



LOCAL OFFER  
Special  
Educational  
Needs &  
Disabilities (SEND)  
READING



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

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Please submit your responses to [localoffer@reading.gov.uk](mailto:localoffer@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, RG1 5LW

Telephone: 0118 901 5600

Email: [headspa@reading-school.co.uk](mailto:headspa@reading-school.co.uk)

Website: [www.reading-school.co.uk](http://www.reading-school.co.uk)

Ofsted link: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

<https://reports.ofsted.gov.uk>

Head teacher: Mr Ashley Robson

SENCo(temporary):

Name: Miss Sophy Rogers

Contact: [senco@reading-school.co.uk](mailto:senco@reading-school.co.uk)

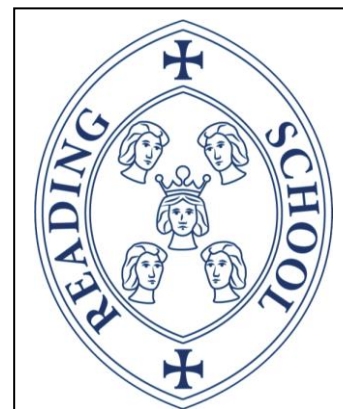
Date of latest Accessibility Plan: 2019-2022

Date completed:

By whom:

Name: Ashley Robson

Role: Headmaster



**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 -**

Reading School values the abilities and achievements of all its students and are committed to providing, for each student, the best possible environment for learning. Although Reading School is a selective school, there are still a number of students who require support to be able to achieve to their full potential, be happy and confident, and ready for life beyond Reading School.

The Student Support Department operates in accordance with the following principles:

- All teachers at Reading School are teachers of students with SEND.
- All students can achieve their very best.
- All students have a right to a broad and balanced curriculum.
- All students should be able to share in all aspects of the life of the school.
- The department, students and parents should work in partnership.
- Students should be supported to become confident individuals, living fulfilling lives so they can make a successful transition into adulthood

Regulations		School Response	
1	<b>The kinds of special educational needs for which provision is made at the school</b>	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p>Yes.</p> <p>Learning &amp; Cognition (e.g. Dyslexia), Communication &amp; Interaction (e.g. Asperger’s), Medical, Sensory &amp; Physical (e.g. visual impairment, cerebral palsy), Social , Emotional &amp; Mental Health (e.g. OCD, eating disorders)</p>
2	<b>Information related to mainstream schools about the school’s policies for the identification and assessment of pupils with SEND</b>	<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>	<p>Information from previous school, professional reports and diagnoses, regular data collection &amp; analysis, communication from parents.</p> <p>Students with an SEN need will have a single-page profile to communicate needs and support to teachers and parents. These are written collaboratively with students and their parents.</p>

<b>3.</b>	<b>Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans</b>	Where can I find information about the school SEN Policy?	School website: SEND section or Policies section
<b>3a.</b>	<b>How the school evaluates the effectiveness of its provision for such schools</b>	How do you make sure that the SEN provision is helping pupils make better progress?  How do you check other outcomes for children with SEND, such as independence and well-being?	Regular data collection & analysis, the reporting schedule, parents' evenings.  Through the single-page profile, target-setting & review.
<b>3b.</b>	<b>The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</b>	How do you check and review the progress made by pupils with SEN?  How will I find out about the progress my child is making?  How will I be involved in those reviews? Who else will be there?	Regular data collection & analysis, the reporting schedule, parents' consultation evenings.  The reporting schedule and parents' consultation evening  Email collaboration for reviewing the single-page profile and target-setting, meetings where necessary, parents' consultation evenings. External agencies will be involved where appropriate.
<b>3c</b>	<b>The school's approach to teaching pupils with SEND</b>	How do your teachers help pupils with learning difficulties or disabilities to learn?	Subject/curriculum plans/schemes of work. Targeted INSET & Staff training e.g. ASD. Support from the Student Support Team.

		How can I find out more about what my child is learning at the moment?	Curriculum information is on the website and Expectations Evenings for yr 7, 9 and 12.
<b>3d</b>	<b>How the school adapts the curriculum and learning environment for pupils with SEND</b>	How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?  How will the curriculum be matched to my child's needs?	Modifications where necessary e.g. blinds, yellow strips on stairs, disabled toilets, lift in new Science building, technological support Also the Accessibility Plan.  Support will be put in place to ease access e.g. technological support, modified work, additional support with homework, personalised curriculum if suitable.
<b>3e</b>	<b>Additional support for learning that is available to pupils with SEND</b>	Is there additional support available to help pupils with SEND with their learning?  How are the school's resources allocated and matched to children's special educational needs?  How will I know if my child is getting extra support?  How is the decision made about how much/what support my child will receive?	In addition to support from teachers in lessons, we run 1:1 and group work support sessions e.g. study skills, resilience and anger management, literacy support, mentoring.  Through provision mapping and graded intervention.  Communication from the Pastoral Team (Student Support Department, Heads of House)  We will assess progress (academic, social and personal development) and use cycles of intervention within our staged SEN support
<b>3f</b>	<b>Activities that are available for</b>	What social and extra-curricular	We run regular clubs for SEND students: weekly 'Breakfast Club' for

	<p><b>pupils with SEND in addition to those available in accordance with the curriculum</b></p>	<p>activities are available for students with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>low key social interaction, Skills Club, for motor skills and confidence-building, a Christmas social activity e.g. Games and Pizza or the cinema. The Student Support Room is available for students to play games and chat at break and lunch times.</p> <p>The Student Support Department will advertise these to tutors and individual students.</p> <p>We strive to include all students in extra-curricular activities and trips. We use additional specific training and SEN risk assessments to enable access.</p>
<p><b>3g</b></p>	<p><b>Support that is available for improving the emotional and social development of pupils with SEND</b></p>	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> <li>• Student Support Department run clubs, such as Breakfast Club' for low key social interaction, Skills Club, for motor skills and confidence-building, a Christmas social activity e.g. Games and pizza or the cinema.</li> <li>• School counsellor and staff trained as Emotional Learning Support Assistants and CBT, Educational Psychologist.</li> <li>• Resilience and Anger Management sessions, ASD support sessions</li> <li>• Timetabled Student Leadership and PSHE lessons</li> </ul>
<p><b>4.</b></p>	<p><b>In relation to mainstream schools, the name and contact details of the SEN Co-ordinator</b></p>	<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p>	<p>The SENCo, Sophy Rogers  <a href="mailto:senco@reading-school.co.uk">senco@reading-school.co.uk</a></p> <p>Contact the SENCo</p>

<p><b>5.</b></p>	<p><b>Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured</b></p>	<p>What training have the teachers and other staff who support children and young people with SEND had?</p>	<ul style="list-style-type: none"> <li>• The SENCo is a qualified teacher and is qualified in educational testing.</li> <li>• The Student Support Department also includes a trained Emotional Learning Support Assistants and staff trained delivering CBT. Also an LSA with training to support students with VI.</li> <li>• All teachers are offered SEN INSET on relevant issues.</li> <li>• All teachers have regular Safeguarding training.</li> <li>• Key members of staff are trained in Child Protection</li> </ul>
<p><b>6.</b></p>	<p><b>Information about how equipment and facilities to support children with SEND will be secured</b></p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<ul style="list-style-type: none"> <li>• Support for VI and HI students from The Sensory Consortium</li> <li>• Assistive technology for students with EHC Plans</li> <li>• Additional equipment is provided where possible e.g. netbooks, sloping desks, coloured overlays</li> </ul>
<p><b>7.</b></p>	<p><b>The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</b></p>	<p>How will I be involved in discussions about and planning for my child's education?</p> <p>How will you help me to support my child's learning?</p>	<p>Through the single-page profiles and annual meetings to review any EHC Plans, meetings with the Students Support Department and other relevant members of staff e.g. Head of House.</p> <p>Through sharing targets and information e.g. reading material, directing to online support, setting up parent to parent support, Parents' Evenings.</p>
<p><b>8.</b></p>	<p><b>The arrangements for consulting young people with SEN about, and involving them in their education</b></p>	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>By reviewing the single-page profile and attending review meetings. By attending Parents' Evenings. Through Careers Advice</p>





13.	<p><b>Information on where the LA's SEN Information Report / Local Offer is published</b>  <b>ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)</b></p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>LA website  <a href="http://www.reading.gov.uk">www.reading.gov.uk</a>   <a href="http://www.reading.gov.uk/caringforchildren">www.reading.gov.uk/caringforchildren</a>                       Reading Services Guide: Children and Young Persons Disability Team (0118 937 3641)                       Reading IASS  <a href="http://www.reading.gov.uk">www.reading.gov.uk</a></p>
14.	<p><b>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</b></p>	<p>What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?                      How often will these reviews happen?</p>	<p>Formal annual review meeting for students with an EHC Plan.                       Termly target setting for SEN students will be set and reviewed alongside the single-page profile. These will be shared with parents and their input welcomed.                       The school reporting schedule and Parents' Evenings</p>

15	<p><b>Who can I contact for further information?</b></p>	<p>In the first instance parents/carers are encouraged to talk to their child's tutor if a current student. Further information and support can be obtained from the SENCo.</p>
<p><b>What is the complaints procedure?</b></p>		<p>See 'Complaints Policy and Procedure' under Policies section of the school website.</p>

**Our external partners are**  
**Educational Psychologist**  
**Sensory Consortium**



<b>Social Care</b>

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

<b>Is there any additional provision you have developed during the year?</b>	<p>Sessions for students on Resilience and Managing Negative Emotions</p> <p>Increased profile and activities for mental health within school.</p> <p>Increased provision for support sessions within the Student Support Department through move to a large space.</p> <p>Training for Student Support staff, such as Dyslexia Training and training on delivering CBT</p>
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<b>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?</b>	<b>Yes</b>
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