



Theale C of E Primary School

SEND 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

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“Let the little children come to me and do not try to stop them, for the kingdom of God belongs to such as these.” -- Luke18:16

“Good schools, like good societies and good families, celebrate and cherish diversity.” -- Deborah Meier

“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 C of E (VC) Primary School

In Summer 2020 we moved into our brand-new purpose-built school, including specialist facilities for the Autism Resource and Language and Literacy Resource (LAL). The original school building dated back to 1833 when the school, under the direction of the Church of England Diocese of Oxford, provided education for the children of Theale.

West Berkshire Education Authority maintains the school and provides for its running costs. The Church maintains its influence in the school by the appointment of Foundation Governors nominated by the Diocese with the support of Theale Parochial Church Council.

Theale C of E (VC) Primary School also includes one of the West Berkshire Language and Literacy Centres (LAL) and one of the two West Berkshire Primary Autism Resources.

Development

“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 has worked as a National Leader of Education for many years. Miss Holehouse (our Deputy Headteacher) is an ECT Local Facilitator training new teachers and their mentors from across the county. We also lead Primary Networks for subject leaders across our local area.

We have a firm, long-standing collaboration with many schools in our local area as we lead the Berkshire Leadership Development Partnership which provides training and networking opportunities for all leaders.

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.

Theale CE Primary School Vision

The children come first.

Theale C of E Primary School will provide the best academic, creative, spiritual and emotional education that a child can receive. We will strive for excellence in all that we do.

"I have come that they may have life and that they may have it more abundantly." John 10.10

Our school is a place where the children are central to every decision we make. We will ensure our children are safe and successful; they will grow during their time with us to be ambitious and resilient. We are proud that our children are learning to be courageously outspoken, but behave with integrity. The staff and school will be highly effective, well-organised, efficient, and well-resourced. We will provide an exciting and stimulating learning environment and our talented, well-informed teachers will inspire and motivate children, encouraging scholarship, intellectual curiosity, independent thought and effective learning habits. Children will be encouraged to celebrate Britain as a diverse society, have an understanding of social justice, fight against discrimination, provide service for others, and show respectful and well-informed views about their own community and the wider world.

We are a church school, proud to be part of a wider, caring community and our values of love, faith, joy, hope, peace, trust, respect, and integrity underpin all that we do. These values are rooted in our Christian vision, which is implemented through our specially designed curriculum, our worship, our reflection and prayer spaces and learning ethos and environment. Together this supports us as we help our children to learn key knowledge and skills so they will be able to rise to the challenges, opportunities and responsibilities that future life will bring.

The relationship between children, teachers and families is the cornerstone for security and success for each and every child. The years that the children spend in our school are formative years, when they discover themselves; develop their character, their individuality, their abilities and talents, their interests and their strengths. Through our inspiring and innovative curriculum, we will ensure our children are nurtured, encouraged, developed and praised.

Theale CE Primary School's values, environment and ethos enable all members of the community to be nurtured, to thrive and flourish. The love and care we exemplify, along with the systems and structures in school, ensures everyone grows spiritually, socially, morally and culturally and has the courage to act in a principled way.

Aims of SEND Policy

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 equitable 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 SEND policy builds on our School Vision, 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.

SEND 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 requiring SEND provision as early as possible in their school career.
- To have high expectations for all children, including those with SEND, 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 SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND 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 SEND pupils are involved, where practicable, in decisions affecting their future SEND 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 many pupils will have special needs at some time during their school life. In implementing our SEND Policy, we believe that pupils will be supported to overcome their difficulties.

Legislation

In formulating the SEND 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 January 2015
- The Special Educational Needs and Disability Regulations, 2014 Part 3: Duties on Schools
- Statutory Policies for Schools September 2014
- West Berkshire SEND reforms Toolkit 2017

Responsibility for co-ordination of SEN Provision

The SEN team of the school is:

Headteacher: Mrs. Catherine Morley

SENDCo: Mrs. Katy Higgs

SENDCo Support: Miss Cathy Pullan (also Teacher in charge of Autism Resource)

SEND Governor: Mrs. Françoise 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

SEND Governor:

- meet regularly with SENDCo,
- raise awareness of SEND within the Governing Body,
- be part of the Review of SEND Information Report,

- have knowledge of SEND processes within school regarding funding, identification of pupils with SEND, monitoring of progress and attainment of pupils with SEND.

Headteacher, Senior Leadership Team and SENDCo:

- provide strategic direction and development of SEND,
- support CPD of all staff.
- ensure high quality teaching is delivered 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 SEND provision.

SENDCo:

In addition to above should:

- oversee the management of SEND provision, including support staff in the early identification of SEND, planning provision and monitoring impact of provision,
- meet with SEND Governor, Head teacher and Senior Leadership Team, Class teachers, Teaching Assistants and parents.

Class teachers:

- 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 with SEND,
- monitor progress of those already identified as having SEND,
- monitor the impact of class teaching, differentiation, and other provision, including intervention,
- have a commitment to CPD in SEND,
- liaise with other staff, including SENDCo and Teaching Assistants.

Teaching Assistants:

- be appropriately trained with a good knowledge of SEND and have a commitment to CPD,
- focus support for pupils on learning and development,
- provide appropriate support in class and beyond,
- deliver evidence-based interventions,
- liaise with other staff (Teachers, SENDCos).

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?

Early identification of pupils with SEN is 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.

For information relating to assessment tools in use, please refer to the Theale Primary Assessment and Marking Policy.

1.2 What should I do if I think my child has 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 SEND 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 the class teacher. If concerns still persist, then the class teacher will arrange a meeting with the School SENDCo, Mrs. Higgs. However, Mrs. Higgs 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.

Parents, teachers and SENDCo 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 SEND, who will oversee and plan their education programme?

Class teachers are responsible for overseeing and planning the education programme for all children in their classes. However, they are supported in this by the school SENDCo, who may also seek advice from other 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. 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. Class teachers differentiate 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. At Theale Primary School we stream for English and Maths, so that all children have the most effective teaching and learning experiences. We also run specific intervention groups for those children who need this level of support.

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 has teachers with specialist training in teaching children with autism and speech and language difficulties. 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.

Theale Primary School has one of two Primary Autism Resources in West Berkshire.

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

The school provides a range of intervention, some as one to one support and some in small groups. This is flexible and planned according to identified needs.

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. At Theale Primary School, we have an eclectic approach and experienced staff choose interventions according to the needs of the children at the time. Some interventions may be delivered by Specialist Teachers or HLTAs, some may be in intervention groups out of class, groups within the class or on a one-to-one basis. 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 timetables, specialist seating, 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. We follow an 'Assess, plan, do review' process. Progress is carefully tracked and monitored. Parent consultation evenings 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. Foundation Stage children with additional needs are supported by a Support and Achievement Plan. These may be reviewed more frequently, especially when the children first join us on their educational journey.

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, outcomes 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 Achievement plan, including how they might contribute to the outcomes with support from home.

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 class teacher and/or SENDCo whenever concerns arise. Class teachers and SENDCo operate an open-door policy.

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

The school operates an open-door policy and if teachers or SENDCo cannot meet with the parent immediately, then an appointment will be made to do so as soon as possible. Where children have specific SENDs, then an additional home-school diary may be operated to share information between home and school on a daily basis. Parents of SEND children also have email contact with SENDCo.

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 class teacher, who will be able to make specific suggestions, tailored to the individual.

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?

Pre-covid, Theale Primary held curriculum events, where parents were invited into the classrooms to find out what methods and strategies were employed in each year group. We held a family-learning week each year, where parents were 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 afternoons 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 meetings 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 lessons work towards RDA certificates.

3.9 How does the school assess the overall effectiveness of its SEN 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 expected to contribute their views through questionnaires.

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), who 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 have specialist SEN lunchtime controllers to support social inclusion and play skills. Within school, we offer social skills groups, Attention Autism and 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 SENDCo 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. The school is able to call upon the West Berkshire Therapeutic Thinking Team to seek advice and to develop appropriate strategies to manage difficult and dangerous behaviour and to support children to develop emotional regulation skills. We try to work with parents, the child 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. The School Nurse provides centralised training in the use of Epi-pens and supporting children with particular medical needs, such as epilepsy or diabetes, according to medical needs of children in the school. School staff receive first aid training.

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 class teacher and SENDCo, 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. We may also need time to access suitable resources.

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

5.1 What SEND 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.?

Miss Pullan, the Autism Resource teacher is a trained and experienced teacher of children with autism. Miss Joanne Ward, the LAL teacher is able to support Theale Primary School with some literacy skills support.

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 Support Team,
- Autism Advisory Service,
- Early Development Inclusion Team,
- Sensory Consortium.

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

- Educational Psychology Services,
- Emotional Health Academy,
- Cognition and Learning Team,
- I – College (When needed),
- Medical tuition service (When needed).

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

Speak to the class teacher and SENDCo, 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 an EHC plan. However, in the West Berkshire area, all other children must be referred via the family GP.

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 the SENDCo, 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 the SENDCo can support parents to complete relevant documentation or signpost parents to other agencies.

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 the SENDCo, who will support them to self-refer to social services for support, or the Early Response Hub 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 teachers in your school?

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 2021-22, all teaching staff received training on Adaptations for children with SEN in the classroom, Supporting Children with Handwriting Difficulties, Supporting children with Autism in the classroom and Therapeutic Thinking Approach.

6.2: What SEND training is provided for teaching assistants and other staff in your school?

As part of their Continual 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, ASD and speech and language and sensory needs. All staff have training on autism and supporting children with challenging needs.

6.3 Do teachers have any specific qualifications in SEND?

Yes. School SENDCo holds the NASENCo Qualification.

6.4 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 2021-22, all Teaching Assistants have been offered Therapeutic Thinking Training. All SEND and Autism Resource TA's have also received specific autism training and effective support in the classroom. Some TAs have attended specific speech and language courses, such as Colourful Semantics and Attention Autism.

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.

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?

Our new school is fully accessible to all children with mobility difficulties/wheelchair users, including 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 is a new building and complies with current requirements.

8.3 Are there accessible changing and toilet facilities?

There are five accessible toilets and these are positioned in all key areas of the school throughout the building. In addition, we have accessible showers for use by adults and children. 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. School parent communications are usually sent out by parentmail, which allows parents to use their usual form of AAT if needed. 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 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. Every member of staff can also quickly respond by using technology, such as Google Translate as required.

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 SEND is joining the school, the SENDCo will usually visit the child in the current school prior to transfer. The SENDCo 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 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. 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.

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 Theale SENDCo 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 SENDCo and class teacher will meet with 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 SENDCo will liaise closely with the school in order that a thorough 'handover' is given and to enable the receiving school to plan for a successful transition.

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 class 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, including SENDIASS and EHA. We can also signpost to voluntary agencies, such as Autism Berkshire, MENCAP and 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.