



## Local Offer Submission 2014-15 updated Nov 15

Early years, schools (mainstream & special), UTCs and other educational providers (except FE): using the descriptors from the self-audit grid to cut and paste your responses into the questions below. **Convert to pdf file format** and submit to [Disc@reading.gov.uk](mailto:Disc@reading.gov.uk) Copied to [Jenny.Tuck@reading.gov.uk](mailto:Jenny.Tuck@reading.gov.uk)

Please insert: **Local Offer Submission 2014-15** in the subject heading

**Please note:** settings will be encouraged to undertake the full Provision Management process in Autumn 2014 and review their Local offer in December 2014, as agreed at the SENCo Conference (March 2014)

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:** Whitley Park Primary and Nursery School

**Address:** Brixham Road, Reading. RG2 7RB

**Telephone:** 0118 9375198

**Email:** [office@whitleypark.reading.sch.uk](mailto:office@whitleypark.reading.sch.uk)

**Website:** [www.whitleyparkprimaryschool.co.uk](http://www.whitleyparkprimaryschool.co.uk)

**Ofsted link:** <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136512>

**Head teacher:** Karen Salter

**SENCo:**

**Name:** Julie Rivers

**Contact:** [Senco@whitleypark.reading.sch.uk](mailto:Senco@whitleypark.reading.sch.uk)

**Date of latest Accessibility Plan:** Reviewed July 2014

**Date completed:** July 2014 updated November 2015

**By whom: Name:** Karen Salter

**Role:** Head teacher

Julie Rivers

**Role:** Senco



	<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 class teacher and/or the SENCo about any concerns they have. We have some in-house expertise in special educational needs such as a fully accredited Senco, a part time speech therapist and a full time play therapist	<ul style="list-style-type: none"> <li>✓ Regular termly Pupil Progress Meetings.</li> <li>✓ Advice from professionals is sought.</li> <li>✓ Targeted support given to children in the classroom.</li> <li>✓ Approachable SENCO and Head teacher.</li> <li>✓ We have established very good links with professional expertise beyond the school and support parents in making similar links.</li> <li>✓ As well as the SENCO, the school has a Family worker who runs sessions for parents on a variety of topics and who helps parents to set up programmes to support individual children at home.</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.	<ul style="list-style-type: none"> <li>✓ Provision is tailored to the individual needs of the child</li> <li>✓ All teachers are teachers of children with special educational needs and develop and update their own knowledge and understanding of the range of</li> </ul>

			<p>needs we have in the school.</p> <ul style="list-style-type: none"> <li>✓ We offer targeted intervention for identified individuals/ groups of pupils.</li> <li>✓ Our governors play an important role in monitoring the quality of our special educational needs provision, through termly reports.</li> </ul>
3	<p><b>How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?</b></p>	<p>Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum and regular Learner Progress Meetings with children and young people and their families helps us to monitor this and reflect on the next best steps. All our teachers are clear on the expectations of wave 1 provision and this is monitored regularly by the leadership team</p>	<ul style="list-style-type: none"> <li>✓ We offer a systematic approach to teaching reading (Read, Write Inc).</li> <li>✓ In years 2-6 we set for maths.</li> <li>✓ Foundation subjects are taught using a creative, thematic approach.</li> <li>✓ Class teachers plan lessons according to the specific needs of children.</li> <li>✓ Tasks are adapted so that all children can access the lesson.</li> <li>✓ Teachers and support staff receive training on specific needs to ensure effective strategies are in place to support individual needs.</li> <li>✓ Individual Learning Plans are written with parent, pupil and</li> </ul>

			teacher where specific targets need to be met.
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>	In our newsletter and on our website we regularly share information about the curriculum and we encourage parents to support their child's learning through additional activities outside the school.	<ul style="list-style-type: none"> <li>✓ Termly parents meetings to review progress.</li> <li>✓ SENCO open door policy.</li> <li>✓ Individual Learning Plans evaluated at parent consultation meetings.</li> <li>✓ Parents are signposted to a range of different organisations in the Community.</li> <li>✓ Parents are invited and supported to attend meetings with external professionals such as speech therapists and educational psychologists.</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>	Every learner has a named professional s/he can talk to, should the need arise. Staff are regularly reminded of our policies and these are updated by the governors. We have a school council to elicit the views of the learners. We promote the development of independence across the school/setting. All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support	<ul style="list-style-type: none"> <li>✓ Behaviour policy with a consistent approach across the school.</li> <li>✓ Training for teachers, teaching assistants and lunchtime support staff.</li> <li>✓ Good school attendance is embedded in our school is acknowledged</li> </ul>

		<p>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.</p>	<p>and celebrated.</p> <ul style="list-style-type: none"> <li>✓ We have a fully qualified play therapist.</li> <li>✓ Almost all of our teaching assistants have also been trained as Emotional Literacy Support Assistants.</li> <li>✓ We include a session of Mindfulness as part of our school day.</li> <li>✓ Vulnerable pupils/families are assigned to a Key Worker</li> <li>✓ We offer personalised provision for identified pupils.</li> <li>✓ We offer a variety of after school clubs as well as in school opportunities to support pupils in developing self esteem and independence.</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 update their skills and knowledge in response to the needs of the children they teach. We have a number of established relationships with professionals in health and social care. All external partners we work with are vetted in terms of safe guarding.</p>	<ul style="list-style-type: none"> <li>✓ Fully accredited Senco available for pupils, staff and parents</li> <li>✓ We employ our own Speech and Language Therapists.</li> <li>✓ We employ our own Family Support Worker.</li> <li>✓ We employ our own Play Therapist.</li> <li>✓ Our designated</li> </ul>

			<p>Educational Psychologist works in school on a regular basis.</p> <ul style="list-style-type: none"> <li>✓ We access support from the Behaviour Support Service.</li> <li>✓ We invite a range of other partners into school e.g. Play Rangers, Reading Football Club, ABC to Read volunteers, Reading Rockets.</li> <li>✓ We work closely with the Children’s Action Team and the SEN team in the Local Authority.</li> <li>✓ We recognise the importance of working closely with our other excellent local schools in Reading to benefit our pupils and staff.</li> </ul>
7	<b>What training have the staff supporting children and young people with SEND had?</b>	<p>Our Special Needs Co-ordinator (SENCo) has completed the mandatory National SENCo Award and is a qualified teacher. We regularly invest time and money in training our staff to improve wave 1 provision delivery and develop enhanced skills &amp; knowledge delivery of wave 2 and 3 interventions.</p>	<ul style="list-style-type: none"> <li>✓ SENCO accreditation completed.</li> <li>✓ Training on the SEND Code of Practice</li> <li>✓ All staff phonics trained (RWI)</li> <li>✓ Emotional Literacy Support training and network.</li> <li>✓ ASD training</li> <li>✓ Speech and Language training</li> </ul>

			<ul style="list-style-type: none"> <li>✓ Safeguarding</li> <li>✓ Medical training for relevant staff</li> <li>✓ Numbers Count trained staff.</li> <li>✓ Emotional responding training for Senco and all teaching assistants</li> </ul>
8	How will my child/young person be included in activities outside the classroom including school trips?	Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum 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.	<ul style="list-style-type: none"> <li>✓ For identified pupils, parents are invited to join school trips.</li> <li>✓ Risk assessments are carried out to enable inclusion of all pupils.</li> <li>✓ All pupils are actively encouraged to participate in extra curricula sports activities, including inter-schools sports challenges.</li> <li>✓ All pupils will be part of our 'stunning start' or 'fabulous finish' learning activities to begin or end topic work. This often includes trips out of school.</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 are a single storey school - all areas are wheelchair accessible.</li> <li>✓ Translators can be made available for meetings with parents.</li> </ul>

10	<p><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></p>	<p>Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We work well with our partner schools. We have very good relationships with any feeder settings as well as settings children/young people move on to.</p>	<ul style="list-style-type: none"> <li>✓ Transition is robust and will include extra provision for vulnerable children.</li> <li>✓ We provide social stories for identified pupils to support with change and transition.</li> <li>✓ We have close links with our feeder Nursery and Secondary schools. Transition meetings and extra visits are organised for our vulnerable/SEND pupils</li> <li>✓ Meetings are arranged between yr 6/7 teachers and/or Senco's to discuss pupils individual needs and current provision to ensure a smooth transition.</li> <li>✓ The receiving Secondary School will be invited to any EHC review meeting for a yr 6 pupil.</li> <li>✓ Parents are supported to select and visit schools in the next phase of their child's education. The</li> </ul>
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			<p>Senco and Family Support Worker are available to support with these visits.</p> <ul style="list-style-type: none"> <li>✓ Home visits are carried out for our Nursery and Reception children.</li> </ul>
11	<p><b>How are the setting's / school's resources allocated and matched to children's/young people's special educational needs?</b></p>	<p>Budgets are closely monitored and aligned to the school improvement plan of the school. Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.</p>	<ul style="list-style-type: none"> <li>✓ Budgets aligned to our school improvement priorities.</li> <li>✓ We utilise resources to support the strategic aims of the school as well as individual learner needs.</li> <li>✓ Interventions are monitored for impact.</li> </ul>
12	<p><b>How is the decision made about what type and how much support my child/young person will receive?</b></p>	<p>Quality First inclusive Practice (wave 1) is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention.</p>	<ul style="list-style-type: none"> <li>✓ All staff are clear about the need to provide for all of the children in their class through quality first teaching.</li> <li>✓ Pupil progress meetings are used as one tool to decide on the best provision.</li> <li>✓ Regular dialogue with parents.</li> <li>✓ Learning conferences with identified pupils.</li> <li>✓ We measure the impact of Wave 2 interventions</li> <li>✓ The quality of teaching and learning is evaluated across the whole school</li> </ul>

			<p>on a regular basis and targets for improvement are set.</p> <ul style="list-style-type: none"> <li>✓ We understand the benefit of improving Independence skills for pupils and this is taken into consideration when we make decisions about additional provision.</li> </ul>
<b>13</b>	<b>How are parents involved in the setting /school? How can I be involved?</b>	We regularly involve parents and families in discussions about their child/young person's learning. We welcome feedback.	<ul style="list-style-type: none"> <li>✓ We understand that parents know their child best and we listen.</li> <li>✓ Co-production of Individual Learning Plans</li> <li>✓ Parent consultation meetings</li> <li>✓ We make ourselves available to parents in ways that suit their needs.</li> <li>✓ Parent questionnaires</li> <li>✓ Come and share my learning events.</li> <li>✓ We support parents in getting further involved; providing them with strategies and skills as required.</li> <li>✓ Our Family Support Worker offers parent</li> </ul>

			workshops and will act as a parent voice. ✓ We are part of the Reading Families Forum and run regular parent support groups.
14	<b>What arrangements does the setting/school have in place for signposting me to external agencies such as voluntary organisations?</b>	Our staff are well informed and therefore able to help parents seek external help.	✓ Team around the child meetings ✓ Pastoral support meetings ✓ Our Family Worker and Senco are able to signpost to external agencies such as voluntary organisations ✓ Notice boards with flyers and posters for voluntary organisations and external agencies.

15	<b>Who can I contact for further information?</b>	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 Ms J Rivers or from our Family Support Worker Ms K Cooke.
	<b>What is the complaints procedure?</b>	Whitley Park Primary and Nursery School follows Reading's model policy for complaints. The policy is published on the school website.

<b>Our external partners are</b>
<b>Educational Psychologist</b>
<b>Speech &amp; Language Therapist</b>
<b>Behaviour Support Services</b>
<b>Children's Action Team</b>
<b>Children And Mental Health</b>
<b>Sensory Support</b>

<b>The School Health Team</b>
<b>Local Authority SEN team</b>
<b>Parent Partnership</b>
<b>Physiotherapist</b>
<b>Equality Services</b>
<b>ABC to read</b>
<b>Reading Play rangers</b>
<b>Aspire 2</b>

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

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

<p><b>Is there any additional provision you have developed during the year?</b></p>	<p><b>We are about to welcome a further part time Senco to strengthen and support our SEN team. Nov 15. We have recently employed a specialist teaching assistant to join our SEN team.</b></p>
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