



Local Offer Submission 2016/17

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 Copied to Jenny.Tuck@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: Reading School

Address: Erleigh Road, Reading, Reading, RG1 5LW

Telephone: 0118 9015600

Email: headspa@reading-school.co.uk

Website: www.reading-school.co.uk

Head teacher: Mr A Robson

SENCo:

Name: Sophy Rogers

Contact: senco@reading-school.co.uk

Date of latest Accessibility Plan: 24/6/14

Date completed: 04/7/14 **Reviewed:** 30/11/16

By whom:

Name: Ashley Robson, Sophy Rogers

Role: Headmaster, SENCo



	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	We track the progress of all our learners and	<ul style="list-style-type: none"> Regular data collection &

	children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	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 SENCo about any concerns they have. We have some in-house expertise in special educational needs.	analysis <ul style="list-style-type: none"> • Communication through Visual Learning Environment (VLE) and parents evenings
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 SENCo leads on this aspect and the head teacher shares this information with governors/trustees	<ul style="list-style-type: none"> • Single page profiles • Transition plans • Using technology e.g. laptops • Supervised safe space for break/lunch • Pastoral meetings once a fortnight • External Relations & Pastoral Care governors' committee
3	How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?	Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum.	<ul style="list-style-type: none"> • Subject curriculum plans/Schemes of Work • Differentiated curriculum • Staff briefings led by SENCO • Targeted INSET e.g. on ASD, Perfectionism
4	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?	Learner feedback is part of our established learning culture. This includes informing families of next steps and what they can do to help/support their child's learning. We encourage parents to invest time in developing their parenting skills.	<ul style="list-style-type: none"> • Use of parent portal • Expectations evening at the beginning of Key Stages • Visual Learning Environment (VLE) • Booklets with advice for parents
5	What support will there be for my child's/young person's overall well-	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"> • House system • Boarding pastoral system, including medical needs

	being and to help them develop their independence?	<p>medical needs and 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. Learner voice is central to our ethos and this encouraged in a variety of ways and regularly. We have a defined rubric to enable support staff to encourage greater independence in all our learners.</p>	<ul style="list-style-type: none"> • Effective links with external agencies e.g. Educational Psychologist • Partnership with Education Welfare Officer • Student Council • Student Leadership scheme, Duke of Edinburgh, Combined Cadet Force • Prefect system (KS4 & 5) • Reward scheme • Social skills club for SEN students • Trips/Activities for SEN students • Safe space for students at break/lunch • Technological support e.g. laptop
6	What specialist services and expertise are available at or can accessed by the setting/school?	<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 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>	<ul style="list-style-type: none"> • Regular safeguarding training for all staff • Key members of staff trained in Child Protection • Regular meetings with the Children’s Action Team • Effective HR procedures, commended by Ofsted (boarding inspection March 2014)
7	What training are the staff supporting children and young people with SEND had or are having?	<p>Our Special Needs Co-ordinator (SENCo) has completed the mandatory National SENCo Award and is a qualified teacher. We build special educational needs into our strategic training programme.</p>	<ul style="list-style-type: none"> • SENCO is a qualified teacher, who attends regular SEN meetings within the LA • Regular training opportunities for staff e.g. ASD session led by Educational

			Psychologist and scribe training for Learning Support Assistants
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"> Adaptations and specific risk assessments for students with SEND e.g. visual and auditory difficulties and social and emotional difficulties both in the UK and abroad
9	How accessible is the setting/school environment?	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"> Accessibility plan available on website, updated as required Personal Social Health & Education (PSHE) programme Broad extra-curricular programme
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"> Strong year 7 induction programme e.g. information evenings, transition forms and school visits Improving year 12 induction programme 6th form PSHE with talks relevant for preparing students for university School Careers' Consultant
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"> Academy development plans 2013-2018 Provision mapping of resources for high block funding Provision management to monitor and evaluate

			effectiveness of resources
12	How is the decision made about what type and how much support my child/young person will receive?	Working with the learner, their families and other staff, the SENCo considers a variety of options for suitable provision before deciding on a course of action	<ul style="list-style-type: none"> • Effective communication between student, family and school to create personalised support • SENCO monitors provision and impact, which is supported and challenged by the SEN governor
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"> • Ofsted parent view surveys • Regular school parental surveys • Regular assessment and reporting schedule, welcoming feedback • Parents' Consultative Group • Parent portal
14	What arrangements does the setting/school have in place for signposting me to external agencies such as voluntary organisations?	We regularly involve parents and families in discussions about their child/young person's learning. We welcome feedback	<ul style="list-style-type: none"> • Information on website and Visual Learning Environment • Information at parents evening, including relevant leaflets

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 SENCo.
	What is the complaints procedure?	See 'Complaints Policy and Procedure' under 'About Us, Policies' section of the school website

Our external partners are

Educational Psychologist

Primary Mental Health Workers

Education Welfare Officer

Sensory Consortium

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

We are a boys’ selective school, 11-18, Day and Boarding.

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

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

Resilience sessions for KS3 students.
Training for staff on ASD, Prevent and mental health.
More PSHE lessons for all students.
Student Leadership lessons (KS4)
Increased work on mental health, through student mentors.