



SEN Information Report / Local Offer Submission 2017/2018 (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: Whitley Park Primary and Nursery School

Address: Brixham Rd, Reading RG2 7RB

Telephone: 0118 937 5566

Email: office@whitleypark.reading.sch.uk

Website: <http://www.whitleyparkprimaryschool.co.uk/>

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

Head teacher: Karen Salter

SENCoS:

Name: Julie Rivers and Deb Wilton

Contact: office@whitleypark.reading.sch.uk

Date of latest Accessibility Plan: July 2017

Date completed: June 2017

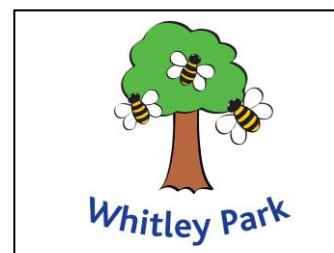
By whom:

Name: Karen Salter

Role: Headteacher

Name: Julie Rivers & Deb Wilton

Role: Sencos



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

Whitley Park is a large, fully inclusive mainstream Primary and Nursery School. It is our aim to ensure that the very best provision is made for any pupil who has special educational needs and that those needs are fully understood by all who work with them. **Every** child at Whitley Park Primary and Nursery is valued and our emphasis is on developing the whole child through high quality teaching and learning throughout the school. We work closely with parents and with pupils to ensure that an individual’s special educational needs are met and we monitor progress to ensure all pupils make at least expected or accelerated progress.

Regulations		School response and examples of best practice
1	The kinds of special educational needs for which provision is made at the school	At Whitley Park we provide support for children who have a range of needs as specified in the Special Educational Needs and Disability Code of Practice 2014. This includes Cognition & Learning (eg global developmental delay, specific learning difficulties), Speech & Language difficulties, Sensory & Physical needs (eg hearing impairment, visual impairment) and Social, Emotional & Mental Health needs (eg ADHD and ASD). For further information about applying for a place at the school, please see our website which gives details of our Admission Policy.
2	Information related to mainstream schools about the school’s policies for the identification and assessment of pupils with SEND	<ul style="list-style-type: none"> • The school SEND Policy gives an overview of how pupils with SEND are identified and assessed. http://www.whitleyparkprimaryschool.co.uk/pdfs/NewPolicies/SEND%20policy%20Whitley%20Park%20updated%20Oct%2016.pdf • We have a flow chart to support the identification of SEND and the assess, plan, do, review cycle recommended in the SEND Code of Practice. This can be found in the link above. • If teachers have a concern about a child in their class who is not on the SEND register they complete an SEND Record of Concern form detailing what the concern is and strategies which have already been put into place to support the child. One of the Sencos will then investigate this and offer further advice and support. • We also welcome discussions with parents if they have any concerns about their child.
3.	Information about the school’s policies for making provision for pupils with SEND whether or not pupils have EHC plans	Our SEND policy gives details about the provision we make for all pupils with SEND. http://www.whitleyparkprimaryschool.co.uk/pdfs/NewPolicies/SEND%20policy%20Whitley%20Park%20updated%20Oct%2016.pdf

3a.	How the school evaluates the effectiveness of its provision for such schools	The progress of all children in the school is carefully monitored through data tracking and is also discussed at the half termly Pupil Progress meetings for each year group. In addition, there are regular learning walks, lesson observations and book scrutinies. Individual SEND children's progress is also monitored through ILPs, Wave 2 interventions, reports from Outside Agencies who regularly work with the child (eg Speech Therapist), parent consultations and feedback from the children themselves about their progress.	
3b.	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	Pupil Progress meetings for each year group include a specific SEND focus and any child who may not be making at least expected progress is discussed in great detail and an action plan is put in place. Regular teacher, parent and pupil meetings are held to discuss progress towards Individual Learning Plans for pupils with SEND. All professionals supporting a child, parents and pupils contribute to Annual reviews for pupils with Education Health and Care Plans.	
3c	The school's approach to teaching pupils with SEND	We understand that each child is unique and staff at Whitley Park are skilled at differentiating the curriculum to make it accessible to all children with special educational needs, aiming to remove any barriers to their learning in order for each child to be able to reach his or her potential. Children are provided with in-class support and additional intervention according to their individual needs in order to address any difficulties and to help them achieve their potential. The progress of pupils is carefully monitored and reviewed on a regular basis and adjustments to teaching strategies made where necessary. Sencos offer advice and support to class teachers where there are concerns about a child's progress in spite of the above strategies being put into place.	
3d	How the school adapts the curriculum and learning environment for pupils with SEND	The building is on one floor with a ramp to the lunch canteen. There are two disabled toilets. All classrooms have a visual timetable and provide additional visual support and concrete resources for pupils to aid learning where appropriate. Specialist equipment (eg sensory cushion, ear defenders, fiddle toys, pen grips, weighted lap blankets etc) are provided for children where required. Additional specialist resources are sourced via external services if necessary. Children may be supported by teaching assistants working in small groups or 1:1 in the main classroom according to their individual needs. Social stories are provided to ease transition for those pupils who find transitions difficult. Each classroom has a cool down cave - pupils can use this area if they feel agitated, angry or anxious at any time and feel the need for some time out from the main classroom environment.	
3e	Additional support for	Support is tailored to individual pupils' needs and could include: <ul style="list-style-type: none"> • Provision of specialist equipment • Working 1:1 or as part of a small group with an adult 	

	<p>learning that is available to pupils with SEND</p>	<ul style="list-style-type: none"> • Speech and language therapy • Emotional literacy groups • Play therapy • Fine motor skills group • Gross motor skills group • Massage therapy • Music mentoring • Writing skills group • Vocabulary group • 1:1 or small group phonics/reading intervention • Maths intervention
<p>3f</p>	<p>Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum</p>	<p>At Whitley Park we are inclusive in all activities available for all pupils. We also offer some additional activities for pupils with SEND including the following:</p> <p>Targeted groups to support social and emotional wellbeing at Ufton Court Additional transition days for vulnerable pupils when they transfer to secondary schools. A flexible start to school for our Nursery and Reception pupils with SEND Music Mentoring Morning skills group for pupils with motor difficulties Play therapy/Elsa groups Massage therapy Lego communication groups/Lego therapy Some children may find break and lunch times more difficult than others. We provide indoor playtime provision for pupils to use if they choose to. We may also make suggestions for children to use this facility whilst making a plan with them to support their successful playtimes outside.</p>
<p>3g</p>	<p>Support that is available for improving the emotional and social development of pupils with SEND</p>	<ul style="list-style-type: none"> • Almost all of our teaching assistants have been trained to be emotional literacy support assistants, so that they understand how to support pupils’ overall wellbeing. Many staff have also been trained in Emotional First Aid. • Specific teaching assistants known as Emotional Literacy Support Assistants (ELSAs) run interventions to support pupils who have been highlighted as needing extra support with friendships, self-awareness, building resilience and their general well-being. • Our more vulnerable pupils have an identified keyworker who acts as an advocate for the pupil. All staff know who our more vulnerable pupils are. • We offer daily meet and greet for all pupils and for identified pupils a specific adult will meet and greet. This ensures a smooth transition from home to school each day. • We work closely with health and social care professionals to support the children’s needs. • We have “The Bubble”. This is where children may be referred for play therapy from our in-house play therapist. Both parents and teachers are able to initiate this referral. We also offer a more informal ‘Bubble chat’ appointment where pupils can chat about any concerns they may have. Pupils are able to refer themselves for this support. • Many teachers and teaching assistants have their lunches with children to encourage social skills and well-being. • Pupils are encouraged to share their views, contribute to their

		<p>Individual Learning Plans and have their say about what impacts on their learning.</p> <ul style="list-style-type: none"> • Regular Pastoral Support Plan meetings take place for identified pupils with social, emotional and mental health needs. These meetings, run by the Behaviour Support Service, bring together parents, the child’s class teacher, Senco and any other adults in school regularly involved with the children to devise an action plan to support the child and work towards outcomes that improve the child’s behaviour and well-being. • Children take part in mindfulness sessions each day to help them to make a successful and calm transition from lunch break to learning.
4.	In relation to mainstream schools, the name and contact details of the SEN Co-ordinator	<p>Sencos: Julie Rivers and Deb Wilton</p> <p>Email: office@whitleypark.reading.sch.uk senco@whitleypark.reading.sch.uk dwilton@whitleypark.reading.sch.uk</p> <p>Telephone: 0118 937 5566</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>Both Sencos are very experienced in teaching children of all ages with a wide range of SEND. They have previously worked in a variety of different settings and have specialist qualifications in SEND. Ms Rivers successfully completed the Government SENCO qualification and is a member of the Senior Leadership Team. We have an in-house specialist Play Therapist and Speech & Language Therapist.</p> <p>Staff have received training from the Speech Therapist in how to identify and support pupils with speech and language difficulties. All staff have been trained in supporting pupils with an autistic spectrum disorder.</p> <p>All staff have been trained in implementing the SEND Code of Practice.</p> <p>Many of the teaching assistants are emotional literacy support assistants and/or have been trained in Emotional First Aid. Some of our staff have been trained in Team Teach.</p> <p>The Sencos attend all the Senco conferences and Senco cluster meetings.</p> <p>Many staff have previously attended the SEN lectures for specific educational needs at The Avenue Centre. These include support for pupils with ASD, ADHD, mental health difficulties, attachment and trauma difficulties.</p> <p>Most teaching assistants have received training from the Massage Therapist in developing children’s fine motor skills.</p> <p>The Sencos run termly staff meetings and regular training sessions on SEND.</p> <p>We have advice and support from a range of external professionals (eg Educational Psychologist, Behaviour Support Service, School Nurse, Family Workers, Massage Therapist, Social Workers, Child & Adolescent mental Health Service (CAMHS), Educational Welfare Officer) some of whom offer additional training for staff.</p>

6.	Information about how equipment and facilities to support children with SEND will be secured	We have a variety of resources and equipment to support children with special educational needs. Further small, less expensive resources can often be purchased through our school SEN budget when required. For larger items/facilities we can apply to the Local Authority for Exceptional Needs Funding or if specific equipment is required eg for a child with a hearing or visual impairment it may be possible to obtain this through the sensory consortium. For children with an EHCP (Education, Health and Care Plan) we can apply for additional resources/facilities by submitting a provision map with costings to the Local Authority, if our spending would exceed that which is normally available to schools for children with SEND.
7.	The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	There are termly Parents' Evenings when children's progress is reviewed and parents are invited to contribute to their child's Individual Learning Plan or one page profile. Parents are also invited to Annual Reviews (if their child has an EHCP) and meetings with Outside Agencies (eg Behaviour Support Service for PSP meetings, meetings with the Educational Psychologist, Massage Therapist, Social Care). Appointments can be made with the class teacher and Sencos at any time if parents have concerns about their child's progress.
8.	The arrangements for consulting young people with SEN about, and involving them in their education	All children are encouraged to give their views about their learning and the support that they receive. This includes: <ul style="list-style-type: none"> • Inviting them to take part in annual review meetings (if they have an EHCP). • Asking them for their views about their learning and progress before and after taking part in an intervention programme. • Encouraging them to contribute to their Individual Learning Plans by thinking about their strengths and any areas of concern and discussing their short term and long term targets. • Inviting them to take part in a pupil conference if there are specific concerns about their behaviour, progress or learning. • Providing additional support to help children to respond to a teacher's marking if required. • Encouraging them to be involved in setting targets and thinking about the next steps in their learning. • Encouraging those pupils who have a One Page Profile to contribute their thoughts and ideas.
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.	Complaints should be made to the Headteacher, Mrs Karen Salter and/or Chair of Governors via the school office.

<p>10.</p>	<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>	<ul style="list-style-type: none"> • Children with EHCPs have annual review meetings to which other bodies including health and social care and LA support services are invited to contribute. • We have our own in-house Speech & Language Therapist • We access the services of a Massage Therapist • Children with significant fine and gross motor difficulties may be referred to the Occupational Therapist via the child’s GP - Sencos can provide a letter of support for this. • Sencos may make referrals to CAMHS (Child and Adolescent Mental Health Service) for children with significant social, emotional and mental health needs. The Behaviour Support Service runs PSP meetings for those with the most challenging behavioural needs. • The sensory consortium visits pupils with sensory needs (eg hearing impairment) and provides advice and support for staff • Volunteer ABC readers are involved in working with children who need extra support with their reading. • Reading Information and Support Service (RIASS) provides advice and support for parents of children with SEND. • Play Rangers offer support for individual children with Social, Emotional and Mental Health needs, and identified children also have access to Music Mentoring.
<p>11.</p>	<p>The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.</p>	<p>Reading Information and Support Service (RIASS) provides advice and support for parents of children with SEND.</p> <p>http://www.readingiass.org</p>
<p>12.</p>	<p>The school’s arrangements for supporting pupils with SEND in transferring between phases of education</p>	<p>We encourage families to visit the school prior to joining us. We will make home visits for our pre-school pupils and where there may be an additional need the Senco will join teachers for these visits.</p> <p>Extra visits and flexibility to starting arrangements may be made We will visit pupils with SEND transitioning to our school in their current setting where possible.</p> <p>We hold transition meetings in school with the child’s current teacher and new teacher to ensure a smooth transition between year groups.</p> <p>Social stories are provided to aid a successful transition.</p> <p>We are actively involved in specific transition programmes offered by our cluster secondary schools.</p> <p>The Sencos are part of the local cluster group and have good professional relationships with our local secondary school Sencos to support successful transitions.</p> <p>We liaise closely with Sencos and other relevant staff from other schools when a pupil joins us or transfers to another school, ensuring all relevant paperwork is passed on and all needs are discussed and understood.</p>

		<p>If the child has a Statement or an Education Health and Care Plan we will invite the staff of the new secondary school to the annual review meeting prior to transfer.</p> <p>We complete transition paperwork for SEND pupils to identify needs and current support for all pupils transferring from our school to a new setting.</p>
13.	<p>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)</p>	<p>The LA's Local Offer can be found at:</p> <p>http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3</p>
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>Children with Education, Health and Care Plans have annual reviews where all outside agencies and school staff involved meet with the child and parents to review progress towards outcomes. Parents' Evenings take place each term, providing an opportunity for parents, children and class teachers to review Individual Learning Plans and set new targets.</p> <p>For those children with PSPs there are regular meetings with parents, teachers and pupils, alongside the Behaviour Support Service to review progress and discuss new outcomes being sought and to detail action plans.</p> <p>The Sencos hold regular meetings with outside agencies eg Speech & Language therapy service, Massage therapists to discuss children on their caseload and review progress.</p> <p>Outside agencies also provide individual reports on each child they are working with, noting children's progress towards the outcomes being sought at the start of the intervention.</p> <p>Class teachers monitor interventions and provide feedback on children's progress to Sencos and parents.</p> <p>Parents are welcome to make an appointment to discuss any concerns about their child's progress with the class teacher and Sencos at any time. The Sencos are also available during meet and greet in the mornings or via telephone/email contact.</p>
15	<p>Who can I contact for further information?</p>	<p>Julie Rivers and Deb Wilton (Sencos) 0118 937 5566</p>
	<p>What is the complaints procedure?</p>	<p>Complaints should be made to the Head Teacher, Mrs Karen Salter and/or Chair of Governors via the school office.</p>
<p>Our external partners are</p>		
<p>Educational Psychologist</p>		
<p>Speech & Language Therapist</p>		

Social Care
Aromatherapy & Massage Therapist
Music Mentor
Children's Action Team (South)
The School Health Team
CAMHS (Child and Adolescent Mental Health Service)
Sensory Support
Behaviour Support Service
Education Welfare Officer
Family Support Workers
ASD Resource Manager
ABC to read
Reading Play Rangers
Aspire 2
Ufton Court
Local Authority SEN Team
IAS Service
Equality Services

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>	
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<p>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?</p>	
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