



## ***Theale C of E Primary School***

### **Autism Resource Policy, Report and Local Offer**

At Theale CE Primary School the children come first. They are central to every decision made in school. We will ensure that our children are happy and successful. They will grow to be ambitious and resilient and their talents will be nurtured so they become highly skilled. Our children will be courageous and always behave with integrity.

“And you shall love the LORD your God with all your heart, with all your soul, with all your mind, and with all your strength.’ This *is* the first commandment. And the second, like *it*, is this: ‘You shall love your neighbour as yourself.’ There is no other commandment greater than these.” *Mark 12: v 30-31*

“I have come that they may have life and that they may have it more abundantly.”  
*John 10:10*

|   |   |
|---|---|
| <b>Published on public website</b>              | Yes   |
| <b>Links to related policies and procedures</b> | SEND policy<br>Positive Behaviour policy<br>Complaints policy |
| <b>Author</b>                                   | Teacher in Charge of the Resource                             |
| <b>Approved by</b>                              | Governing Body  |
| <b>Date approved</b>                            | Autumn 2024   |
| <b>Date of next review</b>                      | Autumn 2026   |
| <b>Responsibility for next review</b>           | Teacher in Charge of the Resource                             |

“And we know that for those who love God all things work together for good, for those who are called according to his purpose”. -- **Romans 8:28**

“Inclusion isn’t something we do – it’s something we believe. If we believe in inclusion, then that will naturally filter down into everything else.” -- **David Burns**

“Inclusion is the process of including and educating a pupil within a local mainstream school, where the school is able to recognise and assess the pupil’s particular needs and is willing and able to be flexible in how the curriculum is delivered and to adapt the routines and physical environment the pupil is expected to operate within. Particular attention is given to the relationships the pupil is enabled to develop with the other pupils, both within and outside the school, and the potential benefits to other pupils and staff” -- **Glenys Jones**

## **Theale Primary Autism Resource**

The Theale Primary Autism Resource opened in Autumn 2005. It was the first Autism Resource in West Berkshire catering for the needs of Primary aged pupils. The Resource takes children from across West Berkshire, who have a diagnosis of Autism, have an EHC naming Autism as the primary need and have been referred by the Special Needs Panel. Children in the Resource are part of their mainstream classes but receive specialist support.

## **Developments**

“The provision for those who have special educational needs, including the resource-based pupils, results in pupils being successfully integrated into all aspects of the school’s work. Staff work diligently to promote equality of opportunity, making certain that all potential barriers to pupils’ progress and discrimination are eradicated.” -- **Outstanding Ofsted 2012**

Between March 2014 and September 2021 we were designated a Teaching School. During that time, we worked closely with other schools providing support and training. We are a National Support School and our Head teacher, Mrs Morley is a National Leader of Education. We also lead Primary Networks for subject leaders across our local area.

In the summer of 2020, we moved into our new specialist facilities within our brand new school.

## **Church School Status**

Theale is a Voluntary Controlled Church of England Primary School. As a church school we teach explicit shared Christian values to our children, we aim to show them the importance of being committed to a set of values by which we live our lives.

## **School Aims and Philosophy**

The importance of an individual child’s education should never be underestimated. His/her education is the major factor in creating life opportunities. Theale CE Primary School with the help of all outside agencies will provide the best education that a child can receive.

The staff and school will be effective and enable children to reach the highest standards possible. The school will develop a child’s knowledge, experience and imaginative understanding and create an awareness of moral values and capacity for enjoyment. This will give children the vital skills they will need in later life.

Every child will be regarded and valued as an individual person with academic potential, needs, problems and aspirations; a person who can make a distinct contribution to the life of the school.

The school will provide an exciting and stimulating learning environment where the children will be able to learn, create and experience and where their efforts are celebrated by being displayed.

The school will be well organised, efficient, and well resourced.

Parents, pupils and staff will create a warm and happy atmosphere in which the children will be willing to accept responsibility for their behaviour and their work.

Children will be encouraged to have an understanding, sympathy and tolerance for cultures and societies other than their own. The care and concern we show for our children will help them to develop both self-respect and sensitivity to others.

A good rapport between pupil, teacher and parents is the corner stone for security and success for each and every child. The years that the child spends in this school are formative years, when they discover themselves, their individuality, their abilities, their interests and their strengths. Their talents may display themselves in many ways. We will provide a vehicle for these talents to be nurtured, encouraged, developed and praised.

## **Aims of Resource Policy**

### **Theale Primary Vision Statement**

“Children Come First”

Theale C of E Primary School, with the help of outside agencies, will provide the best education that a child can receive.

At Theale Primary School we value the abilities and achievements of all our pupils, and we are committed to providing for each pupil the best possible environment for learning. We firmly believe that all pupils have the right of equal access to a broad, balanced and relevant curriculum, which contributes to their spiritual, moral, cultural, mental and physical development and prepares pupils for the opportunities, responsibilities and experiences of later life.

The Autism Resource policy builds on our School Aims and Philosophy and Curriculum Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. All children are entitled to an education which is aspirational and helps them to achieve the best they possibly can.

### **Autism Resource Objectives**

- To ensure that all pupils have access to a broad and balanced curriculum, delivered by Quality First Teaching.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils' SEN needs as early as possible in their time at Theale Primary.
- To have high expectations for all children, including those with Autism, in order that the attainment gap may be reduced or eliminated where possible.
- To provide high quality, flexible intervention and support, in order that all children are enabled to achieve their full potential.
- To ensure that Resource pupils take as full a part as possible in all school activities.
- To ensure that parents of our Resource pupils are kept fully informed of their child's progress and attainment and are involved as fully as possible in their child's education.

- To ensure that Resource pupils are involved, where practicable, in decisions affecting their future SEN provision.
- Teachers and support staff should have access to high quality training and support in order to develop their skills in supporting the children in their care.

We recognise that our Resource pupils will have a range of special needs during their school life. In implementing our Resource Policy, we believe that pupils will be supported to overcome their difficulties.

## **Legislation**

In formulating the Resource Policy, SEND Report and Local Offer, we have considered the following publications and sources of information:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0-25 years July 2014
- The Special Educational Needs and Disability Regulations, 2014 Part 3: Duties on Schools
- Statutory Policies for Schools September 2015
- West Berkshire SEND reform Toolkit 2017

## **Responsibility for Autism Resource Provision**

### **The Autism team of the school is:**

|   |                        |
|---|------------------------|
| Head teacher:                                     | Mrs. Catherine Morley  |
| Teacher in Charge of Resource:                    | Miss Cathy Pullan      |
| SENDCo:   | Mrs. Katy Higgs        |
| West Berkshire Learning Support Services Manager: | Mrs. Karen Bartlett    |
| Governor with responsibility for SEND:            | Mrs. Francoise Woolley |

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

## **Roles and responsibilities of SEND team**

Headteacher, Senior Management Team and Teacher in Charge of Autism Resource:

- provide strategic direction and development of SEND and Resource provision,
- support CPD of staff,
- ensure high quality teaching is delivered to Resource pupils with appropriate differentiation,
- ensure interventions are evidence based, appropriate and effective,
- ensure strong partnerships with parents,
- provide support for SENDCo in monitoring the impact of SEN provision.

## **Teacher in Charge of Resource**

In addition to the above, they should:

- oversee the management of Resource provision, including support staff in the early identification of SEN and Autism needs, planning provision and monitoring impact of provision,
- meet with Learning Support Services Manager, Head teacher and Senior Management Team, Class teachers, Teaching Assistants and parents,
- plan, teach and monitor the attainment and progress of all pupils,
- use a cycle of 'assess, plan, do, review' for all pupils to enable the early identification of pupils' SEN,
- monitor progress of all Resource pupils,
- monitor the impact of class teaching, differentiation, and other provision, including intervention,
- have a commitment to CPD in Autism and SEND,
- liaise with other staff, including Class teachers, SENDCo and Teaching Assistants.

## **Teaching Assistants should:**

- be appropriately trained with a good knowledge of Autism and SEND and have a commitment to CPD,
- focus support for pupils on learning and development,
- provide appropriate support in class,
- deliver evidence-based interventions,
- liaise with other staff (Resource and class teachers, SENDCo),
- support the pupils on their journey to become independent learners where possible.

## **SEND INFORMATION REPORT AND LOCAL OFFER**

### **1. Identification of Special Educational Needs and Disabilities (SEND)**

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions".*

SEN Code of Practice 2015

### **1.1 How does the school identify children/ young people with special educational needs and disabilities?**

All children admitted to the Resource have been identified as having autism as their main special educational need and already have an EHC Plan. However, it may be that children have additional needs and the school will try to identify these difficulties as a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- evidence obtained by teacher observation/ formative assessment,
- their performance in the National Curriculum judged against level descriptions,

- pupil progress in relation to national measures,
- standardised screening or assessment tools,
- discussions with parents.

## **1.2 What should I do if I think my Resource child has additional SEND?**

Theale C of E Primary School believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

If parents are concerned that their child has Special Educational Needs, they should first discuss their concerns with Miss Pullan. If concerns still persist, then the Miss Pullan will arrange a meeting with the other Resource staff and class teacher. However, Miss Pullan has an open-door policy and parents are encouraged to pop in to make an appointment with her to discuss any worries or concerns relating to their child's progress or Special Educational Needs. Resource parents also have access to Miss Pullan via the Home-School diary, email and phone.

Parents, Resource teacher and school staff will jointly formulate a plan of action and decide whether outside agencies need to be involved.

## **2. Support for children with special educational needs**

### **2.1 If my child is identified as having additional SEND, who will oversee and plan their education programme?**

The Resource teacher is responsible for overseeing and planning the education programme for all children taught in the Resource. Once children are fully included in their mainstream classes, the Resource teacher supports Mainstream staff to plan for the children's learning needs. Where necessary, Miss Pullan may also seek advice from external professionals as appropriate.

### **2.2 How will I be informed / consulted about the ways in which my child is being supported?**

The school operates an open-door policy and all parents are encouraged to discuss any concerns they may have. Within the Resource, there is regular daily contact via the home-school diary, email and text messaging. All parents of children with SEND will be invited to a meeting with class teacher and SENDCo in the autumn term to jointly plan a Support and Achievement Plan for their child, which will be reviewed with the parents termly.

### **2.3 How will the school balance my child's need for support with developing their independence?**

At Theale Primary School, we have high aspirations for all our children and this includes the encouragement of all children to develop their independent learning skills. Children are supported in a sensitive and flexible manner according to needs. This support is adapted as the child's needs evolve.

### **2.4 How will the school match / differentiate the curriculum for my child's needs?**

All children learn in different ways and at a different pace. Children's learning needs are assessed through observation, assessment and marking. Resource and class teachers adapt the curriculum for children in their care, taking into account their individual needs in terms of language and communication, cognition and learning style, social, emotional and behavioural difficulties and sensory or medical needs.

## **2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?**

Theale Primary Autism Resource staff have training in Autism, speech and language difficulties and supporting children with a range of additional needs. The school seeks advice and support from Local Authority Advisory teachers and health professionals. A child's needs are individually assessed in order that an individual plan is developed, employing a range of suitable support strategies.

## **2.6 What additional staffing does the school provide from its own budget for children with SEND?**

The Autism Resource is funded separately to the school. Each child brings a base amount, with additional top ups according to needs. The level of top up is determined by the West Berks SEN team.

## **2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one-to-one basis or in small groups?**

The school does not adhere to rigid pre-planned programmes of support. When children arrive at the Resource, they have a period of assessment. During this time, their learning and Autism needs are considered carefully and support is carefully planned, drawing on a range of approaches. Children usually begin their journey working one to one within the resource where we can work on reducing anxiety and acquiring positive learning behaviours, gradually joining small intervention groups and later working towards joining the whole class where appropriate.

The effectiveness of this approach was recognised in our Outstanding Ofsted in 2012.

*"All groups of pupils, including those in the resource base and those supported by the pupil premium, make excellent progress. This is because rigorous checking of individuals' progress pinpoints gaps in learning, and teachers then ensure that all tasks and activities are carefully matched to pupils' needs. This supports their excellent learning and achievement."*

*"Teachers' expert knowledge of the needs of disabled pupils and those with special educational needs means that intervention and support sessions, including those in the resource base, are skilfully shaped according to pupils' different abilities, to promote high achievement."*

(Ofsted 2012)

## **2.8 What resources and equipment does the school provide for children with SEND?**

SEND support may be one to one, in small groups or within class. Children may need specific resources, such as visual time-tables, specialist seating, OT equipment, social stories, etc. These are provided on a needs-led basis.

## **2.9 What special arrangements can be made for my child when taking examinations?**

Children's needs are assessed and support is provided according to Current Access Arrangements and may include supports such as scribes, readers, separate quiet room and/ or extra time.

## **3. My child's progress**

### **3.1 How will the school monitor my child's progress and how will I be involved in this?**

At Theale Primary School, all children are subject to a rigorous assessment schedule. Progress is carefully tracked and monitored. Parent and child consultations are held in the autumn and spring

terms. Formal school reports are provided in the summer term. Additionally, all children with SEND will also have Support and Achievement Plans (SAPs), which are drawn up with parents and monitored on a termly basis. Parents are invited to contribute to the SAPs and are encouraged to support their child's learning at home too, through activities, games and learning opportunities.

### **3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?**

When progress is reviewed, targets will be set, according to the child's individual needs identified. Parents will be invited to consider the implications of assessment results and will be invited to contribute to the formulation of the Support and Assessment plan, including how they might contribute to the outcomes with support from home. All Resource children will have annual reviews of their EHC Plan, where parent, child and professionals meet together to celebrate success and to set new outcomes for the coming year.

### **3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?**

Parents of children with SEND will be invited to discuss progress on the Support and Achievement Plan termly with class teacher and/or SENDCo which may form part of the usual parents' evenings. However, they may meet with Resource teacher, class teachers and/or SENDCo whenever concerns arise. Resource teacher, Class teachers and SENDCo operate an open-door policy.

### **3.4 What arrangements does the school have for regular home to school contact?**

All children within the Resource have a home-school diary, which staff use daily to inform parents about what kind of day their children have had and share good news or concerns. Parents and carers are encouraged to communicate via the diary. Parents also have email or phone contact with Miss Pullan, Teacher in Charge of Resource, as we appreciate that communication can be harder for parents of Resource children due to the distance to school. Miss Pullan is happy to arrange virtual meetings for parents where this is preferable.

Mainstream staff also make use of the diaries when needed and all parents are invited to contact school to make arrangements to meet with staff when the need arises.

### **3.5 How can I help support my child's learning?**

There are many ways a parent can help and support their child in their learning. Parents can read aloud to their children, listen to them read, support homework tasks, share activities such as games, puzzles and craft activities. The ways to help a child are as individual as the children. Parents looking for ways to help may like to consult with the Resource or class teacher, who will be able to make specific suggestions, tailored to the individual.

We ask that parents support us in behavioural expectations when necessary. It is very important that the children see that we are a united team and this also allows us the chance to celebrate together when the child succeeds in an area where he might have struggled previously.

### **3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?**

Theale Primary holds curriculum events, where parents are invited into the classrooms to find out what methods and strategies were employed in each year group. We hold a family learning week each year, where parents are invited into classes to work alongside and share in their children's learning journey. Specific SEND information events for parents are held as needs arise. These have included coffee mornings with visiting professionals, such as the autism family advisor and



courses for parents, such as 'Overcoming anxiety'. We hope to be able to offer more face-to-face meeting for groups of parents soon.

### **3.7 How will my child's views be sought about the help they are getting and the progress they are making?**

As part of the Support and Achievement Plan review, children will be asked to contribute their ideas about how they feel about school and what they consider their strengths and areas of difficulty are. They will also be asked to think about what they feel they need in order to improve their learning experience and ways they think they can improve. The school SENDCo will carry out an annual 'pupil voice' survey to gain the children's views.

### **3.8 What accredited and non-accredited courses do you offer for young people with SEND?**

Children with SEND are offered the same opportunities as all children in our school. Additionally, those children who attend RDA lesson work towards RDA certificates.

### **3.9 How does the school assess the overall effectiveness of its SEND provision and how can parents / carers and young people take part in this evaluation?**

Progress of all children is tracked across the school. Children with SEND are monitored carefully to consider how effective provision is and whether they are actually achieving the outcomes we would wish or expect. Parents and children will be invited to contribute their views through questionnaires.

West Berkshire Resources are monitored by the West Berkshire SEN Manager and Learning Support Services Manager. Progress of children across a range of areas, such as learning, behaviour and social inclusion, is monitored and discussed termly in our Resource Support and Review meetings.

## **4. Support for my child's overall well-being**

### **4.1 What support is available to promote the emotional and social development of children with SEND?**

At Theale Primary, we understand that in order to achieve their full potential, a child needs to feel safe and secure. We have a holistic approach to education, which involves offering opportunities for children to succeed in other areas, not just academically, such as sport, visual and performing arts. This sense of achievement gained raises self-esteem and enables children to develop the resilience they need to tackle tasks they may not be so good at.

Within school, we employ ELSAs (Emotional Literacy Support Assistants), one of whom is an Autism Specialist. The ELSAs work closely with class teachers to support the emotional needs of vulnerable children. Parents can request ELSA support for children at times of need. We also employ Learning Support Assistants on the playground during all unstructured times in order to support social inclusion and positive behaviour. Within school, we offer social skills, Attention Autism, Zones of Regulation sessions, run by specialist staff from the Autism Resource. One of the Emotional Health Workers from the Emotional Health Academy is based at the school for one morning per week. Parents who feel their child would benefit from such support, should contact the Teacher in Charge of Resource in the first instance.

#### **4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?**

All children are seen as individuals. Behavioural difficulties are seen as part of the spectrum of SEND in school. Children are assessed and supported according to needs. We work closely with the West Berkshire Therapeutic Thinking Team when the need arises to develop therapeutic plans for individual children. We work with the children on the 'Zone of Regulation' programme to develop their emotional regulation skills.

We work with the child, parents, staff and outside agencies where necessary to support the child to remain in school and avoid exclusions wherever possible.

*For more details, see Theale Primary School Positive Behaviour Policy.*

#### **4.3 What medical support is available in the school for children with SEND?**

Theale Primary School accesses support and advice from the School Nursing Service. We access School Nurse training in the use of Epi-pens and ways to support children with particular medical needs, such as epilepsy or diabetes. We have several Paediatric First Aiders on the staff.

#### **4.4 How does the school manage the administration of medicines?**

We are able to administer prescription medication once a medicines form has been completed and signed by parents.

#### **4.5 How does the school provide help with personal care where this is needed, e.g., help with toileting, eating etc.?**

Personal care needs should be discussed with the Teacher in Charge of Resource prior to the child's admission to the school, as we need to ensure that support is in place so that children can be appropriately supported. This can be in terms of staffing or resources. We may need to access training and advice from parents, School Nurse or Occupational Therapist. Our aim is to support children to become as independent as possible in their personal care.

### **5. Specialist services and expertise available at or accessed by the school**

#### **5.1 What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, Autism advisory teachers, behaviour support teachers etc.?**

Theale Primary School accesses the full range of SEND support services provided by West Berkshire Local Authority. Some services are provided to schools with no additional charge, such as:

- Specialist Inclusion Support Service,
- Therapeutic Thinking Team,
- Autism Advisory Service,
- Early Development Inclusion Team,
- Sensory Consortium,
- EMTAS.

However, some of the specialist services are now traded services and the school currently buys into:

- Educational Psychology Services,
- Cognition and Learning team,
- Emotional Health Academy,

- iCollege (when needed),
- Medical Home Tuition (when needed).

## **5.2 What should I do if I think my child needs support from one of these services?**

As with any concerns, parents should speak to the Teacher in Charge of Resource, who will be happy to discuss your child's needs and to arrange visits from specialists where all agree this is needed.

## **5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?**

Where parents and school staff feel that children require therapy, a referral is made in the first instance through the CYPIT (Children and Young People's Integrated Therapies) website which can be found at: <https://www.berkshirehealthcare.nhs.uk/our-services/childrens-healthcare/cypit-toolkit-the-school-years>. There is a single point of entry and Triage process and schools may refer children for Speech and Language Therapy. They may also refer children to Occupational Therapy and Physiotherapy if they have a statement or EHC plan. However, in West Berkshire, all other children must be referred via the family GP.

Where therapies are listed on the EHC plan, the therapists set the programme and the frequency of supervisory visits, but the programmes are usually carried out by the Resource staff, as part of the integrated therapy approach.

## **5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?**

Please make an appointment to see Miss Pullan, who will discuss your concerns with you. The CYPIT website holds many downloadable resources which may be supportive in the first instance, and we should endeavour to try a range of support ideas available prior to making a referral. If a referral is appropriate, then Miss Pullan can support parents to complete relevant documentation or signpost parents to other agencies where necessary.

## **5.5 What arrangements does the school have for liaison with Children's Social Care services?**

The school has a good working relationship with Children's Social Care Services. Parents are welcome to discuss their needs with Miss Pullan or one of the school Designated persons, who will support them to self-refer to social service or Early Response Hub for support where needed. We will support social services in facilitating meetings and liaising with parents. Should safeguarding concerns arise, children will be referred in accordance with our school safeguarding policy.

# **6. Training of school staff in SEND**

## **6.1 What SEND training is provided for all school staff?**

As part of their Continued Professional Development, school staff receive training on the SEND code of Practice, EHC plans and the provision of Support and Achievement plans. Teachers also receive training on supporting children in class with a range of SEND, such as dyslexia, AUTISM and speech and language and sensory needs. All staff have training on autism and supporting children with challenging needs. In the academic year 2023-24, all teaching staff received training on Adaptations for children with SEND in the classroom, Supporting Children with Handwriting Difficulties, Understanding and Supporting Emotional Regulation, Supporting children with Autism in the classroom and Therapeutic Thinking Approach.

## **6.2 Do teachers have any specific qualifications in SEND?**

Yes. School SENDCo holds the NASENCo Qualification.

## **6.3 Do teaching assistants have any specific qualifications in SEND?**

All teaching Assistants receive SEND training, for example Autism, but may not hold specific SEND qualifications. All staff are encouraged to study for further professional qualifications. In the academic year 2023-24, all SEND and Autism Resource LSAs have also received specific autism training and effective support in the classroom. Some LSAs have attended specific speech and language courses, such as Colourful Semantics and Attention Autism. This year the SEND and Autism Resource LSAs have received training on Emotional Regulation including Emotion Coaching

## **7. Activities outside the classroom including school trips**

### **7.1 How do you ensure children with SEND can be included in out of school activities and trips?**

Theale is a fully inclusive school. All children are supported as necessary to take part in the full range of out of school activities and trips. Risk assessments, planning visits and reasonable adjustments are made as necessary. Support plans are implemented so that a child's physical, medical, communication and behavioural needs are fully supported. This may be achieved with one-to-one support, provision of special diet, a space to calm down and relax etc. The plans are child specific and flexible. Sometimes, if a child's needs are such that the risk assessment shows it is not safe for a child to take part in a trip, the reasons will be shared with the parent and plans made to ensure that the pupil has a positive experience and works towards gaining the skills needed to access future visits.

### **7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?**

Parents are always consulted, as they have a wider experience of taking the child out and about and may have invaluable advice to offer. Often the parents need support and reassurance to trust that the school has considered all needs. It is important to communicate and share ideas and concerns. With regard to residential visits, parents work closely with school to ensure that special diets are catered for and that where necessary, some children with SEND may choose to participate on a flexible boarding basis.

## **8. Accessibility of the school environment**

### **8.1 How accessible is the building for children with mobility difficulties / wheelchair users?**

The school is a modern building and is wheelchair accessible throughout, with wide doorways and corridors, fully accessible toilet facilities and all the school is on one level.

### **8.2 Have adaptations / improvements been made to the auditory and visual environment?**

The school was completed in summer 2020 and as such has been designed and equipped, taking into account the auditory and visual environment.

### **8.3 Are there accessible changing and toilet facilities?**

We have Accessible Toilets along each corridor and also have two accessible showers. We also have a changing station/bed and waste disposal facilities.

#### **8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?**

The needs of all children with SEND are considered in the planning of all activities and events.

#### **8.5 How does the school communicate with parents / carers who have a disability?**

Parents and carers are encouraged to inform school of any difficulties they experience in communicating with school. Where necessary, written communication is followed up by phone calls. Parents are encouraged to bring friends or family supporters to meetings. Where appropriate, parents are encouraged to make use of independent support agencies, such as the West Berkshire SENDIASS (Special educational needs and disability information, advice and support service).

#### **8.6 How does the school communicate with parents / carers whose first language is not English?**

For parents whose first language is not English, communication can be via a family member or family supporter. Where this is not possible, the school would contact EMTAS (Ethnic Minority and Traveller Advisory Service) for help in securing the services of a reliable interpreter or telephone/IT support.

### **9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life**

#### **9.1 What preparation will there be for both the school and my child before he or she joins the school?**

When a child with Autism is joining the Resource, the Teacher in Charge will usually visit the child in the current school prior to transfer. The Teacher in Charge will meet with parents and current teachers, plus any advisory teachers involved, in order to plan the transition. A series of visits will be arranged. Usually, the child will visit the first time after school, when the school is quiet, in order that they can explore more confidently. They will then have further visits, which can either be with their current Learning Support Assistant or parents. The transition plan is flexible and usually tailored to the needs of the child on an individual basis, in order to build up confidence and ensure success. The plan can take a few days or several weeks depending on the needs of the child. Where appropriate, transition books will be provided in order that the child may prepare themselves in the weeks leading up to transition.

#### **9.2 How will my child be prepared to move on to the next stage within school, e.g., class or key stage?**

A similar programme is put in place when a child moves on to the next class or next stage within school. The child may have visits to meet the next teacher and to explore the new classroom. All children have at least one transition morning in the summer term. Children may also have transition books, dependent on need. All children within the school are taught by a variety of teachers, which means that the children are used to working with a range of adults.

The first day of term in September is usually a 'Welcome Back!' tea party day. Children receive an invitation during the summer holidays and come back with parents to take part in a fun 'ice-breaking' tea party, where they meet their LSA and parents have a chance to do 'handover' of information

from the summer and discuss their child's concerns. The children go to meet their class teachers and visit their classroom after their classmates have left in the afternoon so that they can explore in confidence. This enable the child to be better prepared and less anxious when they come back for the next (full) day.

### **9.3 How will my child be prepared to move on to his or her next school?**

The receiving school generally leads on transition. However, where this is not so, the Teacher in Charge of Resource will take the lead role in supporting transition. Transition visits will be supported by Theale staff and transition books will also be provided by the school. Parents will be encouraged to take part in transition meetings with staff from both schools and additional visits will be arranged where needed.

### **9.4 How will you support a new school to prepare for my child?**

Staff from the receiving school will be encouraged to visit the child at Theale, so that they might gain an understanding of the child and their support needs. The Resource staff will meet with the new school staff to liaise and share important transition information. All school records will be collated and shared with the receiving school.

### **9.5 What information will be provided to my child's new school?**

All records held by the school will be transferred to the new school. This is vital so that the new school has a sense of the child's history, development and strategies which have been successful. The Resource Teacher will liaise and share important transition information. All school records will be collated and shared with the receiving school.

### **9.6 How will the school prepare my child for the transition to further education or employment?**

N/A

## **10. Who can I contact to discuss my child?**

### **10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?**

The first point of contact for any worries or concerns would usually be the Resource teacher. However, for SEND issues or concerns, the SENDco is always willing to meet with parents to offer support and advice.

### **10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)**

We do not currently have a Family Support Worker in place at school. However, we can signpost parents of children with Autism to Kelly Evans, the West Berkshire Autism Family Support Worker. We can refer families to the Autism Behaviour Support Service based at Brookfields Special School. We also buy into the Emotional Health Academy. The EHA worker can offer some support to parents. We can also provide information on a range of parenting courses run by outside agencies, such as Parenting Special Children. We can also signpost families to other agencies, such as The Early Response Hub. Parents may be signposted to the West Berkshire Local Offer for further information.

### **10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?**

The SENDCo can assist parents in making contact with outside agencies who may offer further support, such as SENDIASS. Sometimes the school is able to signpost the parents to voluntary agencies, such as Autism Berkshire, MENCAP or Swings and Smiles.

#### **10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?**

At Theale Primary School we encourage parents to communicate openly with staff involved. It is lovely to hear what we are doing well, so that we might continue. Comments in a written form, either through letters or emails are easier to share with others. Parents are encouraged to contribute to an annual parental questionnaire to help us to ascertain views about what we are doing well and where we can improve. Where parents wish to complain, the school also has an open-door policy and parents are encouraged to contact the Head Teacher in the first instance.

If further concerns are raised, then the School's Complaints Policy should be consulted. This can be accessed via the school website.