



Local Offer Submission 2016-2017

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: Wilson Primary School

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Website: <http://www.wilson.reading.sch.uk/>



Ofsted link: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109793>

Head teacher: Ms Yvonne Jackson

SENCo: Mrs Elizabeth Leyland

Contact: senco@wilson.reading.sch.uk or telephone 01189 375573

Date of Accessibility Plan: 2016 - 2019

	Question	Response	Examples of good practice in our setting
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 track the progress of all our learners and 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.	<ul style="list-style-type: none"> ➤ Assessments are made of the children's progress each term ➤ Progress is tracked and discussed with leadership ➤ SENCo is senior leader in school ➤ Training is given for academic and social, emotional and behavioural interventions, including Autism
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. With SLT, the SENCo monitors provision available to all pupils including those with SEND	<ul style="list-style-type: none"> ➤ Working alongside external professionals, setting outcomes for identified pupils ➤ Effective interventions in place to meet outcomes ➤ Regular staff INSET focusing on SEN led by SENCo ➤ Regular feedback to governors by Headteacher and SENCo
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 are developing a creative curriculum that incorporates the key learning skills outline in the National curriculum	<ul style="list-style-type: none"> ➤ Inclusive creative curriculum focusing on the development of skills of all learners at all levels ➤ Well managed learning environment to enrich the learning opportunities ➤ Good understanding of learning needs by all teaching staff

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 at 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 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>	<ul style="list-style-type: none"> ➤ Open days (nursery) and evenings for parental discussions on progress of the learner. ➤ Working with parents to set and review provision targets for children with additional needs through progress meetings ➤ Shared information regarding curriculum focus on website and through home communication ➤ Variety of home learning activities to enrich school experiences with parents and carers ➤ Working in partnership with families by celebrating achievements and learning experiences through open evenings, exhibitions of work and family assemblies and other celebrations
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>All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in</p>	<ul style="list-style-type: none"> ➤ Wilson has a flourishing values driven ethos that reflects the whole school community and establishes a working environment, central to the welfare of the

		<p>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. Children are actively encouraged to share their views and opinions on school experiences and their voice is used to improve learning environment and the curriculum. We have identified a process to enable support staff to encourage greater independence in all our learners.</p>	<p>child</p> <ul style="list-style-type: none"> ➤ Positive behaviour management strategies implemented by all staff working together using the Behaviour policy ➤ Attendance consistently monitored with Education Welfare Officer involvement where necessary
6	<p>What specialist services and expertise are available at or can accessed by the setting/school?</p>	<p>Many of our staff are trained to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge.</p>	<ul style="list-style-type: none"> ➤ Provision supported with the work of specialist staff such as contracted Speech and Language therapist ➤ External partners have included ASD specialist teacher, massage therapist, behaviour support manager and primary mental health workers ➤ Specifically trained Emotional Literacy Support Assistants, and Talkabout Social Skills programme
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Our Special Needs Co-ordinator is a highly experienced SENCo and is a qualified teacher. We regularly invest time</p>	<ul style="list-style-type: none"> ➤ Support staff trained in a wide range of intervention programmes to support learning and

		<p>and money in training our staff to improve wave 1 provision delivery and develop enhanced skills & knowledge delivery of wave 2 and 3 interventions. Every staff meeting, our staff are updated on matters pertaining to special educational needs and disability.</p>	<p>behaviour targets including ELSA and Social Skills</p> <ul style="list-style-type: none"> ➤ All necessary staff trained in behavioural de-escalation strategies and physical handling to keep all children safe <p>Interventions for SEND planned in response to specific needs of individuals and groups</p>
8	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for 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.</p>	<ul style="list-style-type: none"> ➤ School curriculum is enriched by wide variety of trips and visitors. Visits are managed to meet the needs of all learners and SEN pupils are prepared in advance of attending ➤ Opportunities are also sought for workshops and visits to take place within school as well as externally. ➤ The school has a minibus to support accessing trips and wider curricular activities.
9	<p>How accessible is the setting/school environment?</p>	<p>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.</p>	<ul style="list-style-type: none"> ➤ At Wilson, the learning environment is enriched with the diverse community we serve ➤ The building has recently been enlarged to become a 2 form entry school ➤ The building improvements have taken into account

			the needs of our future learners with ramps, lift access, carpeted flooring and specialist areas
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?	We have a robust Induction programme in place for welcoming new learners to our setting. We have very good relationships with any feeder settings as well as settings children/young people move onto. Transitions in school are well organised and pertinent information is regularly shared in teams	<ul style="list-style-type: none"> ➤ Good relationships are established with our feeder schools ➤ Transition programmes are established for pupils on entry and those who are moving on from Wilson. ➤ School staff support and manage transition process ➤ Specific support is available for vulnerable pupils
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. Financial decisions are shared with senior leaders and the business manager.	<ul style="list-style-type: none"> ➤ At Wilson, we invest in the training and skill of adults to support our pupils ➤ Additional external staff are contracted to work with children with specific needs and they work closely with school staff on pupils targets ➤ Allocation of funding prioritised through the identified outcomes on the School Improvement Plan
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	<ul style="list-style-type: none"> ➤ High quality teaching expectations are set for the delivery of our curriculum. ➤ Where additional support is necessary, provision is adapted and evidence-based interventions implemented

		and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the SEN Governor.	<ul style="list-style-type: none"> ➤ The outcomes of our provision are monitored by SENCo and school leadership team
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"> ➤ Parents are welcome to meet with class teachers to discuss progress made by their children. ➤ We aim to develop an open relationship with parents in order to shape the provision available for their child and work together to enable their child to make good progress in their learning
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"> ➤ SENCo is available to offer support for families looking to access other services ➤ School holds regular meetings with other professionals involved with the welfare of their pupils

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?	Parental concerns can be discussed firstly with teaching staff and the SENCo. If unresolved, issues can be brought to the attention of the Headteacher and governors if required.

Our external partners are

Educational Psychologist

Speech & Language Therapist

Behaviour Ambassador

West CAT team

Family Support Worker

Any other comments:

Teaching staff are skilled in working with vulnerable families and children who may have barrier to accessing the curriculum at a whole class level. Children who may require additional support are identified at an early stage and their progress is monitored with regular meetings with pupils and their families to overcome the barriers to their learning. Through the structured conversation process, we have invested in our families and the support we can offer has been better matched to their needs in class and within the wider school community and this will enable us in future to continue building positive relationships with our vulnerable children and families.

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?