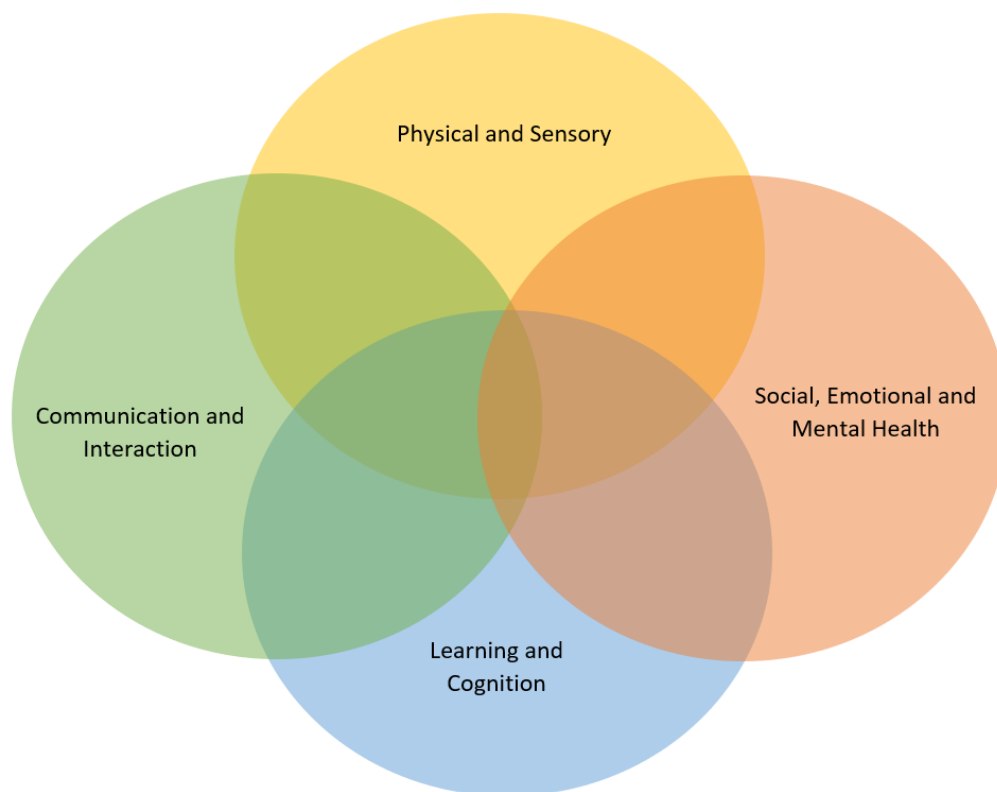
- parent/carer application documents
- Year Leader for Year 7's meeting with primary school staff
- Year Leader for Year 7's meeting with child at primary school
- SEND Manager's consultation with primary school SENDCO
- SENDCO attending annual review meeting for Year 5 and/or Year 6 child with Education, Health and Care Plan (EHCP)
- identification of 'non secondary ready' child via information from primary school
- reports from external professionals/agencies, e.g. Educational Psychologist
- curriculum specific tests
- feedback from subject teachers or tutor
- CAT (Cognitive Abilities Test) for all Year 7 students
- NGRT (National Group Reading Test) for all Year 7 students
- Lucid Exact where further assessment required

As students progress to higher years, we use information from the following:

- Termly monitoring reports
- Parent/carer concerns
- Reports from external professionals/agencies, e.g. Educational Psychologist, CAMHS (Child and Adolescent Mental Health Service), etc
- Annual review meetings for students with EHCPs
- Year 10 exam access arrangement screening assessments where applicable
- Curriculum specific tests/mock exam results
- Feedback from subject teachers
- Concerns raised by tutors or the Inclusion Team

If a student needs assessment in School we use a range of tests depending upon the area of need. If appropriate we make referrals to outside agencies to request involvement from external professionals, e.g. Educational Psychologist, Neurodivergent Team, CAMHS, etc.

## Special Educational Needs usually fall within one of the following areas:



- **Communication and interaction needs, e.g.**
  - Autism
  - Speech and language difficulties
  - Selective Mutism
- **Cognition and learning difficulties, e.g.**
  - Specific Learning Difficulty
  - Dyslexia
  - Dyscalculia
  - Global Developmental Delay
- **Social, emotional and mental health difficulties, e.g.**
  - Attention Deficit Hyperactivity Disorder (ADHD)
  - Attention Deficit Disorder (ADD)
  - Oppositional Defiant Disorder (ODD)
  - Obsessive Compulsive Disorder (OCD)
  - Post Traumatic Stress Disorder (PTSD)
  - Attachment Disorder
  - Social Anxiety
  - Depression or mental health
- **Sensory and/or physical needs, e.g.**
  - Visual impairment including sight loss and blindness
  - Hearing impairment including deafness and hearing loss
  - Cerebral Palsy
  - Hypermobility

- Acquired Brain Injury
- Sensory Processing Disorder (sometimes linked to Autism)
- Developmental Coordination Delay (DCD)
- Dyspraxia (also linked to cognition and learning)
- Colour blindness/colour deficiency

At the beginning of year 10 identified students are screened to establish if exam access arrangements might be required (EAAs). These students undertake further assessments and subsequently formal EAAs are put in place in accordance with JCQ (Joint Council for Qualifications) regulations and teachers and students are notified of these. EAAs are in place for all of Year 10 and 11. In Year 12 arrangements are reviewed to check the EAAs are still appropriate to students' needs, those which are being authorised accordingly.

Exam Access Arrangements could include:

- extra time – rest breaks must be trialled first
- reader
- scribe
- prompt
- use of a laptop
- rest/movement breaks
- practical assistant
- colour naming

### **3. How will we know how your child is progressing?**

We believe in a collaborative approach, working together with parents/carers to keep you informed and involved in your child's progress. We do this by:

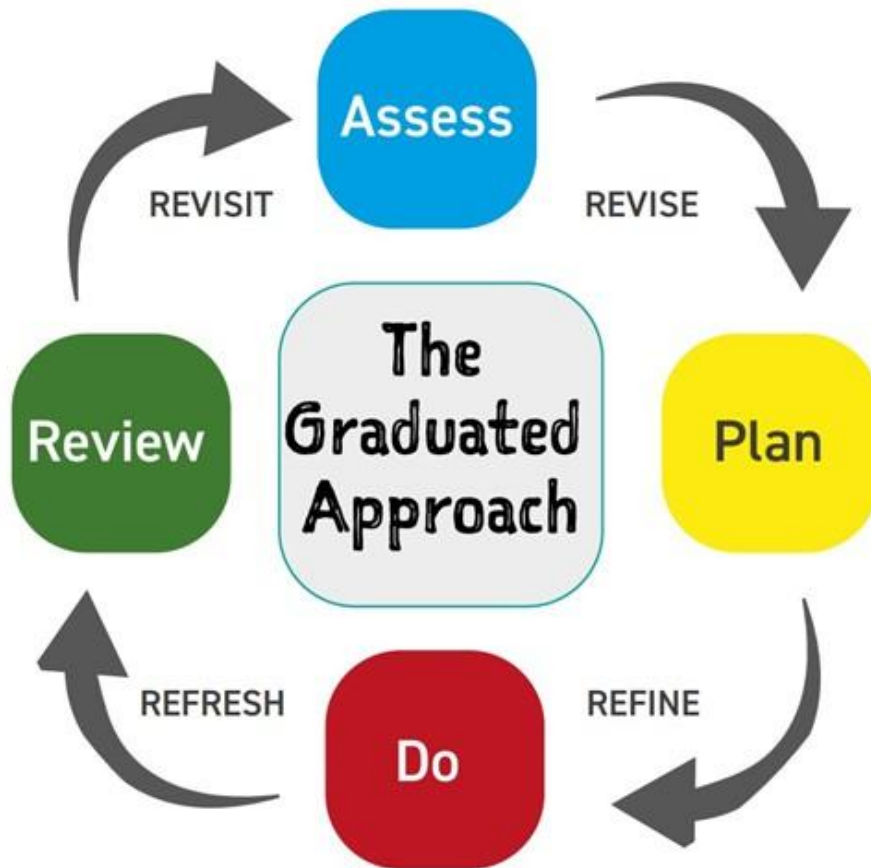
- Termly monitoring, including mock exam results in appropriate years
- Satchel One – log of home learning tasks set
- Arbor school database portal
- Parent Consultation Evenings
- Emails to parents/carers
- Telephone calls home
- Appointments with individual teachers/tutor/member of the SEND team
- Annual reviews for students with EHCPs

The Emmbrook School provides general information to parents/carers via:

- School website, e.g. transition information for new joiners  
<https://www.emmbrook.wokingham.sch.uk/page/?title=Year+6+Transition&pid=1013> and School Policies  
<https://www.emmbrook.wokingham.sch.uk/page/?title=Policies+and+Documents&pid=1034>
- Intouch – text messages to parents/carers
- School newsletter
- Open Evening
- Options Evenings
- Year Leader Termly letter
- Headteacher's weekly letter to parents

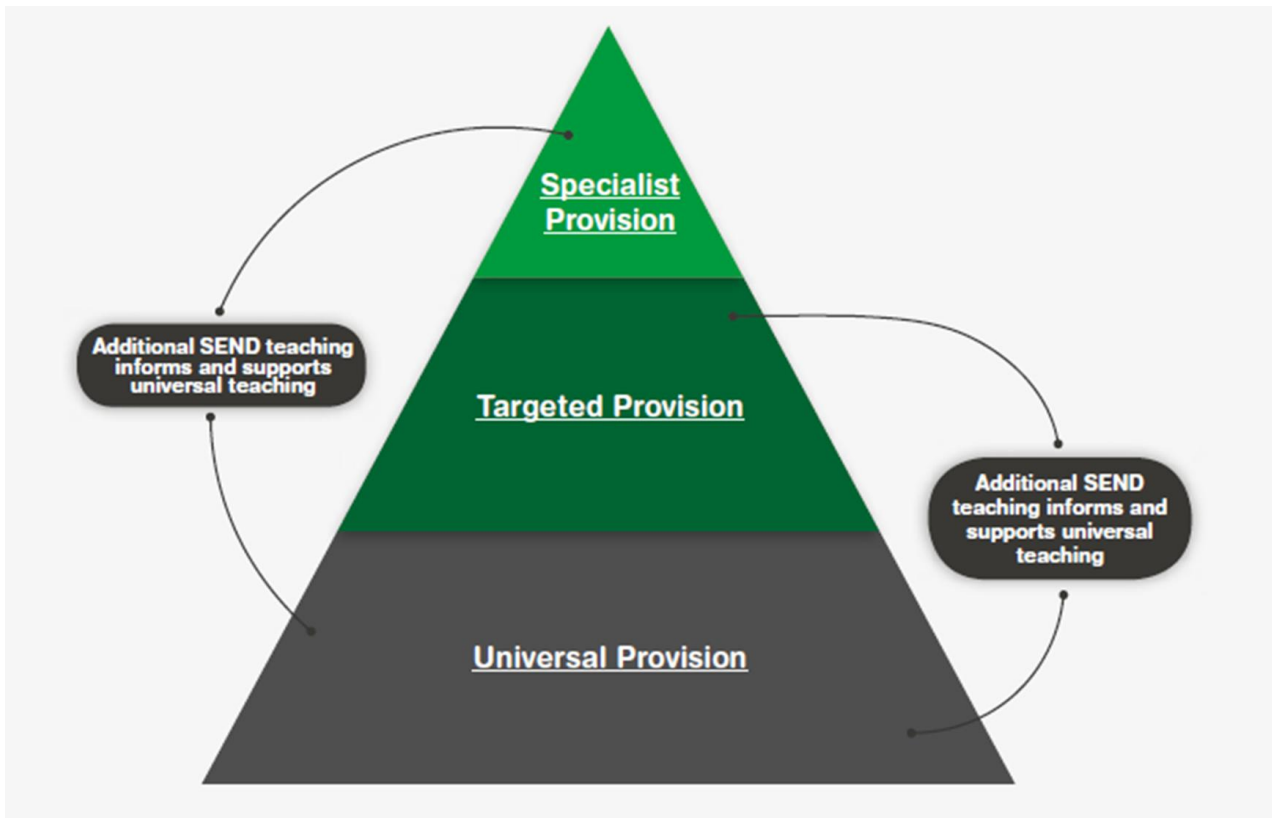
#### 4. How will we support your child?

Our Universal Offer provides excellent Ordinarily Available teaching and support provision for all our students. As part of our standard practice of, Assess, Plan, Do, Review, if we identify a student who requires support beyond what is Ordinarily Available, the first stage of intervention is Targeted Provision and this will be offered in a bespoke format designed to meet the individual child's specific needs.



We may consider Specialist Provision at a later date, once the outcome and impact of Targeted Provision has been reviewed. Specialist Provision may include a referral to an external agency, offsite provision or specialist intervention(s) delivered either by our staff or external professionals. This step by step process, with regular reviews to examine outcomes and impact, ensures progress is monitored and provision adapted in a timely way.

Staff are advised of your child's individual needs and where appropriate a Pupil Action Plan (PAP) or One Page Profile (OPP) is created. Using Quality First Teaching, teachers scaffold and differentiate lessons accordingly and Teaching and Learning Assistants (TLAs) provide further in class support where necessary.



Our teachers use a number of general and specific strategies, which include:

- Welcoming students at the start of lessons
- Providing praise and support throughout lessons
- Using clear and unambiguous language, rephrasing as required
- Giving clear and limited choices
- Explaining tasks, with a step-by-step instructions
- Repeating instructions as reminders of expectations
- Providing sentence starters and guided worksheets (where appropriate)
- Providing extra time for responses where appropriate for some learners
- Checking understanding, responses and progress throughout learning tasks
- Providing advanced notice of changes e.g. room or seating changes, forthcoming tests/exams
- Setting clear boundaries and using a calm tone at all times
- Cued listening for Audio-visual material
- Hard copies of notes (where appropriate for students with specific SENDs)

Category	Communication & Interaction	Sensory & Physical	Social, Emotional & Mental Health	Cognition & Learning
<b>Scaffolding</b>	<ul style="list-style-type: none"> <li>Discussion prompts (picture cues, word banks and sentence stems)</li> <li>Sentence starters</li> </ul>	<ul style="list-style-type: none"> <li>The environment is planned and adapted to maximise accessibility to the curriculum and premises for every child.</li> <li>Pre-cut resources</li> <li>Ensure text size is accessible</li> </ul>	<ul style="list-style-type: none"> <li>Set tasks with clear goals, outcomes and manageable timescales.</li> <li>Share / model exemplar work for students to aspire towards.</li> <li>Set achievable goals and reward progress.</li> <li>Short tasks</li> </ul>	<ul style="list-style-type: none"> <li>Sentence starters</li> <li>Discussion prompts (picture cues, word banks and sentence stems)</li> <li>Ensure text size is accessible</li> </ul>
<b>Explicit instruction</b>	<ul style="list-style-type: none"> <li>I do, We do, You do</li> <li>Say less and say it slowly</li> <li>Use clear and unambiguous language</li> <li>Give directions before not during an activity</li> <li>Give clear but limited choices</li> </ul>	<ul style="list-style-type: none"> <li>Visual or verbal / auditory instructions</li> <li>Give directions before not during an activity</li> <li>Give clear but limited choices</li> <li>Use clear and unambiguous language</li> </ul>	<ul style="list-style-type: none"> <li>Visual instructions</li> <li>Direction before not during an activity</li> <li>Require clear boundaries and rules, with predictable consequences</li> <li>Use clear and unambiguous language</li> <li>Use a calm, firm and fair tone. Do not be aggressive.</li> </ul>	<ul style="list-style-type: none"> <li>Provide multiple examples of new concepts</li> <li>Highlight essential content and remove distracting information</li> <li>Make the links in learning explicit</li> </ul>
<b>Cognitive &amp; metacognitive strategies</b>	<ul style="list-style-type: none"> <li>Explicitly teach vocabulary (Frayer Model, glossary, PiXL Unlock)</li> <li>Thinking Hard strategies</li> <li>Home learning should be adapted where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Thinking Hard strategies</li> <li>Follow VI and HI guidance</li> <li>Use pupil's name to gain their attention to give instructions</li> <li>Home learning should be adapted where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Use Thinking Hard strategies</li> <li>Use pupil's name to gain their attention to give instructions</li> <li>Home learning should be adapted where appropriate</li> <li>Extra processing and response time</li> </ul>	<ul style="list-style-type: none"> <li>Narrate the Thought Process</li> <li>Explicitly teach vocabulary (Frayer Model, glossary)</li> <li>Use active reading strategies to support comprehension</li> <li>Home learning should be adapted where appropriate</li> </ul>
<b>Flexible grouping</b>	<ul style="list-style-type: none"> <li>Structure group work with specific roles</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the young person is included and fully participates in groups and has access to all being said.</li> </ul>	<ul style="list-style-type: none"> <li>Additional support might be needed to facilitate group work</li> <li>Structure group work with specific role</li> </ul>	<ul style="list-style-type: none"> <li>Structure group work with specific roles</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Use cued listening – give pupils a small number of questions that they will have to answer after listening to teacher presentation or video input</li> </ul>	<ul style="list-style-type: none"> <li>Use adaptive equipment and ensure you have had the relevant training for equipment operation.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware that computer and laptops can be a distraction. Use them purposefully and with an explicit learning objective (already explained)</li> </ul>	<ul style="list-style-type: none"> <li>Use cued listening – give pupil a small number of questions that they will have to answer after listening to teacher presentation or video input</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>Provide warning of change of routine and activities</li> <li>Make the links in learning explicit</li> <li>Give extra processing time (try and be discrete)</li> <li>Praise when possible</li> </ul>	<ul style="list-style-type: none"> <li>Limit background noise</li> <li>Plan ahead to ensure the environment meets the pupil's needs</li> <li>Be aware of any risk assessments or Health Care Plan</li> <li>Give extra processing time (try and be discrete)</li> <li>Praise when possible</li> </ul>	<ul style="list-style-type: none"> <li>Take steps to improve a pupil's self confidence</li> <li>Make an effort to 'catch the pupil being good' and praise them</li> <li>Reduce external distractions</li> <li>Close liaison with pupils and their families</li> <li>Use motivational rewards and incentives.</li> <li>Support and activities offered for unstructured time.</li> </ul>	<ul style="list-style-type: none"> <li>Check understanding by asking me to explain the task set in their own words</li> <li>Provide plenty of thinking time</li> <li>Make the links in learning explicit (Thinking Hard)</li> <li>Praise when possible</li> </ul>

As a mainstream school, the majority of students follow the full curriculum, however, a very small number of learners have a personalised curriculum to meet their specific needs, which includes provision from external providers in some cases.

### 5. How will your child be included in activities outside the classroom?

All students are encouraged to participate in extracurricular activities, during and after school. These activities, and day or residential trips, are open to all students and where necessary individual needs are discussed and support planned to enable participation. This may include a risk assessment.

### 6. How will we support your child’s wellbeing?

The emotional wellbeing of all our students is important to us and we recognise that it contributes significantly to their ability to attend, engage, learn and progress.

Our Director of School Welfare, Mrs Steph Guinn, and Pastoral Welfare Manager, Mrs Susan Woolfenden, together with the wider Inclusion Team, work with individual students or groups as appropriate. We work in partnership with parents/carers, and outside agencies if they are involved, to provide interventions and strategies to support children, including referral to counsellors and assigning mentors. Therapeutic Thinking and Restorative Practice is embedded as part of standard practice at The Emmbrook School.

In consultation with parents/carers we may offer the following interventions to support your child’s emotional wellbeing:



- Thrive – intervention sessions with trained Inclusion staff, to support wellbeing
- Timeouts – short respite time outside of classroom to self-regulate, via triage process
- Soft start – supported start to the day with Inclusion staff
- Respite sessions – longer respite time outside of lessons, for a short fixed-period
- Counselling – 1 to 1 counselling with a trained counsellor
- Mentoring – 1 to 1 mentoring with a member of staff
- Informal check-ins – short check-ins with key member of staff, e.g. Year Leader
- Pastoral support – access to support from members of the Pastoral Team
- EBSA room – coordinated program of support and intervention for children with emotionally based school avoidance

A member of the Pastoral Team liaises with Children’s Social Care services by attending Child Protection (CP), Child in Need (CIN), Looked After Children (LAC) and Team Around the Family (TAF) meetings to ensure we work together with students and their families and support desired outcomes.

Safeguarding is of paramount importance and we take our duty of care extremely seriously. Our Safeguarding Policy is available on our website and all staff must complete regular, updated training. Our Designated Safeguarding Lead is Mrs Roxanne Ridsdale, Deputy Headteacher.

## **7. Who is our Special Educational Needs & Disabilities Coordinator (SENDCO)?**

Mr Stuart Baker is our SENDCO.

## **8. Who are our SEND Team and what are their roles?**

Senior members of the SEND Team are listed below. We also have Teaching and Learning Assistants (TLAs) supporting students in the classroom and delivering bespoke support and intervention in our Intervention Centre.

Mrs Roxanne Ridsdale – Deputy Headteacher, Inclusion Lead & Designated Safeguarding Lead  
[ridsdale@emmbrook.wokingham.sch.uk](mailto:ridsdale@emmbrook.wokingham.sch.uk)

Mr Stuart Baker – SENDCO & Alternative Provision Teacher  
[sbaker@emmbrook.wokingham.sch.uk](mailto:sbaker@emmbrook.wokingham.sch.uk)

Mrs Kate Massey – Deputy SENDCO, Pupil Premium Coordinator & English Teacher  
[kmassey@emmbrook.wokingham.sch.uk](mailto:kmassey@emmbrook.wokingham.sch.uk)

Ms Gail Oliver – SEND Manager  
[goliver@emmbrook.wokingham.sch.uk](mailto:goliver@emmbrook.wokingham.sch.uk)

## **9. What SEND training have our staff had?**

Our SEND team have a wide range of qualifications and experience covering various special educational needs. Teachers receive regular SEND Inset training in specific areas of SEND. TLAs and SSWs who are new to The Emmbrook School undertake an induction programme which includes training and information on SENDs. All staff have access to our SEND Register, Monitoring list, student EHCPs, PAPs/OPPs, assessment results, EAA spreadsheet, monitoring reports and SEND referral form.

The Emmbrook School actively engages in a process of Continuous Professional Development (CPD) training for all staff.



## 10. How accessible is our School

The Emmbrook School is a large purpose built school spread across several buildings, some of which have multiple floors. Many of our classrooms are on the ground floor and these are accessible at ground level or via ramps. Our English block, which was constructed in 2015, has a lift which is suitable for less mobile students/wheelchair users. There is a corridor which links the first floor of the English block to the first floor of Humanities. Our Maths block, which opened in 2017, also has a lift. We have toilets suitable for less mobile students/wheelchair users within the English and Maths blocks and the main part of the School site. Our SEND and Pastoral Teams are all based on the ground floor. We have an Accessibility Policy, which contains our Accessibility Plan, which can be found alongside other policy documents on our website via this link:

<https://www.emmbrook.wokingham.sch.uk/page/?title=Policies+and+Documents&pid=1034>

### **Admission**

Arrangements for the admission of disabled students at The Emmbrook School comply with *Section 69 of the Children and Families Act 2014, Schedule 1 of the Special Educational Needs and Disability Regulations 2014* and the *Special Educational Needs and Disability Code of Practice*. We take the following action to ensure admission of disabled students is as seamless as possible:

- Acquire sound knowledge of the child's individual needs prior to transition including meeting with parents/carers, the child, liaising with previous school and reviewing information provided by external professionals to plan provision
- Child and parent/carer site visit prior to joining
- Create Risk Assessment prior to joining if required and share with parents/cares and staff
- Create Personal Emergency Egress Plans prior to joining if required and share with parents/carers, the student and staff

- Create Health Care Plan if required prior to joining in collaboration with parents/carers and medical professionals
- Provide the student with a Medical Exit Pass if required (permission to leave the classroom during lessons for medical reasons)

### **Physical Environment & Facilities**

Improving the physical environment of The Emmbrook School for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school means ensuring facilities provided help disabled students to access the school. These include but are not limited to:

- Access to lifts – student given lift keys
- Ramps where there are stairs and no lift is available
- Staircase handrails
- External steps/ramps handrails
- Accessible toilets
- Clear signage, e.g. disabled access toilet
- Bells and teacher notifications to indicate change of lessons
- Highlight hazards, e.g. bright painted edges of ramps, protrusions
- Manual handling training - for staff required to push/manoeuvre wheelchairs
- Ensure no loose tiles, flooring, stair coverage, handrails, door handles, free cables, fixtures or other hazards
- PC screens where the text/image can be increased and the colour background can be changed

### **Inclusivity**

Steps The Emmbrook School has taken to prevent disabled students from being treated less favourably than other students includes but are not limited to:

- An inclusive admissions policy
- Bespoke provision planned, delivered and reviewed regularly in consultation with parents/carers and individual students
- Delivery of inclusion and diversity lessons as part of the curriculum to all students
- SEND training and Continuous Personal Development (CPD) training for all staff

### **Participation**

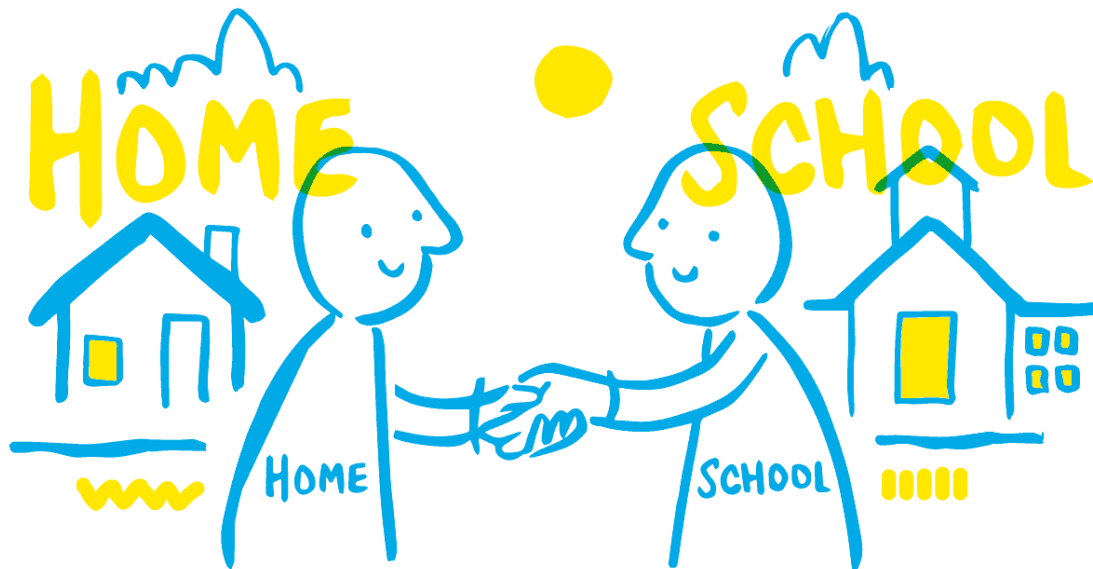
Increasing the extent to which disabled students can participate in the school's curriculum and improving the delivery of information, which is readily accessible to students who are not disabled, to disabled students plus the following is available:

- Provide TLA support in lessons as required
- Adapt PE lessons as required, e.g. use of balls with bells for visually impaired students
- Facilitate the use of Radio Aids for hearing impaired students
- Provide facilities and supervision for Occupational Therapy/Physiotherapy exercises
- Facilitate visiting external professionals
- Provide support for day and residential trips as required
- Review provision and support regularly with student and parent/carer
- Adapt classrooms for short-term wheelchair use, e.g. raised desk

## 11. How can parents/carers provide support?

Please support us by encouraging your child to fully engage with and take responsibility for their learning. You can support them by:

- ensuring they attend School on time every day unless they are unwell – please make medical or dental appointments during School holidays or after School wherever possible
- encouraging them to pack everything they need for the school day the evening before, including pens, pencils, calculator, protractor, compass, ruler, PE kit, food tech ingredients (please name all equipment and clothing in case it gets lost)
- checking they have completed all homework tasks to the best of their ability (Satchel One)
- attending Parent Consultation Evenings
- attending meetings specifically arranged for your child
- making sure all interventions/suggestions for home are completed
- checking achievement points awarded and praising these
- checking sanction points awarded and discussing ways to prevent reoccurrences



## 12. How can your child contribute?

- Proactively engage in their learning
- Arrive at lessons on time with the correct equipment, wearing the correct uniform
- Ask for help if they are struggling
- Check Satchel One and complete all home learning tasks to the best of their ability
- Follow the School's behaviour policy
- Attend meetings for them where applicable
- Contribute to target setting and reviewing
- Work in partnership with a mentor if one is assigned

### **13. What should parents/carers do if they have a concern?**

In the first instance, concerned parents/carers should contact their child's tutor who may then refer you to a subject teacher, your child's Year Leader, a member of the SEND team or member of the Senior Leadership Team (SLT). If the concern cannot be resolved, parents/carers should contact Mr Nick McSweeney, our Headteacher.

The Emmbrook School has a formal complaints policy which can be found within the Policies section on our website.

SENDIASS offer free, confidential, impartial advice and support to parents/carers (tel. 0118 9088233 email [Sendiass@wokingham.gov.uk](mailto:Sendiass@wokingham.gov.uk)).

### **14. What other services are available through School?**

Sometimes students need help from additional services or outside agencies and we have experience in working with:

- Educational Psychology Service
- Neurodivergent Team
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapists
- Counselling via ARC
- Physiotherapists and Occupational Therapists
- Sensory Consortium
- Autism Spectrum Service for Information, Support & Training (ASSIST)
- Childrens' Social Care service
- School Nurse
- Careers services

External agencies are contacted when necessary and appropriate, according to your child's individual needs.

### **15. How will we support transition to secondary school and beyond?**

At The Emmbrook School we recognise that moving to secondary school is a major change in a child's life and we therefore work collaboratively with parents/carers and primaries from the summer term of Year 6 (or at the start of Year 5 in the case of students with EHCPs) to ensure a smooth transition. We offer an additional transition group for very vulnerable/anxious children to support their individual needs and lessen anxiety around this significant change.

The School provides careers' advice to students and parents/carers are encouraged and supported to explore post 16 options by attending careers' fairs and visiting local colleges/sixth forms and researching apprenticeship/employment opportunities. Advice and strategies to support students, as well as information regarding EAs, are passed on to schools and colleges when students transition to further education.

Students with EHCPs have annual reviews in year 9 which focus on Preparation for Adulthood (PFA). Their EHCPs are reviewed and updated in consultation with the student, parents/carers, external professionals (if applicable) and their SEND Case Officer from their Local Education Authority (LEA). In year 11, the SENDCO works with the student and parents/carers to support transition to the next

phase of education, e.g. college or employment, and the SEND Case Officer from their Local Authority is also involved in creating a revised EHCP.

Mr David Constable, Head of Sixth Form, works with students in Years 12 and 13 to discuss college, employment or university options. Many year 13 students with SEND, go on to study at university.

## 16. How are policy reviews conducted?



The Circle Trust policies are reviewed, updated and published centrally as required, typically on an annual or bi-annual basis.

The Emmbrook's SEND Report is revised annually by the SEND Manager and approved by the Deputy Headteacher and Inclusion Lead, as well as the SENDCO.

## 17. Further information and how to contact us:

- Visit The Emmbrook School's website;
- Email the School at [enquiries@emmbrook.wokingham.sch.uk](mailto:enquiries@emmbrook.wokingham.sch.uk)
- Telephone the School on 0118 9784406;
- Read our SEND Policy which can be found under Policies on the School's website;  
<https://www.emmbrook.wokingham.sch.uk/page/?title=Policies+and+Documents&pid=1034>
- Look Wokingham Borough Council's Ordinarily Available Provision and Local Offer document;  
<https://wsh.wokingham.gov.uk/sites/schoolshub/files/2025-06/WEB%20TH4575%20-%20210x210%20Ordinarily%20Available%20Provision%20-%20Spreads%2020.6.25.pdf>