



SEN Information Report / Local Offer Submission 2018/2019 (Updated November 2018)

Please submit your responses to Disc@reading.gov.uk

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: Caversham Primary School

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

Telephone: 0118 9375454

Email: admin@cavershamprimary.reading.sch.uk

Website: www.cavershamprimary.org

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

Head teacher: Mrs Ruth Perry

SENCo: Ms Philippa Sutton

Contact: senco@cavershamprimary.reading.sch.uk

Date of latest Accessibility Plan:

Date completed: June 2015 (updated Feb 2017)

By whom:

Name: Mrs Ruth Perry

Role: Head Teacher



Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children's Act). This report is co-

produced by the Headteacher, Governor’s and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

*School to provide a general statement about what the school provides in box below

General Statement

Caversham Primary is an inclusive school. We welcome and celebrate diversity. Pupils with SEND and their families are at the heart of every decision made about the provision we put in place to meet agreed outcomes. Information is shared between relevant staff, specialists and parents to ensure a common approach, and progress is reviewed regularly. The school is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share our commitment.

Regulation s			School Response
1	The kinds of special educational needs for which provision is made at the school	Do you have children with SEND in your school? What kinds of SEND do those children have?	Currently, approximately 10% of the pupils on roll have additional needs. Ten of these pupils have Education, Health and Care Plans (EHCPs) Provision is made for a wide range of SEND, including: <ul style="list-style-type: none"> • Autism Spectrum Condition (ASC), including Asperger’s • Attention Deficit and Hyperactivity Disorder (ADHD) • Specific Learning Difficulties (SpLD), such as Dyslexia or Dyspraxia • Visual Impairment (VI) • Hearing Impairment (HI) • Social, Emotional, Mental Health (SEMH) • Attachment and Trauma • Down’s Syndrome • Speech, Language & Communication, such as verbal dyspraxia or speech delay • Cerebral Palsy • Type 1 Diabetes • Sensory Processing Disorder • Hypermobility

2	<p>Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND</p>	<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>	<p>We track the progress of all our learners with regular assessments in Reading, Writing and Maths. We have systems in place to use data to support tracking and identify pupils who are not making good progress.</p> <p>As professionals, we regularly discuss any concerns we have and parents are consulted before agreed provision is put in place.</p> <p>Parents are encouraged to speak to the SENCo about any concerns they have and are involved in decision-making.</p> <p>The advice of external professionals is sought where necessary - Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Play Therapist, for example.</p>
3.	<p>Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans</p>	<p>Where can I find information about the school SEN Policy?</p>	<p>The school's Special Educational Needs Policy can be found on our website www.cavershamprimary.org Use the About Us and select Key Information.</p>
3a	<p>How the school evaluates the effectiveness of its provision for such schools</p>	<p>How do you make sure that the SEN provision is helping pupils make better progress?</p> <p>How do you check other outcomes for children with SEND, such as</p>	<p>Pupils have an assessment prior to beginning an intervention- the results of which are discussed with parents. The provision is based on the results of this assessment; always starting with what the child knows.</p> <p>A similar assessment is carried out at the conclusion of the provision and progress measured.</p> <p>Underpinning ALL our provision in school is the graduated approach cycle of: Assess Plan Do</p>

		independence and well-being?	<p>Review</p> <p>Provision is made for other outcomes for children with SEND, such as social skills programmes, sensory circuits, and mindfulness meditation. The impact of these is harder to measure and is often anecdotal, gathered in feedback from pupils, parents or class teachers, who are seeing differences in behaviour.</p>
3b	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I find out about the progress my child is making?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p>As described above.</p> <p>Again, assessment results before and after interventions are shared and discussed with parents. Parental engagement is vital to the success of an intervention.</p> <p>Where appropriate, parents are invited to review progress with the SENCo and the pupil. If possible, the class teacher would also attend.</p> <p>Notes taken at these meetings are shared with parents and class teachers, with a copy kept in the pupil's SEN file. This helps to ensure everyone is working together on the same outcomes in the same ways.</p> <p>School offers parents two Parent/Teacher evenings each year with an optional one in the summer term. School provides a comprehensive report at the end of the academic year.</p>
3c	The school's approach to teaching pupils with SEND	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out</p>	<p>Teachers have copies of EHCPs and relevant reports for all pupils in their class with additional needs. Pupils with SEND have One Page Profiles (OPPs), so their needs and the best ways to support them are uppermost in the teacher's mind at the planning stage. These OPPs are shared with visiting practitioners, supply teachers and on</p>

		<p>more about what my child is learning at the moment?</p>	<p>educational visits, so everyone is clear about additional needs. Work is differentiated to ensure access to the curriculum. Teachers meet regularly with the SENCo to discuss concerns and to get advice on best practice. Where necessary, practitioners are consulted on best ways to overcome a pupil's barriers to learning.</p> <p>Parents can access the school website to see an overview of what their child is currently learning or make an appointment to see the class teacher.</p>
3d	How the school adapts the curriculum and learning environment for pupils with SEND	<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>The school is built on one level and every year group has a wheelchair accessible classroom with a ramp. Hazard tape is used around the setting to highlight potential obstacles to our visually impaired pupils. Classrooms have blinds to reduce brightness and are all carpeted, reducing noise. Interactive Whiteboards in each classroom have yellow backgrounds to make them more accessible to pupils with dyslexic tendencies. In some classrooms, height-adjustable tables are available. Corridors are kept as clear as possible to allow walking frames, wheelchairs or visually impaired people to move around safely. See point 3c</p>
3e	Additional support for learning that is available to pupils with SEND	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and</p>	<p>Additional support, or provision, is tailored to the needs of the child - we can support a range of SEND, including emotional and some medical (such as Type 1 Diabetes). For example, <i>Reading Stars</i> is an early intervention programme for pupils struggling to read around the age of 6.</p> <p>In some cases, one-to-one teaching assistants may be assigned to a pupil with complex learning needs to ensure access to</p>

		<p>matched to children's special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>the National Curriculum and safety.</p> <p>In the case of pupils with an EHCP, outcomes are outlined on the plan, as is the provision to help achieve these outcomes. School's resources are directed to match each child's SEND according to the plan.</p> <p>The needs and aspirations of the pupil and their family are at the heart of every decision made about the child. Parents will know if, what and how much extra support is provided because they will have been involved in the decision-making process.</p>
3f	Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum	<p>What social and extra-curricular activities are available for students with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>ALL social and extra-curricular activities are available to ALL our pupils. We have a variety of clubs running at lunchtimes (eg. Band, Homework Club), before school (eg. Glee Club, Drama or Recorders) and after school (eg. Judo, Street Dance, Chess)</p> <p>A letter goes out to parents listing all available clubs.</p> <p>Similarly, ALL school trips, including residential visits, are open to ALL pupils. Pre-trip visits are made by teachers, and staff at the location to be visited are informed of any additional needs, so that activities are accessible to all.</p>
3g	Support that is available for improving the emotional and social development of pupils	<p>What support will there be for my child's overall well-being?</p>	<p>We are committed to the development of the <i>whole child</i> so have interventions in place to support emotional and social development as well as academic and physical skills:</p> <ul style="list-style-type: none"> • A Play Therapist • An experienced Emotional Literacy Skills Assistant (ELSA) • Sensory Circuits before school as well as

	with SEND		<p>a shorter version mid-afternoon</p> <ul style="list-style-type: none"> • Mindfulness Meditation Club • Bereavement support • Lego Therapy - a social skills programme • Horse-riding for the Disabled
4.	In relation to mainstream schools, the name and contact details of the SEN Co-ordinator	<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p>	<p>The school SENCo can give you more information about how the school supports students with SEND.</p> <p>Our Special Educational Needs Co-ordinator (SENCo) is Ms Philippa Sutton.</p> <p>Ms Sutton has been in education for over 30 years and was a class teacher for 23 years. She has worked at Caversham Primary School since 2008.</p> <p>Email or phone to make an appointment: senco@cavershamprimary.reading.sch.uk 0118 9375454</p> <p>If you have concerns about your child's learning, consult the class teacher, in the first instance.</p> <p>The class teacher may then refer you to the SENCo for further discussion.</p>
5.	Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured	<p>What training have the teachers and other staff who support children and young people with SEND had?</p>	<ul style="list-style-type: none"> • All staff are First Aid trained. • SENCo completed National SENCo Accreditation Sept 2014. • Training for teachers and TAs to support specific difficulties, such as Autism Spectrum Conditions, Social Skills, Down's Syndrome, Visual Impairment, Sensory Integration, Manual Handling, Attachment and Trauma etc, has been provided where possible, with more training available as the need arises. • All staff are trained in Positive Handling using TeamTeach • Several members of staff are Diabetes trained • Several members are trained to use Makaton • Early Years Practitioners and the year 1 team have had Downs Syndrome training
6.	Information about how equipment	<p>What happens if my child</p>	<p>The school has a notional SEND Budget which could be used to purchase or hire specialist equipment, as appropriate.</p>

	and facilities to support children with SEND will be secured	needs specialist equipment or other facilities?	In addition to this, top-up funding can be requested from Reading Borough Council if it can be shown that the equipment is necessary to support the outcomes described on a pupil's EHCP.
7.	The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?	Involving parents and learners in the decisions made around their SEND provision is central to our approach and we do this through <ul style="list-style-type: none"> • Parents' Information Evenings • Parent/Teacher Meetings - twice each academic year, with a third, optional meeting in the summer term • Structured Conversation: A one-hour meeting divided into four sections: Explore, Focus, Plan, Review, attended by the pupil, his/her parents, the class teacher and led by the SENCo • Parents can meet with the class teacher, SENCO, play therapist, emotional literacy support assistant or head teacher by arrangement. • Person-Centred Annual Review of EHCP Meetings • Coffee mornings or Afternoon Teas • Home/School books or Reading Journals are used by some pupils with SEND, where there is a need for daily communication. • Meetings with the SENCo before and after Interventions
8.	The arrangements for consulting young people with SEN about, and involving them in their education	How will my child be involved in his/her own learning and decisions made about his/her education?	Pupils are always invited to their Annual EHCP Review meeting and before the meeting complete a workbook designed to let them have their say. Pupil voice is vital to this process. Your child also attends a Structured Conversation and their opinion is actively sought.
9.	Any	Who can I	The school SENCo

	<p>arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.</p>	<p>contact for further information?</p> <p>Who can I contact if I am not happy about the SEN provision made for my child?</p>	<p>Your child's class teacher The school governor for SEND, Jayne Welch</p> <p>The SENCo will discuss SEN provision with you.</p> <p>Reading IASS (Information Advice and Support Services) can provide impartial support to parents of children with SEND</p> <p>Our case officer at Reading Borough Council is Adina Robinson.</p>
10	<p>How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils</p>	<p>Who else provides services in school for children with SEN or disabilities?</p> <p>How can my family get support from these services?</p>	<p>The school maintains close relationships with specialist practitioners including Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist, Child and Adolescent Mental Health Services (CAMHS), Play Therapist, Hearing and Vision Impairment Advisory Teachers from Berkshire Sensory Consortium Services</p> <p>As well as outreach from other specialist providers.</p> <p>Most of these can be referred by the SENCo. (Occupational Therapy can only be referred by your GP unless your child already has an EHCP.)</p>
11	<p>The contact details of support services for the parents of pupils with SEND including those for arrangement</p>	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<ul style="list-style-type: none"> • www.readingiass.org providing impartial support for parents of children with SEND (IASS stands for Information Advice & Support Services) 01189 373 421 • www.parentingspecialchildren.co.uk for diagnosis support, a sleep clinic, and parenting programmes for

	<p>s made in accordance with clause 32.</p>		<p>parents of children with ASC or ADHD and other special needs. 07876 275731</p> <ul style="list-style-type: none"> • www.autismberkshire.org.uk supporting anyone living with Autism and Asperger’s Syndrome in Berkshire. Daily helpline 01189 594 594 • www.autism.org.uk for the National Autistic Society, including their Parent to Parent Line 0800 9520 520 • www.rnib.org.uk The Royal National Institute for the blind supports everyone affected by sight loss. Their helpline operates Monday - Friday 8:45 -5:30 on 0303 123 9999 • www.dyslexiaaction.org.uk/get-help have advice and information around dyslexia • www.dyspraxiafoundation.org.uk for support and information about dyspraxia 01462 455016 • www.iddtinternational.org The Independent Diabetes Trust offer great information for parents and schools regarding pupils with diabetes. 01604 622837
<p>12</p>	<p>The school’s arrangements for supporting pupils with SEND in transferring between phases of education</p>	<p>How will you help my child make a successful move into the next class or secondary school or other move or transition?</p>	<p>We work hard to promote smooth transitions by:</p> <ul style="list-style-type: none"> • Visiting feeder nurseries to observe new starters in their current setting. • Visiting pupils in their homes before they start in Reception. • Meeting with staff at the nursery/ secondary school to discuss individual children’s needs and get appropriate training, if required.

			<ul style="list-style-type: none"> • Attending annual review meetings, where relevant and inviting secondary school SENCOs to Annual Review Meetings, where appropriate. • Arranging additional transition visits. • Arranging parent meetings with the SENCO at the secondary school, and accompanying them to the meeting when requested. • Visiting special schools for children needing an alternative placement. <p>Within- school transitions:</p> <ul style="list-style-type: none"> • Providing transition booklets with photographs (taken by the child, wherever possible) • Teacher-to-teacher handover meetings are very thorough, sharing information and using the One Page Profile • Teachers meet the pupil with additional needs a few times before the transition visits • Visits to the next classroom when it is empty are arranged before transition visits
13	Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)	Where can I find out about other services that might be available for our family and my child?	Please see point 11
14	Arrangements for	What opportunities	Pupils with an EHCP have an annual review meeting, involving all professionals who

	<p>assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>	<p>will we as parents and our child have to review our child's progress towards the agreed outcomes?</p> <p>How often will these reviews happen?</p>	<p>work with them, including the class teacher, TA, SENCo, parents and the child. If a professional (SALT, OT, for example) is unable to attend and contribute to the meeting, a report on the child's progress over the year is requested and shared with all invitees.</p> <p>We use a person-centred model for these review meetings and everyone has the opportunity to contribute and ensure that the outcomes and provision featured in the Plan are still valid.</p>

15	Who can I contact for further information?	senco@cavershamprimary.reading.sch.uk
	What is the complaints procedure?	The complaints procedure is fully explained on the school website.

Our external partners are
Educational Psychologist
Speech & Language Therapist
Social Care
Play Therapist
Visual Impairment and Hearing Impairment Advisory Teachers from Berkshire Sensory Consortium Services
Daisy's Dream - bereavement support
Occupational Therapist
Massage Therapist

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	<ul style="list-style-type: none"> • Mindfulness Meditation Club
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provision you have developed during the year?	<ul style="list-style-type: none">• Lunch Club - a quiet room for pupils to eat their lunch with support as required• Yoga and Mindfulness practices• Breaking lunchtime into 3 x 20-minute sessions<ul style="list-style-type: none">- Eating, Playing outside and Calming Activity with SENCo - for pupils who can't cope with the noise and chaos of the playground
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Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?	http://www.cavershamprimary.org/wp-content/uploads/2017/10/SEN-POLICY-2017-pdf.pdf
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