



SEN Information Report / Local Offer Submission 2020/2021 (all schools)

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: Southcote Primary School

Address: Silchester Road, Reading, RG30 3EJ

Telephone: 0118 9375533

Email: admin@southcote.reading.sch.uk

Website: Southcote Primary School

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

Head teacher: Mrs Lisa Telling

Inclusion Leader: Andrea O'Niel

SENDCo: Dharish Usher

Date of latest Accessibility Plan: June 2018

Date completed: June 2018

By whom: Lisa Telling

Name: Lisa Telling

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 -

Southcote Primary School is a thriving community school in the heart of Southcote in Reading. We are highly inclusive and aim to create a happy, healthy and safe environment for all children. We recognise the positive benefits in maintaining a strong relationship with parents and work in partnership to create an ethos of respect and care. All staff strive to provide a solid academic foundation to every child’s learning.

	Regulations	School Response	Examples of Best Practice
1	The kinds of special educational needs for which provision is made at the school	The school provides support for the following needs speech, language and communication (SLC), Cognition and learning (CL), social, emotional and mental health (SEMH), Physical and sensory (PS).	<p>All teaching staff are regularly trained and all have QTS. The school has access to the following:</p> <ul style="list-style-type: none"> • Educational Psychologist for Cognition & Learning and Social, emotional and mental health • Speech and Language Therapist and trained SALT Teaching Assistant • Play therapist • Occupational therapist • Trained TAs

			<ul style="list-style-type: none"> • Nurture trained staff • ELSAs (Emotional Literacy Support Assistants) • Mental Health trained staff, including access to Primary Mental Health Workers
2	Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND	<p>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 about any concerns they have. We have in-house specialist expertise in a number of areas of special educational needs.</p>	<p>Children are tracked by data every six weeks. There is close communication between staff, parents and professionals. Children that are flagged up by their data or a teacher 's concern are referred to the SENDCo or Inclusion Leader. Children then join an intervention group to help narrow the attainment gap. Advice from professionals sought if necessary.</p>
3.	Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans	<p>The school follows the SEN code of practice. The SEN policy explains the process of identification of needs. Teachers are encouraged to follow 'the graduated approach' - Assess, plan, do and review and inform parents. Having identified needs, we seek to match provision to need. We define expected outcomes of interventions and then monitor the impact through</p>	<p>Differentiated and scaffolded curriculum to suit academic, physical, social and emotional needs. Close liaison between class teachers, parents and the Inclusion team.</p>

		regular meetings and tracking of pupil progress. Our Inclusion Leader leads on this aspect and the head teacher shares this information with governors/trustees. You can find information on the school's website.	
3a.	How the school evaluates the effectiveness of its provision for such schools	Quality First Inclusive Practice 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 SEN Governor.	<p>SLT, the Inclusion Leader and the SENDCo monitor classroom practise and the teaching of intervention.</p> <p>The Inclusion Leader and SENDCo meets with teachings assistants to review intervention on a termly basis.</p> <p>Team Leaders hold meetings to discuss and monitor identified children and inform the SEN team if support is required.</p>
3b.	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	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 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	<ul style="list-style-type: none"> • An Autumn term 1-1 parent meeting • Termly curriculum letters • Termly provision Maps at for children with additional needs • Subject and professional- delivered workshops for parents to attend • Termly meetings with the SEND team for parents of children with additional needs plus open door policy

		<p>curriculum which we share through our newsletter and/or website. We host a number of curriculum 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>	<p>with SENDCo (as far as can be possible)</p> <ul style="list-style-type: none"> • Family support provided
3c	The school's approach to teaching pupils with SEND	<p>Southcote Primary prides itself in being an inclusive school. We have high expectations for all of our children and strive to create a challenging yet supportive learning environment encouraging independence. The school follows the Code of Practice for Special Educational Needs.</p>	<ul style="list-style-type: none"> • Differentiated curriculum to suit academic, physical, social and emotional needs. • Close liaison between class teachers, Inclusion Leader, SENDCo and other professionals. • Children with SEND have the opportunity to talk about their learning. • Parents are involved and kept up to date about their child's learning.
3d	How the school adapts the curriculum and learning environment for pupils with SEND	<p>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 Inclusion Leader leads on this aspect</p>	<p>A curriculum with scaffolds to suit academic, physical, social and emotional needs. Close liaison between class teachers and SENDCo.</p>

		and the head teacher shares this information with governors/trustees.	
3e	Additional support for learning that is available to pupils with SEND	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. Where necessary children may be supported by a peer or adult.	<p>All teaching staff are regularly trained and all have QTS</p> <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Therapist • Behaviour Ambassador • Play therapist • Emotional Wellbeing Development worker (EWDW) • Occupational therapist • Nurture trained staff • ELSAs
3f	Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum	Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom and trips. 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.	All trips and extra-curricular activities are accessible to all learners.
3g	Support that is available for improving the emotional and social development of pupils with SEND	Every learner has access to a trained adult who he or she can talk to, should the need arise. Staff are regularly reminded of the policies and these are updated by the governors. We have a school council to elicit the views of the learners including pupils with SEN. We promote the development of	<ul style="list-style-type: none"> • Nurture trained staff to support specific emotional and learning needs if required • Access to ELSAs and play therapy • Mental Health trained staff • Access and advice from the EP and primary mental worker to help

		independence across the school/setting.	support children
4.	In relation to mainstream schools, the name and contact details of the SEN Co-ordinator	Contact the Inclusion Leader - Andrea O’Niel or the SENDCO Dharish Usher at the school: 0118 9375533	Parents to contact the Inclusion Leader or SENDco to arrange a meeting to discuss the child’s needs and SEN provision.
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	Our Inclusion Leader and Special Needs Co-ordinator (SENCo) have completed the mandatory National SENCo Award and are qualified teachers. We build special educational needs into our strategic training programme.	<ul style="list-style-type: none"> • School Development Plan (SDP) focuses on the attainment and achievement of specific groups. • Occupational Therapy training for LSAs, TAs and SENCOs working with children with OT. • Fine Motor skills training • Writing intervention training • Speech and Language training • Sensory Consortium -VI • ELSA training • ELSA networks • SENDCo networks • Nurture training • Mental Health training
6.	Information about how equipment and facilities to support children with SEND will be secured	Budgets are closely monitored and aligned to the school improvement plan. The school will endeavour to meet the needs of every child.	SEND resources are purchased in response to an audit of needs from SDP and professional recommendations. Teachers trained on using the Clicker Programme
7.	The arrangements for consulting parents of children with	We regularly share progress feedback with all our learners and their families. In addition, we have a number	The following is in place: <ul style="list-style-type: none"> • An Autumn term 1-1 parent meetings

	<p>SEND about, and involving such parents in, the education of their child</p>	<p>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. We are keen to develop a partnership between home and school and expect our parents to work with the school to ensure positive learning outcomes for children. Parents are expected to attend all meetings and work with professionals. We host a number of curriculum 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. We believe in supporting the development of parenting skills and as such, deliver workshops on site/work in collaboration with other agencies.</p>	<p>and viewing evenings</p> <ul style="list-style-type: none"> • Termly curriculum letters • Termly Provision Maps for children with additional needs • Subject and professionally- delivered workshops for parents to attend throughout the year
<p>8.</p>	<p>The arrangements for consulting young people with SEN about, and involving</p>	<p>Pupil conferencing and questionnaires. Discussion during monitoring Involvement on school council.</p>	<p>Ideas suggested by children in monitoring them put into place in classroom, fed back to teachers and implemented where</p>

	them in their education		possible.
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.	All complaints are dealt with by following the complaints procedure. The panel are made aware of any mitigating circumstances in relation to special educational needs. The governors will consider the disability and equality act 2010. The governors would seek advice from external agencies if necessary.	The governors are informed if children have special educational needs with the consent of the parents.
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	The governing body involves the following organisations to meet the needs of SEND children at the school: <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Therapist • Behaviour Ambassador • Play therapist • Emotional Wellbeing Development worker (EWDW) • Occupational therapist • Nurture trained staff • ELSAs 	The governing body are updated termly regarding the involvement of outside agencies and bodies.
11.	The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.	The SEN Team Tel: 0118 937 2674 Email: sen@brighterfuturesforchildren.org Reading Information, Advice & Support Service (IASS) for SEND Tel: 0118 937 3421 Email: iass@brighterfuturesforchildren.org	

		<p>en.org</p> <p>ACRE Family Support Team (Alafia) Tel: 0118 951 0279 Email: info@acre-reading.org</p> <p>Parenting Special Children Tel: 0118 986 3532 Email: admin@parentingspecialchildren.co.uk</p> <p>Autism Berkshire Tel: 01189 594 594 Email: contact@autismberkshireshire.org.uk</p> <p>Children & Adolescent Mental Health Service (CAMHS) Tel: 0118 931 5800 Dingley's Promise Tel: 0118 327 7424 Email: admin@dingley.org.uk</p> <p>Family Information Service Tel: 0118 937 3777 (Option 2) Email: disc@reading.gov.uk</p> <p>Educational Psychologists Tel: 0118 9 373641 Email: cspoa@brighterfuturesforchildren.org</p> <p>Primary Mental Health Workers - Children's Action Teams (CATs)</p>	
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12.	The school's arrangements for supporting pupils with SEND in transferring between phases of education	<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</p>	<ul style="list-style-type: none"> • Transition booklets both with pictures and words are provided for those that need them • Additional visits into new classrooms and playgrounds, secondary schools supported by LSAs • SENDCo to visit settings of new intake SEND children. • Secondary transitions discussions between SENCOs and class teachers of both settings. • Home and setting 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	<p>The Local offer and SEN information report can be found on Southcote Primary school website:</p> <p>http://southcoteprimary.co.uk/subjects/inclusion/</p> <p>Reading Borough Council website:</p> <p>http://servicesguide.reading.gov.uk/kb5/reading/director</p>	

	years and post-16 providers)	y/home.page	
14.	<p>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</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 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"> • An Autumn and Spring term 1-1 parent meeting • Termly mini reports and viewing evenings • Termly curriculum letters • Subject and professional-delivered workshops for parents to attend throughout the year • Celebration and Experienceology afternoons where school is open for parents/carers to attend and join in the learning • Termly meetings with the SEN team for parents of children with additional needs plus open door policy with SENCO(as far as can be possible) • Family support provided

15	Who can I contact for further information?	
What is the complaints procedure?		<ol style="list-style-type: none"> 1. Informal discussion with the Head teacher (where it is hoped that the complaint will be resolved). 2. If attempts fail to settle the complaint informally, the complaint should be put in writing to the Head teacher. 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. 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. 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.

Our external partners are

Educational Psychologist

Speech & Language Therapist

Social Care

Children and Adolescent Mental Health Service

Play therapist

Behaviour Support

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>Scaffolding & differentiation</p>
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