



Local Offer Submission 2016-17

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School Name: Southcote Primary School

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Ofsted link:

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109795>

Head teacher: Mrs Lisa Telling

SENDCo: Name: Colette Hodges

Contact: 0118 9375533

Date of latest Accessibility Plan: May 2014

Date completed: October 2016

By whom:

Name: Colette Hodges  
Katy How

Role: SENDCo/Deputy Headteacher  
SENDCo

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	Question	Response (choose 'best-fit' statement from Self Audit Grid)	Examples of good practice in our setting (bullet point key examples)
1	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?	We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum and identifies clearly the next steps. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment/observation to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher/tutor about any concerns they have. We have in-house specialist expertise in a number of areas of special educational needs and this is recorded on our provision map.	<ul style="list-style-type: none"> <li>• Children are tracked by data every six weeks.</li> <li>• Close communication between staff, parents and professionals</li> <li>• Children that are flagged up by their data or a teacher concern are referred to the SENDCo .</li> <li>• Children then linked them to an intervention group suiting their needs. <ul style="list-style-type: none"> <li>• Advice from professionals sought if necessary.</li> <li>• Termly Appointments with SENCO</li> </ul> </li> </ul>
2	How will setting / school support my child/young person?	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 SENDCo leads on this aspect and the head teacher shares this information with governors/trustees.	<ul style="list-style-type: none"> <li>• Differentiated curriculum to suit academic, physical, social and emotional needs.</li> <li>• Close liaison between class teachers and SENDCo.</li> <li>• Southcote Sapling Unit (run as a small 'nurturing environment' with Nurture</li> </ul>
3	How will the curriculum and other teaching strategies be	Differentiation is embedded in our curriculum and practice. We have a	<ul style="list-style-type: none"> <li>• All teachers differentiate</li> </ul>

	<p>matched to my child's/young person's needs and their aspirations?</p>	<p>tailored personalised curriculum.</p>	<p>their lessons, so that all children's needs are met and learning will be scaffolded by resources as necessary.</p> <ul style="list-style-type: none"> <li>• Trained staff used to support children.</li> <li>• Planning adapted daily to suit needs.</li> <li>• Ta's in every class</li> <li>• Southcote Sapling Unit (run as a nurturing environment with Nurture trained staff) to cater for specialised needs</li> </ul>
4	<p>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?</p>	<p>We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website. We host a number of curriculum</p>	<ul style="list-style-type: none"> <li>• An Autumn term 1-1 parent meeting</li> <li>• Termly mini reports containing targets and children's levels and viewing evenings</li> <li>• Termly curriculum letters</li> <li>• Provision Maps at least three times a year for children with additional needs</li> <li>• Subject and professional-delivered workshops for parents to attend throughout the year</li> <li>• Muffins for Mums and Donuts for Dads open mornings/afternoons and Grandparent afternoons</li> </ul>

		<p>evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</p> <p>We believe in supporting the development of parenting skills and as such deliver workshops on site/work in collaboration with other agencies.</p>	<ul style="list-style-type: none"> <li>• Celebration and Experienceology afternoons where school is open for parents/carers to attend and join in the learning</li> <li>• Termly meetings with SENDCo for parents of children with additional needs plus open door policy with SENDCo (as far as can be possible)</li> <li>• Family support provided</li> </ul>
5	<p>What support will there be for my child's/young person's overall well-being and to help them develop their independence?</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• R-Time sessions as a class</li> <li>• Consistent behaviour policy incorporating R Time rules used in class and in playground</li> <li>• Transition between year groups</li> <li>• Southcote Sapling Unit (run as a nurturing environment with Nurture trained staff) to support specific emotional and learning needs</li> <li>• 1-1 adult support if required</li> <li>• ELSA's</li> <li>• Play therapy</li> </ul>
6	<p>What specialist services and expertise are available at or can be accessed by the setting/school?</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</p>	<ul style="list-style-type: none"> <li>• All teaching staff are regularly trained and all have QTS</li> <li>• Educational Psychologist</li> <li>• Speech and</li> </ul>

		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>Language Therapist</p> <ul style="list-style-type: none"> <li>• Behaviour Ambassador</li> <li>• ASD advisory teacher</li> <li>• Play therapist</li> <li>• Emotional Wellbeing Development worker (EWDW)</li> <li>• Occupational therapist</li> <li>• Massage therapist</li> <li>• Nurture trained staff</li> <li>• ELSA's</li> </ul>
7	What training are the staff supporting children and young people with SEND had or are having?	Our Special Needs Coordinator (SENDCo) has completed the mandatory National SENDCo Award and is a qualified teacher. We build special educational needs into our strategic training programme.	<ul style="list-style-type: none"> <li>• School Development Plan (SDP) focuses on the attainment and achievement of specific groups.</li> <li>• Occupational Therapy training for LSAs, TAs and SENCOs working with children with OT.</li> <li>• Fine Motor skills training</li> <li>• Writing intervention training</li> <li>• Speech and Language training</li> <li>• ELSA training</li> <li>• Feurestein training</li> <li>• ELSA networks</li> <li>• SENDCo networks</li> <li>• Nurture training</li> <li>• Mental Health training</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	<ul style="list-style-type: none"><li>• All children are offered the opportunity to attend school visits both day and residential</li></ul>
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		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>• In certain cases funding can be provided for visits</li> <li>• Visitors are invited into school linking to areas of learning</li> <li>• Medical needs will always be catered for</li> <li>• Individual risk assessments for physical and behavioural needs-parents included as option to accompany children –where necessary.</li> <li>• We utilise-First Language Assessment</li> </ul>
9	How accessible is the setting/school environment?	We have an Accessibility Plan and as such make every efforts to make reasonable adjustments; where possible.	<ul style="list-style-type: none"> <li>• Portable ramp</li> <li>• First Language assessments carried out where necessary.</li> </ul>
10	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?	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.	<ul style="list-style-type: none"> <li>• Transition booklets both with pictures and words are provided for those that need them</li> <li>• Additional visits into new classrooms and playgrounds, secondary schools supported by LSAs</li> <li>• SENDCo to visit settings of new</li> </ul>

			<p>In-take SEND children.</p> <ul style="list-style-type: none"> <li>• Secondary transitions discussions between SENDCos and class teachers of both settings.</li> <li>• Key worker home and setting visits.</li> </ul>
11	How are the setting's / school's resources allocated and matched to children's/young people's special educational needs?	Budgets are closely monitored and aligned to the school improvement plan of the school.	<ul style="list-style-type: none"> <li>• SEND budget is controlled by the SENDCo and resources are purchased in response to an audit of needs from SDP.</li> </ul>
12	How is the decision made about what type and how much support my child/young person will receive?	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. The SENDCo oversees all additional support and regularly shares updates with the SEND Governor.	<ul style="list-style-type: none"> <li>• Pupil progress meeting with HT and SENCO with teachers, SENDCos, parents and outside professionals where necessary.</li> <li>• Intervention is re-audited</li> <li>• Termly parental meetings with CT and SENDCo</li> <li>• Inclusion Governor who visits school and has meetings with SENDCo.</li> </ul>
13	How are parents involved in the setting /school? How can I be involved?	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>• Three times a year 1-1 parent meetings</li> <li>• Termly mini reports containing targets and children's levels and viewing evenings</li> <li>• Termly curriculum</li> </ul>



			<p>letters/newsletters</p> <ul style="list-style-type: none"> <li>• Provision Map at least three times a year for children with additional needs</li> <li>• Schoolwebsite</li> <li>• Termly meeting with SENDCo if parent wishes</li> <li>• Parent mail</li> <li>• Teachers and LSA's available at beginning and end of the day to talk to parents</li> <li>• Parents able to come into school at any point</li> </ul>
14	What arrangements does the setting/school have in place for signposting me to external agencies such as voluntary organisations?	Our staff are well informed and therefore able to help parents seek external help.	<ul style="list-style-type: none"> <li>• Discussions with SENDCo to discuss concerns and then SENDCo will make a decision as to the best way forward before contacting the parents again and the necessary professionals.</li> <li>• Professional reports discussed with parents</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/tutor. Further information and support can be obtained from the setting/school's SENDCo.
	What is the complaints procedure?	Procedures to be followed are:

	<ol style="list-style-type: none"> <li>1. Informal discussion with the Headteacher (where it is hoped that the complaint will be resolved).</li> <li>2. If attempts fail to settle the complaint informally, the complaint should be put in writing to the Headteacher.</li> <li>3. If you are then unhappy with this resolution you can then write to the Clerk of the Governors for presentation to the Governors. The written notification should make it quite clear exactly what the complaint is about.</li> <li>4. If the person making the complaint is not satisfied with the outcome, they are able to make a formal complaint to the L.E.A.</li> <li>5. If the person making the complaint is still dissatisfied after these procedures have been exhausted it will be possible for the complainant to pursue the matter with the Secretary of State.</li> </ol>
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Our external partners are
Educational Psychologist
Speech & Language Therapist
Behaviour Ambassador
Play therapist
EWDW (Emotional Well Being Development Worker)
Occupational Therapist
Massage therapist

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>Is there any additional provision you have developed during the year?</p>	<p>Writing intervention training Speech and Language training Mental Health training Daisy's Dream training De-escalation staff training Team Teach training for designated staff</p>
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