

Local Offer Submission 2014-15

*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*

Please insert: **Local Offer Submission 2014-15** in the subject heading

Please note: settings will be encouraged to undertake the full Provision Management process in Autumn 2014 and review their Local offer in December 2014, as agreed at the SENCo Conference (March 2014)

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 Girls' School

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Ofsted link: [http:](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/110096)

www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/110096

Head teacher: Viv Angus

SENCo:

Name: Polly O'Donnell

Contact: 01189 861336

Date of latest Accessibility Plan: 2008 – currently being updated to reflect new school build

Date completed: To be completed by July 2014

By whom: Charles Ainslie



	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 children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	<p>We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum and identifies clearly the next steps. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment/observation to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher/tutor about any concerns they have.</p> <p>We have in-house specialist expertise in a number of areas of special educational needs and this is recorded on our provision map.</p>	<p>Regular progress tracking by class teachers.</p> <p>Intervention meetings to monitor student progress.</p> <p>Baseline assessments using Cognitive Abilities Testing, Reading and Spelling tests and curricular assessments.</p> <p>Tracking of progress students make in intervention.</p> <p>Access to a wide range of specialist skills and assessments.</p>
2	How will setting / school support my child/young person?	<p>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.</p>	<p>Rigorous assessment systems identifying needs.</p> <p>Provision map system used to map and monitor provision.</p> <p>Progress meetings with parents/carers and young people to discuss and identify supportive strategies.</p> <p>Intervention meetings to identify further avenues of support.</p> <p>We offer a holistic range of interventions to</p>

			support students' academic and personal social needs.
3	How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?	We expect all our teachers to differentiate to meet the needs of all learners.	Monitoring of schemes of work to ensure that these meet learners needs. Teachers are encouraged to share good practise and supportive strategies. Teachers are provided with the relevant assessment information for young people to inform planning. IEPs/CATS reports are shared with teaching staff with information on students' strengths and difficulties.
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	Regular progress tracking sent to parents/carers. Annual reports sent to parents/carers. Yearly parents evening where parents/carers can meet with their child's class teacher. Progress meetings and Pastoral Support Plans called as appropriate to discuss progress and learning. Pastoral Staff attached to each year group who are a contact (and pro-actively contact) parents/carers to discuss progress.
5	What support will there be for my child's/young person's overall well-being and to	Every learner has a named professional s/he can talk to, should the need arise. Staff are regularly reminded of our policies and these are updated by the governors.	A Pastoral Leader for each group who builds supportive relationships with young people.

	help them develop their independence?	We have a school council to elicit the views of the learners. We promote the development of independence across the school/setting.	Regularly updated policies and procedures are communicated to staff. We have a school council which meets regularly and have a strong voice within the school.
6	What specialist services and expertise are available at or can accessed by the setting/school?	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.	The school work with a number of external partners to support our students. We have good relationships with our community partners and established networks of support for both staff and students. The school utilises local authority and independent resources ensuring that support addresses established and emerging needs.
7	What training are the staff supporting children and young people with SEND had or are having?	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.	As part of our INSET programme training has been provided by a Speech and Language Therapist, Primary Mental Health Worker and Parent Partnership. The school have also delivered in-house training on Provision Management and SEN Assessments, Behaviour Management. All new staff have training on EAL, SEN and Gifted and Talented.
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	All students are given the opportunity to attend a programme of extra-curricular activities including school trips. If there are any special

		<p>thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.</p>	<p>circumstances that make it difficult for students to attend school trips then parents/carers are encouraged to discuss these with the relevant Pastoral Leader. If there are health and safety concerns then a risk assessment is conducted jointly between the Inclusion Manager and trip leader to identify safeguards that can be put in place.</p>
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>	<p>The Accessibility plan is being updated to reflect the new school building which will improve accessibility for students. The principles outlined in our equality policy underpin our school systems.</p>
10	<p>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?</p>	<p>We have a robust Induction programme in place for welcoming new learners to our setting. Our Provision Management systems records what aspects of our environment help child/young people learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings children/young people move onto.</p>	<p>The Pastoral Leader for year 7 and Transition visits young people in their primary settings to discuss their needs with their teachers and to meet new students. This can be followed up with other visits if required and Inclusion staff will attend some settings to visit students where appropriate. There are two transition days to support all young people to make the transition to secondary school. There are also two extra transition days for pupils</p>

			whose primary schools feel that they would benefit from attending these.
11	How are the setting's / school's resources allocated and matched to children's/young people's special educational needs?	Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure value for money service, so all interventions are costed and evaluated. Our budget is allocated according to our Provision Management system and internal RAS approach.	School's resources are organised to compliment the school development plan and to ensure that we have a range of interventions to support the needs of our students. Intervention is recorded in our Provision Management system and interventions are reviewed and evaluated. Provision is monitored on a whole school and individual student basis ensuring that we meet individual learner as well as addressing whole school needs.
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.	Support needs are identified in Transition and a package of support put in place. This will be monitored and reviewed throughout a students' time at the school. Where additional support is required this will be discussed with students and parents and carers and a plan made.

			SENCo and school staff will work with students to agree a programme.
13	How are parents involved in the setting /school? How can I be involved?	We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. We host regular parent focus groups in order to listen to any parental concerns. Our Governing Body includes Parent Governors/representatives.	Parents can contact the appropriate Pastoral Leader to discuss their child and their progress at school. Pastoral Leaders also keep in regular contact with parents/carers regarding their daughter's progress at school. We have a parent/governor on our governing body.
14	What arrangements does the setting/school have in place for signposting me to external agencies such as voluntary organisations?	In addition to our notice board and updating our staff regularly, we have a named person who will support families access services through the Local Offer. An appointment with this persona and the SENCo jointly can be obtained by contacting your child's Pastoral Leader in the first instance.	The SENCo and Pastoral Leaders work with a number of external agencies including voluntary organisations. Referrals can be made by the school on behalf of families or families can be given the relevant contact information. The school uses the e-caf system to access support for families via the Children's Action Team.

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Our external partners are	
Educational Psychologist: Vikki Lawrence	
Speech & Language Therapist Ali Baigent	
Primary Mental Health Worker Deborah Robinson	
Education Welfare Officer Irene Lilleystone	
Equality Services Christina Shamaris	
School Nurse Diane Hollamby	
Secondary Behaviour Officer David	
Counselling Services Time to Talk Tricia Curtis	
Emotional Well-Being Worker Kevin Terry	
Youth Services	

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

We have a well-established Inclusion Department with expertise in many areas.

We have a Learning Mentor who works with students with social and emotional difficulties supporting them to build confidence and be successful at school.

We have Higher Level Literacy and Numeracy Teaching Assistants who offer intervention in these areas as well as supporting learners in the classroom.

We have strong links with Equality Services who offer assessment and support for students who have English as an Additional Language.

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?

We have developed a robust Provision Management and monitoring system.