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A-Z

Special Educational Needs & Disabilities

Keywords

Place name or postcode



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Caversham Primary School

Community - Primary School

Caversham Primary School has published their Local Offer providing information on Special Educational Needs & Disabilities.

This setting has signed up to offer Tax Free Childcare.

Who to contact

| | |
|-------------------------|--|
| Contact Name | Mrs Jo Grover and Mrs Clare Jones-King |
| Contact Position | Co-Headteachers |
| Telephone | (0118) 937 5454 |
| E-mail | admin@cavershamprimary.reading.sch.uk (mailto:admin@cavershamprimary.reading.sch.uk) |
| Website | www.cavershamprimary.org (https://www.cavershamprimary.org/) |

Scan to visit this website



Where to go

| | |
|-----------------|---|
| Address | Hemdean Road Caversham Reading Berkshire |
| Postcode | RG4 7RA |

Inclusion Information

| | |
|--------------------------|-----|
| Wheelchair access | Yes |
|--------------------------|-----|

Childcare Information

Ofsted Information

| | |
|-----------------------|---|
| Ofsted Report: | See the Latest Ofsted Inspection Report (http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109778) |
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Local Offer

| | |
|---------------------|-----------------|
| Contact Name | Philippa Sutton |
|---------------------|-----------------|



| | |
|------------------------------|---|
| Contact Telephone | 0118 9375454 |
| Contact Email | senco@cavershamprimary.reading.sch.uk (mailto:senco@cavershamprimary.reading.sch.uk) |
| Links | Caversham Primary School - Website (https://www.cavershamprimary.org/), SEND Policies (https://www.cavershamprimary.org/about-us/key-information/), Accessibility Plan (https://www.cavershamprimary.org/about-us/key-information/) |
| Local Offer Age Bands | Primary |
| SEN Provision Type | Universal |
| Local Offer Updated | 24/07/2025 |

Schools Extended Local Offer Response

Description



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:
SENDCo: Ms Philippa Sutton
Contact: senco@cavershamprimary.reading.sch.uk
Date of Disability Equality and Accessibility Plan:
Updated: April 2021 (to be reviewed Spring 2022)
By whom:
Name: Ms Philippa Sutton Role: SENDCo

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. Caversham Primary School is a Trauma Informed School; steadfast in our Therapeutic Thinking approach. We believe in Equity - giving everyone what he or she needs to thrive, rather than giving everyone the same. We, the staff of Caversham Primary School, believe that good mental health ensures we can all reach our full potential, cope with the ups and downs of life and play a full part in our families, community, workplace and among friends. The school is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share our commitment

1: The kinds of special educational needs for which provision is made at the school



1.1: Do you have children with SEND in your school?

Currently, almost 17% of the pupils on roll have Special Educational Needs and/or disabilities. Six of these pupils have Education, Health and Care Plans (EHCPs). Another three are awaiting Education, Health and Care Needs Assessments (EHCNAs)

1.2: What kinds of SEND do those children have?

Provision is made for a wide range of SEND, including:

- Autism Spectrum Conditions (ASC),
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Specific Learning Difficulties (SpLD), such as Dyslexia, Dyspraxia and Dyscalculia
- Vision Impairment (VI)
- Hearing Impairment (HI)
- Social, Emotional, Mental Health (SEMH)

- Attachment and Trauma
- Speech, Language & Communication, such as Developmental Language Disorder (DLD) and Verbal Dyspraxia

2: Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND

2.1: How do you know if a pupil has SEN?

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. As professionals, we regularly discuss any concerns we have, consulting parents before agreed assessments are requested, referrals are made, or provision is put in place.

Parents are encouraged to speak to their child's teacher, in the first instance about any concerns they have. A meeting will be arranged with the SENDCo where appropriate and parents are involved in decision-making about support and referrals. The advice of external professionals is sought where necessary – Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Play Therapist, Physiotherapist, for example.

2.2: How will I know if my child is receiving SEN support?

You will have been involved in discussions around Next Steps at the earliest stage. Where a child may need to come out of class for an intervention which is *different from or in addition to* that which is available to all pupils, your consent will be sought.

3: Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans

3.1: Where can I find information about the school SEN Policy?

The school's Special Educational Needs Policy can be found on our website www.cavershamprimary.org (<http://www.cavershamprimary.org>).

Use the About Us tab on the left of the screen and select Key Information.

3a: How the school evaluates the effectiveness of its provision for such schools

3a.1: How do you make sure that the SEN provision is helping pupils make better progress?

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. A similar assessment is carried out at the conclusion of the provision and progress measured. Underpinning ALL our provision in school is the graduated approach cycle of: Assess Plan Do Review

3a.2: How do you check other outcomes for children with SEND, such as independence and well-being?

Provision is also made for other outcomes for children with SEND, such as social skills programmes, sensory circuits to promote sensory integration, and mindfulness meditation.

The impact of these is harder to measure and is often anecdotal, gathered in feedback from pupils, parents and class teachers, who are seeing differences in behaviour and engagement.

3b: The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

3b.1: How do you check and review the progress made by pupils with SEN?

As described above. Again, assessment results before and after interventions are shared and discussed with parents. Parental engagement is vital to the success of an intervention. Where appropriate, parents are invited to review progress with the SENDCo and the pupil. Wherever possible, the class teacher would also attend. Notes taken at these meetings are shared with parents and class teachers, with a copy kept in the pupil's SEND file. This helps to ensure everyone is working together on the same outcomes in the same ways. 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

3c.1: How do your teachers help pupils with learning difficulties or disabilities to learn?

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 co-written with parents and the child and other adults working with the child. They are shared with visiting practitioners, supply teachers and on educational visits, so everyone is clear about what the child finds difficult as well as the best way to support them. Some children will also have an Individual Support Plan (ISP) co-produced by the class teacher and SENDCo and to which parents are invited to contribute. The ISP lists current desired outcomes and provision and is reviewed regularly. Work is adapted and scaffolded by the class teacher to ensure access to the curriculum. Teachers meet regularly with the SENDCo to discuss concerns and to get advice on best practice and/or next steps. Where necessary, specialist practitioners are consulted on best ways to overcome a pupil's barriers to learning. 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.

3d: How the school adapts the curriculum and learning environment for pupils with SEND**3d.1: How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?**

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 pupils with a vision impairment. 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 and specialist seating are available. Corridors are kept as clear as possible to allow walking frames, wheelchairs or people with a vision impairment to move around more safely.

3e: Additional support for learning that is available to pupils with SEND**3e.1: Is there additional support available to help pupils with SEND with their learning?**

Additional support, or provision, is tailored to the needs of the child – we support a range of SEND, including emotional, and some medical (such as Type 1 Diabetes). For example, Reading Stars is an early intervention programme for pupils struggling to read around the age of 6.

3e.2: How are the school's resources allocated and matched to children's special educational needs?

In some cases, one-to-one teaching assistants may be assigned to a pupil with complex learning needs or physical disabilities to ensure access to the National Curriculum and safety

3e.3: How will I know if my child is getting extra support?

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.

3e.4: How is the decision made about how much/what support my child will receive?

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

3f: Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum**3f.1: What social and extra-curricular activities are available for students with SEND?**

ALL social and extra-curricular activities are available to ALL our pupils. Usually we have a variety of clubs running at lunchtimes (eg. Band, Lunch Club, Knitting Club, Homework Club), before school (eg. Glee Club, Sensory Circuits, Drama or Recorders) and after school (eg. Street Dance, Chess, Spanish, After School Club)

A letter goes out to parents listing all available clubs.

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 can be adapted where necessary, so are accessible to all

3g: Support that is available for improving the emotional and social development of pupils with SEND



3g.1: What support will there be for my child's overall well-being?

We are committed to the development of the whole child so have interventions in place to support emotional and social development as well as academic and physical skills: • A Play Therapist • An experienced Emotional Literacy Practitioner • Sensory Circuits at the start of the day, as well as access to the equipment throughout the day, as required • Mindfulness Meditation Club • Bereavement support • Lego Therapy – a social skills programme • Drawing and Talking Therapy • Horse-riding for the Disabled • Lunch Club

4: In relation to mainstream schools, the name and contact details of the SEN Co-ordinator



4.1: Who should I contact if I want to find out more about how the school supports students with SEND?

The school SENDCo can give you more information about how the school supports students with SEND. Our Special Educational Needs & Disabilities Co-ordinator (SENDCo) is Ms Philippa Sutton. Ms Sutton has been in education for 40 years and was a class teacher for 23 years. She has worked at Caversham Primary School since 2008. Email or phone to make an appointment: senco@cavershamprimary.reading.sch.uk or 0118 9375454

4.2: What should I do if I think my child may have a special educational need or disability?

If you have concerns about your child's learning and suspect they may have a special educational need or disability, consult the class teacher, in the first instance.

The class teacher may then refer you to the SENDCo for further discussion. She will be able to signpost you to information or advice, as well as suggest next steps, such as a referral or intervention.

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



5.1: What training have the teachers and other staff who support children and young people with SEND had?

All staff are First Aid trained.

All staff are trained in Safeguarding and have annual refresher courses.

All staff have received GAP (Good Autism Practice) training and receive annual top-up training.

All teachers and support staff have received training in Rosenshine's Principles of Instruction and receive regular updates in Staff Meetings and INSET Days.

- SENDCo completed National SENCo Accreditation July 2014 and attends regular training and Network Meetings.

- Training for teachers and TAs to support specific difficulties, such as Autism Spectrum Conditions, Social Skills, Down's Syndrome, Visual Impairment, Sensory Integration, Attachment and Trauma etc, has been provided as required, with more training available as the need arises.

- Several members of staff are trained to support pupils with Diabetes

- Several members are trained to use Makaton

- One of our TAs receives regular training and support to deliver direct speech and language therapy from the plan written and reviewed by the NHS Speech and Language Therapist assigned to our school.

- Each term our Educational Psychologist and our Primary Mental Health Worker run a surgery with the SENDCo for teachers to seek advice regarding particular children or issues around mental health.

- Relevant staff have had Downs Syndrome training

A few members of staff have been shown by our link physiotherapist how to deliver the therapy plan exercises

6: Information about how equipment and facilities to support children with SEND will be secured ^

6.1: What happens if my child needs specialist equipment or other facilities?

The school has a notional SEND Budget which can be used to purchase or hire specialist equipment, as appropriate. 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 a child with exceptional needs. In some cases, specialist equipment is written into the EHCP, in which case, it is usually provided by the local authority (Brighter Futures for Children.)

Smaller equipment needs, such as chew aids, concentration aids, ear defenders, therapy bands or therapy putty are purchased by the SENDCo using the school's SEND budget.

7: The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child ^

7.1: How will I be involved in discussions about and planning for my child's education?

Involving parents and learners in the decisions made around their SEND provision is central to our approach and we do this through:

- Parents' Information Evenings
- Parent/Teacher Meetings – twice each academic year, with a third, optional meeting in the summer term
- A 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 SENDCo

Parents can meet with the class teacher, SENDCo, play therapist, emotional literacy support assistant or head teacher by arrangement.

- Person-Centred Annual Review of EHCP Meetings
- Coffee mornings or Afternoon Teas provide opportunities for parents to meet informally with other parents of children with SEND
- Home/School books or Reading Journals are used by some pupils with SEND, where there is a need for daily communication.
- Meetings with the SENDCo before and after Interventions

7.2: How will you help me to support my child's learning?

Because you will have been involved in the planning stage, you will be aware of the ways in which the school support your child, and we can guide you to adapt these practices to your home setting. The SENDCo will also be able to signpost you to helpful agencies, websites or practitioners for extra information and support. An example would be the wonderful Parenting Special Children.

8: The arrangements for consulting young people with SEN about, and involving them in their education ^

8.1: 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 report 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.

Children attending interventions such as Sensory Circuits, also have opportunities to have their voices heard by recording Pupil Voice in a variety of ways.

Where children are able to attend meetings about them, understanding that all stakeholders are working together for their benefit and knowing their voice will be heard is very powerful.

9: Any 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

9.1: Who can I contact for further information?

In the first instance, always speak to your child's teacher. If you wish to escalate your concerns, contact:

The school SENDCo, Ms Sutton, or the Co-Head Teachers, Mrs Grover and Mrs Jones-King by email admin@cavershamprimary.reading.sch.uk (<mailto:admin@cavershamprimary.reading.sch.uk>) or by phone: 01189 375454

The school governors for SEND, Jayne Welch and Ed Barnett-Ward also via admin@cavershamprimary.reading.sch.uk (<mailto:admin@cavershamprimary.reading.sch.uk>).

The complaints procedure can be found on our school website.

9.2: Who can I contact if I am not happy about the SEN provision made for my child?

Reading IASS (Information Advice and Support Services) can provide impartial support to parents of children with SEND. The complaints procedure is fully explained on the school website. Our case officer at Brighter Futures for Children is Kathrine Lee.

10: 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

10.1: Who else provides services in school for children with SEN or disabilities?

The school maintains close relationships with specialist practitioners including the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist, The Primary Mental Health Worker, Family Workers, Child and Adolescent Mental Health Services (CAMHS) Play Therapist, Hearing and Vision Impairment Advisory Teachers from Berkshire Sensory Consortium Services as well as outreach from other specialist providers.

Most of these can be referred by the SENDCo. * NB. Occupational Therapy can only be referred by SENDCo if your child already has an EHCP, otherwise your GP can refer.

Caversham Primary School uses the Children's Single Point of Access (CSPoA) to report concerns we may have about a child or to ask for extra support for a child or their family from social care and other professionals. Referrals are consent-based and parent or carer will always be asked for consent to refer.

11: The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32

11.1: Who should I contact to find out about other support for parents and families of children with SEN or disabilities?

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 parents of children with ASC or ADHD and other special needs. 07876 275731

- 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

- www.reading.gov.uk/children-andeducation/localoff

12: The school's arrangements for supporting pupils with SEND in transferring between phases of education

12.1: How will you help my child make a successful move into the next class or secondary school or other move or transition?

We work hard to promote nurturing, supported transitions by:

- Visiting feeder nurseries to observe new starters in their current setting and meet with parents and professionals.
- 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.
- Attending annual review meetings, where relevant and inviting secondary school SENCOs to Annual Review Meetings, where appropriate.
- Arranging additional transition visits where these might be helpful.
- Arranging parent meetings with the SENDCO at the secondary school, and accompanying them to the meeting when required.
- Visiting special schools for children needing an alternative placement.

In-school transitions:

- 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 and Individual Support Plans, where appropriate.
- Teachers meet the pupil with additional needs a few times before the transition visits to begin to establish a relationship.
- 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)

13.1: Where can I find out about other services that might be available for our family and my child?

Please see point 11

www.reading.gov.uk/children-and-education/localoffer

14: Arrangements for 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



14.1: What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?

Pupils with an EHCP have an annual review meeting, involving all professionals who work with them, including the class teacher, TA, SENDCo, parents and the child.

If a professional (SALT, OT, for example) is unable to attend and contribute to the meeting in person, a report on the child's progress over the year is requested and shared with all invitees ahead of the meeting. We use a person-centred model for these review meetings and everyone has the opportunity to contribute and ensure that the outcomes and provision included in the Plan are still relevant.

Parents of pupils without an EHCP, but working with a practitioner, will usually be invited to meet that specialist at the planning point and after completion (or before, as required,) to review progress towards the agreed outcomes.

15: Who can I contact for further information?



senco@cavershamprimary.reading.sch.uk (<mailto:senco@cavershamprimary.reading.sch.uk>)

admin@cavershamprimary.reading.sch.uk (<mailto:admin@cavershamprimary.reading.sch.uk>)

co-heads@cavershamprimary.reading.sch.uk (<mailto:co-heads@cavershamprimary.reading.sch.uk>)

16: What is the complaints procedure?



The complaints procedure is fully explained on the school website

17: Our external partners are



Educational Psychologist
Social Care
Primary Mental Health Worker
Speech & Language Therapist
Play Therapist
Occupational Therapist
Vision Impairment and Hearing Impairment Advisory Teachers from Berkshire
Sensory Consortium Services
Daisy's Dream bereavement support
Children's Action Team
Physiotherapist
CAMHS (Children & Adolescents Mental Health Services

Berkshire Women's Aid

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



- The Therapeutic Thinking Initiative has been further embedded and is lived and breathed by all our staff.
- Lunch Club – a quiet, yet sociable room for pupils to eat their lunch with support as required
- Mindfulness practices
- Breaking lunchtime into 3 x 20-minute sessions
 - Eating, Playing outside and Calming Activity with SENDCo – for pupils who struggle to cope with the noise and chaos of the playground and unstructured times.
- SENDCo has undertaken training to be the school Senior Mental Health Lead.
- We have a trained Emotional Literacy Practitioner
- The SENDCo has trained as a Drawing and Talking Practitioner
- GAP - Good Autism Practice training for all staff
- Safeguarding training annually for all staff, with weekly top-ups at staff meetings
- CPOMS training for ALL staff, ensuring every member of staff can report incidents of safeguarding concerns when they happen
- Tom Sherrington curriculum training for all teachers, based on Rosenshine's Principles of Instruction

19: Link to the schools websites SEND information or policy page.



<https://www.cavershamprimary.org/wp-content/uploads/2017/10/SEN-POLICY-2017-pdf.pdf>

Ratings

Sign in ([sign_in.page?return=service.page%3Fid%3DJfIT_DTCeVE%26familychannel%3D3](#)) to rate this service

Disclaimer

This information has been collected from third party providers therefore the Reading Services Guide, Reading Borough Council (RBC) cannot accept responsibility for the accuracy of this information and recommends that parents, carers, young people, residents and professionals check with providers regarding DBS (Disclosure & Barring Service), OFSTED registrations and CQC registrations. Information collected by Reading Service Guide; is used solely to implement and supply the Family Information Service (FIS), Special Educational Needs & Disabilities - Reading's SEND Local Offer, Adults & Carers Support Group and the Children & Young Peoples Disability Register.

Last updated: 24/07/2025