



LOCAL OFFER  
Special  
Educational  
Needs &  
Disabilities (SEND)  
READING



## SEN Information Report / Local Offer Submission 2019/2020 (all schools)

---

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:** Thameside Primary School

**Address:** Harley Road, Caversham, Reading, RG4 8DB

**Telephone:** 0118 937 5551

**Email:** [admin@thameside.reading.sch.uk](mailto:admin@thameside.reading.sch.uk)

**Website:** [www.thamesideprimary.co.uk](http://www.thamesideprimary.co.uk)

**Ofsted link:** <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109800>

**Head teacher:** Mrs Sophie Greenaway

**SENCo:**

**Name:** Miss Charlotte Rollinson

**Contact:** [senco@thameside.reading.sch.uk](mailto:senco@thameside.reading.sch.uk)

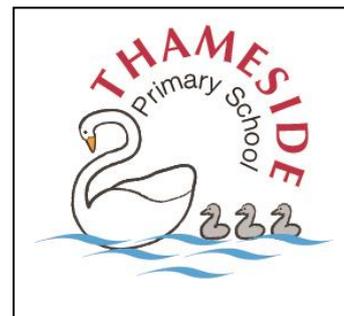
**Date of latest Accessibility Plan:** September 2018

**Date completed:** September 2018

**By whom:**

**Name:** Mrs Helen Wallace

**Role:** Previous Headteacher



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 -**

‘The school makes everyone feel valued and equality of opportunity is clearly in the culture which is intrinsic to the school. Teachers work closely with teaching assistants to make sure that SEND pupils benefit from all the activities provided for them which are specifically adapted to their needs when appropriate.’ OFSTED, March 2016.

| Regulations |  |  | School Response   |
|-------------|--|--|---|
| 1           | The kinds of special educational needs for which provision is made at the school | Do you have children with SEND in your school?<br><br>What kinds of SEND do those children have? | Thameside currently supports around 21% of the school population who have special educational needs or disabilities.<br><br>The school supports children from all 4 categories of need, including those with sensory and physical needs, social emotional and mental health difficulties, social interaction and communication difficulties and cognition and learning difficulties. Included in this are those with physical difficulties and sensory impairments (hearing or vision difficulties).<br><br>The largest groups of pupils supported are those with social interaction and communication difficulties (including pupils diagnosed with autism spectrum conditions) and social, emotional and mental health difficulties (including pupils with behavioural difficulties). |
| 2           | Information  | How do you know if   | We track the progress of all our  |

|            |   |  |   |
|------------|---|--|---|
|            | <b>related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND</b>    | <p>a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>   | <p>learners and as professionals we regularly discuss any concerns we have as well as celebrate achievements.</p> <p>The parents of any pupil receiving additional support will be informed of this either by the class teacher or inclusion manager. Parents are kept informed at each parents' evening (with telephone consultations available if preferred), through learning plans and one page profiles and through reports.</p> <p>Relevant policies are available on the school website, particularly the inclusion policy, medical conditions policy and the equality scheme (including the accessibility plan). If you would like a paper copy of any school policy then please contact the school office.</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> | <p>Where can I find information about the school SEN Policy?</p>   | <p>The school inclusion policy details how all children are supported at Thameside, this is available on the school website with paper copies from the school office upon request.</p>  |
| <b>3a.</b> | <b>How the school evaluates the effectiveness of its provision for such schools</b>   | <p>How do you make sure that the SEN provision is helping pupils make better progress?</p> <p>How do you check other outcomes for children with SEND, such as independence and well-being?</p> | <p>SEND reviews are carried out three times a year, where all pupils receiving additional support or causing concern are discussed between the class teacher, inclusion manager and speech and language therapist where appropriate. Progress and attainment data for all pupils is monitored 6 times a year by the senior leadership team in order to identify best progress and</p>   |

|            |  |  |   |
|------------|--|--|---|
|            |  |  | <p>ensure correct provision.</p> <p>Pupil progress meetings between class teachers and phase leaders ensure that every pupil in the school is discussed regularly to check they are making good progress and to put additional provision in place where necessary.</p> <p>Whenever an intervention takes place, staff analyse data both before and after to evaluate the effectiveness of this, which sometimes may include use of Strengths and Difficulties Questionnaires (SDQs) and / or parental involvement.</p> <p>Pupil voice is also used to ensure the pupils understand what is in place to support them and to see if staff can offer any more support.</p> |
| <b>3b.</b> | <b>The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</b> | <p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I find out about the progress my child is making?</p> <p>How will I be involved in those reviews? Who else will be there?</p> | <p>The progress and attainment of pupils with SEND is reviewed as it is with all children in the school. In addition, SEND reviews take place three times a year, where school staff, pupils and families can contribute to learning plans and one page profiles.</p> <p>We regularly share progress and feedback with all our learning 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.</p> <p>We nurture an open dialogue or</p>        |

|           |   |  |   |
|-----------|---|--|---|
|           |   |  | <p>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, website and / or curriculum sharing events.</p> <p>For pupils with an Education, Health and Care Plan (EHCP), the inclusion manager will arrange either 6 monthly or annual review meetings, centred around the pupil.</p> <p>Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</p>  |
| <b>3c</b> | <b>The school's approach to teaching pupils with SEND</b> | <p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out more about what my child is learning at the moment?</p> | <p>Having identified needs, we seek to match provision to that need. We define expected outcomes of interventions and then monitor the impact through regular meetings and tracking of pupil progress. Our Inclusion Manager leads on this aspect and the head teacher shares this information with governors / trustees.</p> <p>Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum. All pupils with identified SEND receive either a learning plan or one page profile plus, written with the pupil, teacher, families and external professionals to support their individual needs.</p> <p>Parents / carers can find out more about what pupils are currently learning by looking at the class pages of the website as well as by attending curriculum sharing evenings, which are held</p> |

|           |   |   |   |
|-----------|---|---|---|
|           |   |   | <p>towards the start of each year for each year group. We run a number of parent workshops throughout the year to support learning at home and welcome parents to classrooms following Friday assemblies. Up to date information is regularly shared on Twitter and Facebook.</p> <p>When a pupil starts in Foundation Stage, their parents / carers receive a Foundation Stage Handbook which contains lots of valuable information.</p>   |
| <b>3d</b> | <b>How the school adapts the curriculum and learning environment for pupils with SEND</b> | <p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</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. We plan ahead with particular pupils, thinking of their journey through the whole of the school and how to support this.</p> <p>We have undertaken a number of changes over the past few years, including building ramps to a number of classrooms (an ongoing programme which will continue). The school also has a bathroom suitable for pupils with disabilities which includes a changing bed.</p> <p>The school supports pupils with significant communication difficulties, including through the use of Picture Exchange Communication System (PECS) and some Makaton signing. Adapted resources are used where necessary (e.g. adapted cutlery at lunchtimes, specialist seating) following the advice of external professionals.</p> |

|           |  |   |   |
|-----------|--|---|---|
|           |  |   | <p>The curriculum is adapted to be matched to the needs of individual pupils, with the inclusion manager providing or adapting class planning for pupils with the most complex needs. The inclusion manager has adapted the school reading scheme to make it more accessible, and a range of technology is used across the school, including the Symwriter program.</p> <p>Each class has a ‘sensational break bag’ which contains fiddle toys and calming activities for use by specific pupils in the class.</p>  |
| <b>3e</b> | <b>Additional support for learning that is available to pupils with SEND</b> | <p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school’s resources allocated and matched to children’s special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p> | <p>When needs have been identified, we match the provision to the needs. This is done through waves of provision (more information about this can be found in the inclusion policy or on the school website). Parents are kept informed at all times when pupils move between waves of provision.</p> <p>Decisions about support are generally made at SEND reviews, although should a class teacher become concerned at any time they can speak to the inclusion manager.</p> <p>The school uses it’s allocated SEND funding to provide a range of additional support, including Nessy reading and spelling, social skills, therapies, in class support and fiddle toys.</p> <p>The school employs a number of teaching assistants to support children with additional needs, although not necessarily on a 1:1 basis. Teaching assistants</p> |

|           |  |   |  |
|-----------|--|---|--|
|           |  |   | are deployed on a strategic basis around the school.   |
| <b>3f</b> | <b>Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum</b> | <p>What social and extra-curricular 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>Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside of 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.</p> <p>The school inclusion manager often attends out of school activities to ensure classes have adequate adult supervision for pupils to take part, including at sporting events. The school also takes part in sporting tournaments for those with additional needs.</p> <p>Some pupils with additional needs may have additional trips out of school, for example, to support their life skills. Parents will be kept informed of these plans and progress.</p> |
| <b>3g</b> | <b>Support that is available for improving the emotional and social development of pupils with SEND</b>                    | <p>What support will there be for my child's overall well-being?</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 place.</p> <p>We follow the <b>therapeutic thinking</b> approach to behaviour, endorsed by Brighter Futures for Children. <b>Therapeutic thinking</b> is an approach that prioritises the prosocial experiences and feelings of everyone involved. Our behaviour policy includes</p>  |

|    |   |   |   |
|----|---|---|---|
|    |   |   | <p>guidance of expectations, rewards and consequences and is fully understood by all staff.</p> <p>The school has a trained Emotional Literacy Support Assistant (ELSA) who works with children across the school in the afternoons to support emotional development. There are also social skills groups which take place weekly.</p> <p>We know that some pupils find lunchtimes more challenging, so we have a lunchtime keyworker system where pupils and a member of staff get to know each other better so pupils can be better supported during break times. We also run 'positive play' where invited children can come inside to play in a quieter area of the school. Peer mediators are available on the playground to support pupils with smaller disagreements.</p> <p>The support of professionals is used, including pre-teaching of vocabulary to support learning, and advice from the educational psychologist and primary mental health worker. The school has taken part in a project over the past two years which has trained all staff in supporting children's wellbeing.</p> <p>There are also interventions to support wellbeing, including some children taking part in 'Inside Out' days.</p> |
| 4. | <b>In relation to mainstream schools, the name and contact details of the SEN Co-</b> | Who should I contact if I want to find out more about how the school supports students with SEND? | To find out more information about how the school supports pupils with SEND, please contact the inclusion manager, either at <a href="mailto:senco@thameside.reading.sch.uk">senco@thameside.reading.sch.uk</a> or via the school office.   |

|    |  |  |   |
|----|--|--|---|
|    | <b>ordinator</b>   | What should I do if I think my child may have a special educational need or disability?              | For those with pupils already at school who are concerned about their child, please contact your child's class teacher or the inclusion manager.  |
| 5. | <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> | What training have the teachers and other staff who support children and young people with SEND had? | <p>Both our Inclusion Manager and Head teacher have completed the National SENCo award. We build special educational needs into our strategic training programme. All our teachers hold qualified teacher status.</p> <p>We have built relationships with a number of local specialist settings, including The Avenue Special School and Brookfield Special School, who provide outreach support as required.</p> <p>We work with a number of external professionals and provide a range of therapies to support children. All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor against cost to ensure a value for money service.</p> |
| 6. | <b>Information about how equipment and facilities to support children with SEND will be secured</b>  | What happens if my child needs specialist equipment or other facilities?                             | <p>Budgets are closely monitored and aligned to the school development plan. The school uses allocated funding to support pupils, and if necessary applies for exceptional needs funding if available.</p> <p>For pupils with an EHCP, provision maps are provided to Brighter Futures for Children and applications sent to SEND panel for additional funding if needed for specialist equipment e.g. computers or specialist seating.</p> <p>Recommendations by</p>   |

|           |   |   |  |
|-----------|---|---|--|
|           |   |   | professionals are followed wherever possible with regards to equipment and / or facilities. Alterations to the building may be made in conjunction with Reading Borough Council and / or Brighter Futures for Children.  |
| <b>7.</b> | <b>The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</b> | <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>We regularly involve parents and families in discussions about their child / young person's learning and welcome feedback on this.</p> <p>Working with the learner, their families and other staff, the inclusion manager considers a variety of options for suitable provision before deciding on a course of action.</p> <p>Regular discussions include parents evening consultations (both in person and on the phone), inclusion manager and speech and language therapist drop-in sessions, person centred reviews (for pupils with an EHCP) and informal chats around the school.</p> |
| <b>8.</b> | <b>The arrangements for consulting young people with SEN about, and involving them in their education</b>                               | How will my child be involved in his/her own learning and decisions made about his/her education?   | <p>We work closely with our pupils to involve them in decisions about their own learning. Pupils with an EHCP attend their person centred reviews where possible and adaptations are made to ensure they can contribute as much as possible in advance.</p> <p>All pupils with SEND are involved in reviewing and setting new outcomes on their learning plans or one page profiles at SEND reviews and write their own transition plans with the inclusion manager during the summer term.</p>  |

|     |   |  |   |
|-----|---|--|---|
|     |   |  | The inclusion manager and subject leaders regularly listen to pupil voice as part of their monitoring. Pupils take part in enrichment activities along with the whole school and are given choice about the activities they take part in.   |
| 9.  | <b>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.</b>  | <p>Who can I contact for further information?</p> <p>Who can I contact if I am not happy about the SEN provision made for my child?</p>      | <p>Any parents who are concerned should first contact their child's class teacher or the inclusion manager. Any further concerns can be discussed with either the Head Teacher or the SEND governor; Mrs Alison Harwood, who can be contacted via the school office.</p> <p>The school follows Reading Borough Council's model complaints policy.</p>   |
| 10. | <b>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</b> | <p>Who else provides services in school for children with SEN or disabilities?</p> <p>How can my family get support from these services?</p> | <p>There is a large section on the school website containing a lot of information and links to external agencies who can support families.</p> <p>Families Forum provide many activities for pupils with SEND, and the school works closely with Parenting Special Children.</p> <p>The school is able to refer families to the Early Help Hub in Reading who can offer a wide range of support, and also has referred children to the Young Carer's service.</p> |
| 11. | <b>The contact details of support services for the parents of pupils with SEND including those for arrangements</b>   | <p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>                   | <p>For more support, parents / carers can contact Reading Independent Advice and Support Service (IASS) or Families Forum - contact details for these can both be found in the inclusion section of the Thameside website.</p>  |

|     |   |  |   |
|-----|---|--|---|
|     | <b>made in accordance with clause 32.</b>   |  |   |
|     |   |  |   |
| 12. | <b>The school's arrangements for supporting pupils with SEND in transferring between phases of education</b>  | How will you help my child make a successful move into the next class or secondary school or other move or transition? | <p>We have a robust induction programme in place for welcoming new learners to our setting. Our Provision Management systems record what aspects of our environment help children/ young people learn and this information is passed on in transition. Each year, class teachers identify pupils who would benefit from a transition plan and these pupils write their own transition plan with the inclusion manager which are shared with parents / carers.</p> <p>We also have very good relationships with any feeder settings as well as setting pupils move on to. The inclusion manager visits feeder settings and next settings for the most vulnerable pupils.</p> |
|     |   |  |   |
| 13. | <b>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)</b> | Where can I find out about other services that might be available for our family and my child?                         | Please see links on the Thameside website and Reading Borough Council's own website for more information.   |
|     |   |  |   |
| 14. | <b>Arrangements for assessing and reviewing children and</b>  | What opportunities will we as parents and our child have to review our   | SEND reviews take place three times a year with person centred reviews (for pupils with an EHCP) taking place either every  |

|  |   |  |  |
|--|---|--|--|
|  | <p><b>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>child's progress towards the agreed outcomes?</p> <p>How often will these reviews happen?</p> | <p>six months or annually. At SEND reviews, learning plans and one page profiles will be reviewed and rewritten. Parents / carers will be given copies of both reviewed and new outcomes.</p> <p>The inclusion manager has an open door policy and welcomes families with any concerns or comments to contact her.</p> <p>Pupil progress reviews for all pupils take place 6 times a year and should any pupil be raised of concern between SEND reviews, class teachers speak to the inclusion manager for support.</p> |
|  |   |  |  |

|    |  |  |
|----|--|--|
| 15 | <p><b>Who can I contact for further information?</b></p> | <p>Miss Charlotte Rollinson<br/>Inclusion Manger<br/><a href="mailto:senco@thameside.reading.sch.uk">senco@thameside.reading.sch.uk</a><br/>0118 937 5551</p>  |
|    | <p><b>What is the complaints procedure?</b></p>          | <p>Thameside follows Reading Borough Council's model complaints procedure, parents / carers are encouraged to contact their child's class teacher or the inclusion manger in the first instance.</p> |

|  |   |
|--|---|
| <p><b>Our external partners are</b></p>              |   |
| <p><b>Educational Psychologist</b></p>               | <p>Dr Sarah Martineau c/o Brighter Futures for Children</p>               |
| <p><b>Primary Mental Health Worker</b></p>           | <p>Cathy Brangwin / Jon Danesh-Pour c/o Brighter Futures for Children</p> |
| <p><b>Speech &amp; Language Therapist</b></p>        | <p>Ms Jill Morrell c/o CYPIT</p>  |
| <p><b>Social Care</b></p>                            | <p>North Children's Action Team</p>                                       |
| <p><b>Occupational Therapist</b></p>                 | <p>Katie Fielding c/o CYPIT</p>   |
| <p><b>Physiotherapist</b></p>                        | <p>Sophie Simm c/o CYPIT</p>  |
| <p><b>Art Therapist</b></p>                          | <p>Andrew Bryant</p>  |
| <p><b>Play Therapist</b></p>                         | <p>Yasmeen Floodgate</p>  |
| <p><b>Drawing and Talking Therapist (school)</b></p> | <p>Sarah Vugler</p>   |
| <p><b>SEND intervention teaching assistant</b></p>   | <p>Christina Clark</p>  |
| <p><b>Sensory consortium - hearing</b></p>           | <p>Leanne Cox</p>   |

**impairments**

**Sensory consortium - visual impairments** Nicoleta Carnuta

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

|   |   |
|---|---|
| <p><b>Is there any additional provision you have developed during the year?</b></p> | <p>The school intervention room has been developed this year to flexibly support pupils with greater levels of need as required. This is currently running as the 'Rainbow Room' which includes children from all phases of the school, and is taught by Mrs Porter, with the support of three teaching assistants.</p> <p>This year, we have also developed the use of B Squared as an assessment tool to track the progress of our learners with greater or more complex needs and to plan appropriate learning activities.</p> <p>We now have a full time SEND teaching assistant who takes the social skills and ELSA groups, as well as working alongside the Speech and Language Therapist to deliver therapy to individual pupils.</p> |
|---|---|

|  |  |
|--|--|
| <p><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></p> | <p>Please visit <a href="http://www.thamesideprimary.co.uk/page/?title=Inclusion&amp;pid=34">http://www.thamesideprimary.co.uk/page/?title=Inclusion&amp;pid=34</a> for more information, or follow the links on the left hand side of the page.</p> |
|--|--|