



**Local Offer Submission 2015-16**

**School Name: Caversham Primary School**

**Address: Hemdean Road, Caversham, Reading, RG4 7RA**

**Telephone: 0118 9375454**

**Email: [admin@cavershamprimary.reading.sch.uk](mailto:admin@cavershamprimary.reading.sch.uk)**

**Website: [www.cavershamprimary.org/](http://www.cavershamprimary.org/)**

**Ofsted link: <http://dashboard.ofsted.gov.uk/dash.php?urn=109778>**

**OR: [www.cavershamprimary.org/keyinformation](http://www.cavershamprimary.org/keyinformation)**



**Head teacher: Mrs Ruth Perry**

**SENCo: Name: Ms Philippa Sutton    Contact: [senco@cavershamprimary.reading.sch.uk](mailto:senco@cavershamprimary.reading.sch.uk)**

**Date of latest Accessibility Plan: June 2014**

**Date completed: 20/06/14**

**By whom:    Name: Mrs Ruth Perry    Role: Head Teacher**

	<b>Question</b>	<b>Response (choose 'best-fit' statement from Self Audit Grid)</b>	<b>Examples of good practice in our setting (bullet point key examples)</b>
1	<b>How does the setting / school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</b>	We track the progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking. Parents are encouraged to speak to the SENCo about any concerns they have.	<ul style="list-style-type: none"> <li>✓ Regular assessment in Maths, Reading &amp; Writing, and progress tracked.</li> <li>✓ Support given to pupils in class as appropriate.</li> <li>✓ Advice from professionals is sought.</li> </ul>

		We have some in-house expertise in special educational needs.	<ul style="list-style-type: none"> <li>✓ Approachable staff, SENCo &amp; Head.</li> <li>✓ In the first instance, speak directly to the class teacher who will refer to SENCo, as necessary.</li> <li>✓ Effective communication between Staff, parents, pupil and practitioners is ensured.</li> </ul>
2	<b>How will setting / school support my child/young person?</b>	Having identified needs, we seek to match provision to need. We define expected outcomes of interventions and then monitor the impact through regular meetings and tracking of pupil progress. Our SENCo leads on this aspect and the head teacher shares this information with governors/trustees	<ul style="list-style-type: none"> <li>✓ Provision is tailored to the needs of the child – we can support a range of needs, including emotional and some medical (such as diabetes).</li> <li>✓ In some cases, one-to-one teaching assistants may be assigned to a pupil with complex learning needs to ensure access to the National Curriculum.</li> <li>✓ The needs and aspirations of the pupil and their family are at the heart of every decision made about the child.</li> </ul>
3	<b>How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?</b>	Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum.	<ul style="list-style-type: none"> <li>✓ Learning tasks are adapted to enable your child to access the curriculum as independently as possible.</li> <li>✓ Maths is taught in sets from Year 2.</li> <li>✓ Parents and pupils will be involved in the decision-making process.</li> <li>✓ Expert advice is</li> </ul>

			sought from our partners.
4	<b>How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b>	Learner feedback is part of our established learning culture. This includes informing families of next steps and what they can do to help/support their child's learning. We encourage parents to invest time in developing their parenting skills	<ul style="list-style-type: none"> <li>✓ Twice-yearly Parent/Teacher meetings.</li> <li>✓ Twice-yearly pupil reports.</li> <li>✓ Structured Conversations when required.</li> <li>✓ School open-door policy.</li> <li>✓ Curriculum workshops and information evenings for parents.</li> <li>✓ Newsletters.</li> <li>✓ Staff can offer advice to support learning at home.</li> </ul>
5	<b>What support will there be for my child's/young person's overall well-being and to help them develop their independence?</b>	All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this encouraged in a variety of ways and regularly. We have a defined rubric to enable support staff to encourage greater independence in all our learners.	<ul style="list-style-type: none"> <li>✓ As an inclusive school, we welcome and celebrate diversity.</li> <li>✓ The class teacher has overall responsibility for the provision for every child in their class, be it academic, social, pastoral or medical.</li> <li>✓ One-to-one teaching assistants work under the direct guidance of the class teacher and are line-managed by the SENCo. These personnel are changed annually to minimise over-dependence by the pupil.</li> <li>✓ Pupil voice is encouraged through school council and other forums.</li> <li>✓ The school has two ELSAs (Emotional</li> </ul>

			<p>Literacy Support Assistants), working under the direction of the SENCo.</p> <ul style="list-style-type: none"> <li>✓ The school employs a Play Therapist for more complex emotional needs.</li> </ul>
6	<p><b>What specialist services and expertise are available at, or can be accessed by, the setting/school?</b></p>	<p>Our staff received regular training and our teachers all hold qualified teacher status. We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p>	<ul style="list-style-type: none"> <li>✓ The school maintains close relationships with practitioners including the Educational Psychologist, Speech and Language Therapist, ASD Advisory Teachers, Visual Impairment Advisory Teachers and outreach from other specialist providers.</li> <li>✓ Reading Recovery is available in Year 1.</li> <li>✓ An adapted Reading Recovery-style intervention is available in KS2.</li> </ul>
7	<p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<p>Our Special Needs Co-ordinator (SENCo) has completed the mandatory National SENCo Award and is a qualified teacher. We build special educational needs into our strategic training programme.</p>	<ul style="list-style-type: none"> <li>✓ SENCo completed National SENCo Accreditation Sept 2014.</li> <li>✓ Training for teachers and TAs to support specific difficulties, such as Autism, Social Skills, Sensory Integration, Manual Handling, etc, has been provided where possible, with more training available as the need arises.</li> </ul>
8	<p>How will my child/young person be included in activities outside the classroom</p>	<p>Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum</p>	<ul style="list-style-type: none"> <li>✓ All pupils are included in all aspects of school life, including</li> </ul>

	including school trips?	including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.	<p>educational visits. Parents are involved in school trips where appropriate.</p> <ul style="list-style-type: none"> <li>✓ Risk assessments are carried out prior to off-site activities.</li> <li>✓ Outreach practitioners are consulted as necessary.</li> </ul>
9	<b>How accessible is the setting/school environment?</b>	Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.	<ul style="list-style-type: none"> <li>✓ We make every effort to meet the needs of our pupils, parents and families and staff, including provision of translators at parent meetings where required.</li> <li>✓ All year groups have a classroom which is wheelchair accessible and we have a disabled toilet, as well as grab bars in some toilets.</li> <li>✓ The Virtual Learning Environment (VLE) and school website have high contrast text and text reader options (in any language.)</li> <li>✓ We have French, Spanish, Japanese, Punjabi and Urdu speakers currently on our staff.</li> </ul>
10	<b>How will the setting /school prepare and support my child/young person to join the setting /school, transfer to a new setting / school or the next stage of education and life?</b>	We have a robust Induction programme in place for welcoming new learners to our setting. Our Provision Management systems records what aspects of our environment help child/young people learn and this information is passed on in transition. We have very good	<ul style="list-style-type: none"> <li>✓ Outreach support for transition is utilised.</li> <li>✓ Home visits for pupils entering in Foundation Stage.</li> <li>✓ Adaptations to the 'settling in' period can be made to help your child adjust to the new setting.</li> </ul>

		relationships with any feeder settings as well as settings children/young people move onto.	<ul style="list-style-type: none"> <li>✓ Good links with SENCos at local secondary schools and nursery schools ensure an effective exchange of relevant information.</li> <li>✓ 3-step visits to the new setting are arranged where possible, to support the child through potentially difficult changes (identify-observe-explore).</li> <li>✓ Individual transition booklets are made for pupils experiencing difficulty at times of transition.</li> </ul>
<b>11</b>	<b>How are the setting's / school's resources allocated and matched to children's/young people's special educational needs?</b>	Budgets are closely monitored and aligned to the school improvement plan of the school.	<ul style="list-style-type: none"> <li>✓ Budgets are aligned to our School Development Plan.</li> <li>✓ Provision is recorded and regularly reviewed.</li> <li>✓ Resources are recorded and regularly reviewed.</li> <li>✓ In a few cases, one-to-one adult support may be required by some pupils with SEND. The adults are carefully matched to the individual needs of the child and are regularly reviewed.</li> <li>✓ Where one-to-one TA support is provided, great care is taken to avoid the child becoming overly dependent on the adult and the TA is changed annually.</li> <li>✓ Annual report to governors about SEN</li> </ul>

			provision.
12	<b>How is the decision made about what type and how much support my child/young person will receive?</b>	Working with the learner, their families and other staff, the SENCo considers a variety of options for suitable provision before deciding on a course of action.	<ul style="list-style-type: none"> <li>✓ Decisions regarding the nature and level of support are made with the pupil and their parents, through the Structured Conversation.</li> <li>✓ Provision of support is regularly reviewed and interventions are delivered according to need.</li> <li>✓ Changes in provision are discussed with parents and pupils.</li> <li>✓ One-to-one adult provision may be required by some pupils with SEND and the nature of this support is discussed with the Headteacher, the Senior Leadership Team (SLT), class teachers and governors.</li> <li>✓ Class teachers continually assess pupils and document areas requiring support.</li> <li>✓ Every child's progress in Maths, Writing and Reading is tracked from entry to the end of Year 6.</li> <li>✓ Pupil Progress Meetings are held regularly, in consultation with other practitioners as necessary, to select best provision.</li> <li>✓ Where Individual Learning Programmes are</li> </ul>

			<p>required, the pupil is involved in the setting of his/her own targets.</p> <ul style="list-style-type: none"> <li>✓ The school's SEN Governor liaises regularly with the SENCo.</li> </ul>
13	<b>How are parents involved in the setting /school? How can I be involved?</b>	<p>We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. We host regular parent focus groups in order to listen to any parental concerns. Our Governing Body includes Parent Governors/representatives.</p>	<ul style="list-style-type: none"> <li>✓ Newsletters</li> <li>✓ Regular surveys elicit Parent Voice.</li> <li>✓ Weekly coffee mornings in the school playground</li> <li>✓ Coffee mornings or afternoon teas to support parents of children with SEND – usually with a guest offering advice on a particular learning difference.</li> <li>✓ Home/School books provide opportunities to exchange information.</li> <li>✓ Social events, such as the summer barbecue, Christmas shopping events and the quiz.</li> <li>✓ School website.</li> <li>✓ Parent/Grandparent readers.</li> <li>✓ Parents support and attend special events, such as Viking Day.</li> <li>✓ Information evenings and curriculum workshops for parents.</li> </ul>
14	<b>What arrangements does the setting/school have in place for signposting me to external agencies such</b>	<p>Our staff is well informed and therefore able to help parents seek external help.</p>	<ul style="list-style-type: none"> <li>✓ Information is passed on to parents, including reports from external agencies.</li> </ul>

	as voluntary organisations?		<ul style="list-style-type: none"> <li>✓ Parents can be supported to access information through the Local Offer.</li> <li>✓ Leaflets and posters are displayed and available in and around the school.</li> </ul>
--	-----------------------------	--	---

15	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCo or Head Teacher.
What is the complaints procedure?		<p><b>Complaints Procedure Statement</b></p> <p>Any complaints under this heading refer to curriculum areas, collective worship and the charging policy and the actions of the Governing Body and the Local Authority.</p> <p><b>Concerns about individuals should always be referred to the Headteacher in the first instance.</b></p> <p>All complaints must be investigated fully, fairly and carefully and those making the complaint must be kept informed of progress during, as well as at the end of, each stage.</p>

Our external partners are
Educational Psychologist
Speech & Language Therapist
Behaviour Ambassador
Occupational Therapist
ASD Advisory Teacher
Visual Impairment Advisory Teacher
Hearing Impairment Advisory Teacher
Habilitation & Mobility Officer
Physiotherapist
Play Therapist

**Any other comments:** (Please add any additional features/resources in your school, which helps meet learner's needs, which are not recorded above).

- ✓ A sensory Circuit, run by the SENCo and a team of TAs, supports the needs of children with specific needs every morning.
- ✓ A whole school Wake and Shake to start the day every Friday morning, including parents.
- ✓ Ear defenders are available for pupils with sensitivity to noise.

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

**Is there any additional provision you have developed during the year?**

**Training has been provided for TAs in the value of Movement Breaks for some learners.**

**TAs have received training in strategies to support readers at various levels.**

**TALKABOUT for Children, a social skills programme has been introduced.**