



**Parsons Down Partnership
SEN, D Information Report
September 2020**

Introduction

Parsons Down Partnership has an inclusive ethos that is committed to meeting the additional needs of all pupils with Special Educational Needs, and those with disabilities (SEN,D); and ensuring that they make progress, are challenged and encouraged to achieve their full potential in every aspect of school life. We provide a varied curriculum for children with a range of abilities, interests and needs. Parsons Down Partnership is committed to ensuring we narrow the attainment and progress gaps between pupils with SEN, D and non-SEN, D pupils. A range of strategies, interventions, resources and expertise are utilised to ensure the needs of each individual pupil are met. The school works closely with parents to ensure they are fully involved in the provision for their child. The child is always at the centre of decisions that are made, and the advice of outside agencies is used to provide the best possible provision we can within our setting.

Local Offer

Under the Children and Families Act 2014, local authorities are required to publish and keep under review, information about services that they expect to be available for children with disabilities and special educational needs. This is called the Local Offer.

Information about the Local Offer for West Berkshire can be found online at:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0>

The school's Local offer can be accessed through via the link below and is also included in the SEN, D report below:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=PuSElh3ttmM&localofferchannel=0>

What types of SEN do we provide for?

We aim to identify and provide support for the wide spectrum of needs that make up an individual's profile; whether cognitive, social and emotional, sensory or physical. Some examples include:

- Autistic spectrum
- Visual impairment
- Hearing impairment
- Physical disability
- Sensory difficulties
- Cognition and learning
- Social and emotional needs

Identification of Special Educational Needs

We use the Code of Practice (2015) definitions to decide if a child has Special Educational Needs or a Disability.

'A child or young person has 'special educational needs' 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 has a learning difficulty or disability if he/ she has:

- 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'

	<p>'Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting'. <i>Code of Practice, 2015.</i></p> <p><u>Disability</u></p> <p>'Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.</p> <p>This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' <i>Code of Practice, 2015.</i></p>
<p>How do we identify and assess pupils with SEN?</p>	<p>Parsons Down Partnership uses a whole school approach to identify children with SEN, D. We take into consideration:</p> <ul style="list-style-type: none"> • Parental concerns – the parent would usually speak directly to the class teacher about their concerns. Discussions at parents' evenings enable parents to share their concerns. • Teacher concerns – the child's class teacher would speak to the parents of the child and the Inclusion Manager. • ESA (Educational Support Assistant) concerns- when they work with the child in class or during an intervention. • A child's own comments - the teacher and parent may speak to the child to get their input, depending on the concerns, or the child may discuss their own concerns with their class teacher or ESA. • Concerns from another setting - if the child has come to the school from another setting,

- concerns may be brought to our attention from the staff at that setting
- Pupil performance- Whole school monitoring of data, books and observations provide us with information about each pupil's needs and enable us to identify children who are finding it difficult to access the curriculum. Assessment data enables us to identify any barriers to learning.

The Inclusion Manager analyses assessment data at the end of each term. Provision is decided for children who are not making progress, are making limited progress or are not reaching ARE (age related expectations). A list of children who require interventions is produced for each year group. The impact of these interventions is monitored and reviewed to ensure it is meeting the needs of the child.

Class teachers continually monitor the attainment and progress of all of the children in their class. When they are concerned about a child's progress, the class teacher will discuss this with the Inclusion Manager, and may need to write a GAP (Graduated Approach Plan) to monitor the progress of the child. Parents would be informed if this was needed. The child may need a specific intervention/ resources/ higher level of differentiation to enable him/her to make progress or bridge a gap in their learning. Once these strategies have been put in place and carried out over the set time, the outcomes will be reviewed and the progress and outcomes will be added to the Graduated Approach Plan. The teacher then discusses the outcome of the GAP with the Inclusion Manager, to decide on the child's next steps. If the child has made progress and there are no concerns, then they no longer need a GAP.

However, if the child is not making progress despite the interventions that have been put in place, and the child requires support that is 'additional to' that given to the rest of the class, then the Inclusion Manager will review with the teacher and parents if the child needs to be added to the SEN (Special Educational Needs) register. If they are added to the SEN register, a Support and Achievement Plan (SAP) will be written for the child, which outlines clear focused targets and provision that will be implemented to enable the child to make progress and meet their needs.

At this stage the Inclusion Manager would support the class teacher in planning appropriate provision for the child. The child's needs would be assessed as part of this process, and appropriate action would be taken. This could include:

- The Inclusion Manager assessing the child to gain further information about the child's needs.

- The child receiving an intervention, e.g. STAR, SNAP maths, Precision Teaching, ELSA or SNIP
- Meeting with parents
- The Inclusion Manager referring your child to an external professional, who can complete more specialist assessments. E.g. Educational Psychologist, The Cognition and Learning Team, CAMHS.

Assessment of children with SEN,D

All children on the SEN, D register are tracked using Salford reading results, Hodder spelling results and using achievement codes.

The codes track whether children are 'emerging', 'developing' or 'secure' in year group expectations. Teachers will assess children against the most appropriate year group's expectations. Teachers will enter achievement data for children during 3 data drops throughout the year. This enables the Inclusion manager to track progress of the children with SEN, D and make provision for those children that are not making the expected rate of progress.

In EYFS/ KS1 the phonics manager regularly assesses the children's phonic knowledge and the Inclusion Manager uses this data to inform choices made.

The impact of interventions is monitored by the Inclusion Manager. Children are assessed at the start and end of interventions. This information indicates if the child is responding to the intervention and the impact it is having on the child's progress. If a child isn't responding to an intervention, the Inclusion Manager will consider why this is and may change the type of intervention the child receives. Sometimes outside agencies complete detailed assessments with the children to enable school to focus the support they provide the child with, and help them to make accelerated progress. Outside agencies write reports following their assessments. These are given to class teachers and parents, and the recommendations are added to the child's SAP.

<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p><i>Ms. Laura Street is the Inclusion Manger across the Partnership. She can be contacted via the school office (01635 866700 PDJ) or emailed at lstreet@pdp.w-berks.sch.uk</i></p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>At Parsons Down Partnership we aim to ensure our classrooms and ethos are inclusive of all children's needs. Pupils with SEND are taught inclusively with their peers, and staff use differentiation and resources to enable children with SEND to access the lessons. Children sometimes access short and precise individual and small group interventions to support them in developing their understanding in key areas.</p> <p>Teachers make their teaching as multisensory as possible, using a variety of teaching techniques within their lessons to suit different learning styles. Bespoke packages are used for some individuals to ensure they are able to access the curriculum.</p> <p>We are also committed to high quality teaching and have a strong belief that this enables children to succeed. Children are encouraged to be as independent as possible and are supported in gaining independence.</p> <p>The class teacher will plan work that will be at the right level for the child (differentiated). Resources to support the child in their learning will be provided and seating positions within the classroom will be carefully considered. Regular assessments of the child's progress and needs take place.</p> <p>The school has a range of strategies which can be put into place for children with SEN, D. Sometimes an external professional will also be involved with observing and assessing the child, which provides additional expertise or advice. Following an assessment from an external professional, a report and next step recommendations for the class teacher will be provided for them to put in place. The report will be shared with parents and it may have recommendations for the parents to work on, in partnership with the school. The recommendations will be added to the child's SAP.</p> <p>We have a strong belief that working in collaboration with the child's parents to enable the child to achieve their potential is extremely important. The input of parents is vital to the success of the child.</p>

	<p>Good communication will be established with class teachers during meetings to review and write SAPs, and during parent's evenings. Other meetings with class teachers or the Inclusion Manager can be arranged via the school office, if necessary.</p> <p>The needs of the child are assessed and then relevant approaches are implemented. E.g. Some children require regular sensory/ movements breaks, this is incorporated into their timetable of activities throughout the day.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>When we have children with visual impairments a member of staff from the sensory consortium usually completes a site audit. This provides the school with recommendations about how to make the site more accessible for the child. E.g. white markings on steps, no trip hazards. Some children require contrast colours to be used on the SMART board.</p> <p>The seating position of children is considered carefully and according to their needs. In some situations their coat peg and tray is also positioned carefully to ensure they can be independent and successful in the classroom.</p> <p>Visual timetables will be on display in each classroom for all children to access. Some children will be provided with an individual visual timetable, depending on their needs.</p> <p>Classrooms are well organised and staff are aware of the sensory needs of the children within the class. The classroom is kept cool, and a quiet but purposeful learning environment is established. Resources are labeled or have a specific place, so children can access what they need to support their learning with independence.</p> <p>The curriculum is differentiated to meet the needs of all learners. Teachers will plan work at the right level for the child. This can be achieved through differentiating the task, using an adult to support the children e.g. by explaining/ modelling the task in a different way, use of resources or equipment, by outcome, allowing children to choose how they portray what they have learned.</p> <p>At lunchtime we offer SEAL club for children who find the playground environment overwhelming or require extra social and emotional support. The SEAL club runs activities that children enjoy and engage in, so they are able to have a successful lunchtime, which for some children can be an unsettled time of</p>

	<p>the day. Children don't spend every day in SEAL club, as it is important that they have an opportunity to implement the social skills they have learned in SEAL club outside with their peers and develop strategies to manage this environment with the support of the lunchtime staff.</p> <p>Some children require a bespoke package to enable them to access mainstream education. This can involve the use of regular sensory time, specific resources, an individual timetable, a personalised curriculum, interventions.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>The school is fully committed to children working with independence and inclusive working within the classroom.</p> <p>Teachers carefully group children together so that they are able to support one another E.g. Someone who can scribe the ideas of the SEN, D child and the rest of the group.</p> <p>Teachers provide children with resources or scaffolds to enable them to access the work of the group.</p> <p>Staff teach effective group skills, encouraging children to be inclusive and recognising the strengths of each person in the group.</p> <p>All children have equal access to participate in activities.</p> <p>The school always encourages children with SEN, D to participate in extra curricular activities and residential trips. When a child with SEN, D goes on a school trip or residential trip we ensure that all the necessary arrangements are made for children to participate. Their needs will be assessed by the class teacher; if necessary a personal risk assessment will be written. For specific needs the setting will be contacted to ensure that they are prepared and make any special arrangements.</p> <p>When a child with SEN,D goes on a residential trip, prior additional planning is made for the child to make sure they can access as much of the experience as possible. This could include sharing photos of where the child will be going, where they will sleep, talking to other children that have been in previous years, some of the activities that are available. It may be decided that we take additional staff to support the child and/or the activity programme has to be adapted. Children who have SEN, D may have personalised plans for them to access the school activities. Staff will talk to parents about how to support the child while he/ she are away from home.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>The school has good communication with parents and really values the collaboration between school and home. Parents may speak briefly to their child's class teacher after school about any concerns, or arrange an appointment if a longer discussion is required.</p>

In some instances the child may have a Home/ School Book. This will stay in the child's book bag and notes can be made to inform the teacher/ parent of what has gone well for the child that day/ evening/ weekend. Parents of children with SEN, D, and the teaching staff involved with the child, often find this a useful resource to begin a discussion with the child.

Parents are always welcome to contact the Inclusion Manager regarding their child. Appointments to meet with the Inclusion Manager can be booked through the school office.

Parent Consultation evenings are held regularly for all children. SAPs are reviewed and written three times a year, and these will be shared with parents during Parent Consultation evenings. Parents will be asked their views on the progress children have made towards achieving each target on the SAP, and the needs of their child. New targets will be produced with the input of parents.

If a child's needs meet the criteria for needing an Education Health Care Plan (EHCP), parents will be informed by the Inclusion Manager and the application will be written in consultation with parents to ensure a clear description of the child's strengths and difficulties is submitted.

Children who have an Education Health Care Plan (EHCP) have an Annual Review of their targets each year. Parents are invited to these review meetings and are sent questions to complete prior to the meeting, to enable a clear image of the child to be gained.

If the school needs a child to see a professional from an Outside Agency, then the class teacher or Inclusion Manager will discuss this with their parents and share the referral form. Parents will need to sign the referral form to enable the professional to assess the child.

A school report is written for each child once a year. This informs parents of the progress their child is making.

There are regular parent open mornings/ afternoons when parents are invited into school and get involved in their child's learning. Parents are also encouraged to volunteer to accompany the children on trips or on other educational experiences.

Homework is a good way of parents getting involved in their child's education e.g. reading with them

	<p>every night makes a significant impact on the child's progress, projects, spellings and talking to their child about their day and the learning they are doing in school.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>The school encourages the child to be part of their learning process. The child will be included in writing/reviewing their Support and Achievement Plan (SAP), where appropriate.</p> <p>Teachers will discuss with the child, their achievements, next steps and how we can support them in their learning.</p> <p>Children who have an EHCP are invited and encouraged to participate in their Annual Review, if it is felt it is appropriate. They can either attend the Annual review or produce something that can be shared on their behalf, e.g. a picture, written work.</p> <p>When submitting an EHC application, children complete a booklet that shares their views. This allows us to gain an insight into the child's thoughts and feelings about school and their learning.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>The child's progress will be monitored daily through high quality teaching, marking, questioning within the classroom.</p> <p>The class teacher will track the progress of the child through regular teacher assessment. All children on the SEND register are tracked using Salford and Hodder standardized tests and using achievement codes. The codes show whether children are 'emerging', 'developing' or 'secure' in year group expectations. Some SEND children will be assessed against a different year group's expectations.</p> <p>The Support and Achievement Plan (SAP) will be reviewed by the class teacher, the parent and the child three times a year. An Education Support Assistant may also be involved in the review of targets if they have been completing an intervention with the child or working 1:1 with them. New targets will be agreed by the parent, the child and the class teacher and added to the child's new SAP. The Inclusion Manager may sometimes be involved with this process.</p> <p>The Inclusion Manager tracks the outcomes of all SEND children and ensures they are making progress.</p>

	<p>Teacher assessment, Salford reading, Hodder spelling, assessments specific to interventions are all used to review and assess pupils' progress towards their outcomes and plan their next steps.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>Transition books are completed with some SEN, D children in the summer term, if we feel they need this resource. They include photos of their new teacher, ESA, classroom, cloakroom and other areas that they would find useful for transition. These books are taken home at the end of the summer term and shared with their family over the summer holiday, so they are prepared for September.</p> <p>Parents of children with 1:1 support are informed about which ESA will be supporting their child the following year via a letter or in some circumstances meetings with the Inclusion Manager are organised. Some children with SEN, D require advance notice of the staff that will be working with them the following year. These children will be told who their new class teacher and support assistant will be earlier than the rest of the school, and in advance of 'Changeover Day' to enable us to prepare the child for the change.</p> <p>ELSAs (Emotional Literacy Support Assistants) and the FAMILY SUPPORT WORKER (Family Support Worker) work with groups of children or individuals that require extra sessions to support their transition. Activities completed in these sessions can include: extra visits to their new classrooms and areas such as the toilets, producing a transition book, the opportunity to talk to children in the year group they are moving to, discussions about topics such as changes, worries, feelings.</p> <p>Year 2 teachers take the children over to the Junior School for stories in the Summer term. They also have some lunchtimes in the Junior school playground and go to Year 3 class rooms to share work and learning that Year 3 have been doing.</p> <p>A clear handover is completed in June/ July between teachers across the Partnership to ensure the needs of all SEN, D children are understood and the provision needed for these children continues. It allows the new teacher to gain a clear understanding of where the child is working both academically and emotionally. Teachers will discuss the needs of the child and the provision that the child is currently receiving. This enables staff to prepare for the needs of the child effectively and in advance.</p> <p>'Changeover Day' in July is when children get to spend a day in their new classroom with their new</p>

	<p>teacher. It provides the opportunity for all children to work with their new teacher for the day, and experience their new classroom, routines and expectations.</p> <p>Secondary school staff come to school in the summer term and complete extra transition sessions with children that need extra support with transition. Some children also access extra transition days at their new secondary school if this is needed, in some circumstances with their 1:1 ESA. The secondary schools' SENCo discusses the needs of each pupil on the SEN, D register and the provision required for them in September with the Inclusion Manager. Year 6 teachers also meet with the Head of Year 7 in each secondary school to talk about the needs of the children in their class. This allows a smooth transition. All paperwork is sent to the Secondary School, so they have a clear overview of the provision the child has received at Parsons Down.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>We encourage all of our pupils to become as independent as possible. This will enable them to learn the skills they require for adult hood. E.g. perseverance, communication, problem solving. We hold high aspirations for pupils and encourage them to aim high when discussing their futures. Some children struggle to understand how their learning in school is linked to jobs in the future and it is important to make those links so children understand the importance of engaging in their learning.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>Our school has 1 Family Support Worker that works alongside families to support pupils with SEN, D. The Inclusion manager and FAMILY SUPPORT WORKER work closely together and provide families with information about workshops, activities and support groups they can access. This information is shared in the newsletter or sometimes emailed directly to families.</p> <p>We have 3 trained ELSAs in school who deliver ELSA sessions within school on a 1:1 or group basis. The Inclusion Manager meets with the ELSAs within the school to decide which children need to access ELSA interventions each term. The impact of this intervention is measured and reviewed. Children can be selected for ELSA by the teacher, Inclusion Manager or in response to the work by outside agencies, or discussions with parents.</p> <p>Assemblies and PSHCE lessons teach a range of social and emotional skills to all children.</p> <p>A lunchtime SEAL club is available daily for children who need additional support with developing their</p>

	<p>social and emotional skills. It allows children to access a quieter environment and practice social skills with the support of ESAs and the FAMILY SUPPORT WORKER.</p> <p>The Partnership has an Anti-Bullying Policy and a Behaviour Policy. These policies and systems have clear expectations for the children.</p> <p>Some SEN, D children have individual therapeutic thinking plans. The plan ensures everyone working alongside the child is aware of their needs and supports them in a consistent way. Children sometimes receive reward time after each activity, or earn minutes of reward time for the end of the morning/ afternoon. The reward choices are selected to motivate the child and encourage them to make good choices.</p> <p>In some instances referrals to outside agencies are made and they support children in improving their social and emotional skills, offering advice and support to school.</p> <p>Bespoke packages are sometimes needed to support pupils with their emotional development. This sometimes includes an individualized timetable and curriculum.</p> <p>Staff have been trained in Emotion Coaching and supporting children with Attachment difficulties. Staff use a variety of strategies to support children with emotional needs.</p> <p>As a school, we also work closely with the Mental Health Support Team to access the support they can offer the pupils and families within the Partnership.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>Training is carried out by Local Authority staff e.g. the Educational Psychologist, or the Inclusion Manager.</p> <p>Teachers receive training through their Continued Professional Development (CPD) and the Inclusion Manager provides additional training for staff in accordance to the needs of the children in their class.</p> <p>Regular staff meetings and INSET days provide training for staff. Staff have received training in Therapeutic Thinking, Working Memory, dyslexia, supporting the needs of children with learning difficulties, writing and reviewing SAPs, the Code of Practice. ESAs are trained regularly in delivering</p>

	<p>interventions.</p> <p>The Partnership has qualified HLTA's, ELSA's and staff with specific Child Care qualifications.</p> <p>2 ESAs are trained ELSAs and our FAMILY SUPPORT WORKER is also an ELSA 1 ESA has been trained by our Speech and Language Therapist to deliver Speech and Language programmes to individual children. 1 ESA is trained in supporting the needs of children with specific literacy difficulties 2 ESAs and the Inclusion Manager have been trained in supporting children who have experienced trauma and have attachment difficulties ESAs are trained in delivering various interventions</p>
<p>How will we secure specialist expertise?</p>	<p>If school feel that they need to gain the advice of specialist services, the Inclusion Manager or class teacher would discuss this with you. The Inclusion Manager would complete a referral to the service, if this is possible, or signpost you to the professional that has access to this service. For example, only a GP can refer children to the Occupational Therapy service. The referral is sent home for you to read and add your thoughts to.</p> <p>Parents are required to give permission for most professionals to observe their child, or for a referral to be sent to one of the services listed above. The Inclusion Manager will inform you of anyone that is coming into school to complete assessments or do observations with your child.</p> <p>The school may use the services of the Cognition and Learning Team (CaLT), Therapeutic Thinking Skills Team (TTST), Educational Psychologist (E.P.), ASD Advisory teacher, ASD Behaviour Support Service (ABSS), Speech and Language Services, Sensory Consortium Service (Visual Impairment and Hearing Impairment), Specialist Inclusion Support Service (SISS), Occupational Therapy Service or Child and Mental Health Service (CAMHS), Emotional Health Academy (EHA), Mental Health Support Team (MHST).</p> <p>If you think your child needs support from these services you would speak to the class teacher about your concerns. These concerns will be communicated with the Inclusion Manager. Alternatively, you may</p>

	<p>prefer to go to your G.P. for a referral.</p> <p>The Inclusion Manger meets with a member of the CALT team regularly to discuss the needs of the children in school.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>Resources and equipment are purchased by the Inclusion Manager to support the needs of the pupils within school. The resources are often advised by specialists who write reports following assessments or observations. Resources are purchased if they will facilitate the child in accessing the curriculum or supporting their disability or need. E.g. sloped desks, sensory resources.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>If the class teacher or Inclusion Manager are concerned about the progress of a child, the child will often receive a structured intervention to accelerate their progress. The progress of the child will be monitored throughout the intervention. If it is felt the intervention is not impacting on progress the Inclusion Manager may refer the child to an outside agency for a more specialist assessment, such as the Cognition and Learning team or CAMHS. Alternatively, a different approach, resource or intervention may be delivered to support the child. Again, the impact of this intervention is monitored.</p> <p>The partnership has a Family Support Worker that is always available to advise families about support that is available in the local area e.g. Swings and Smiles or courses.</p> <p>The Inclusion Manager and Family Support Worker provide families with information about local voluntary groups that support families with children that have SEN, D e.g. Happy Days, Sunshine and Showers.</p> <p>The Inclusion Manager and Family Support Worker also receive regular updates from the Local Area Family Support Worker that supports families with children diagnosed with ASD. She provides workshops that we can signpost parents to and she is also able to offer advice and support.</p> <p>The Executive Head teacher, Family Support Worker and Inclusion Manager liaise with Children's Social Care services whenever it is appropriate. Support may take the form of a discussion with the Inclusion Team, Executive Head or a TAC (Team around the child) or a personal Educational Plan (PEP).</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The effectiveness of SEND provision will be measured by</p> <ul style="list-style-type: none"> • gathering the views of parents • gathering the views of pupils • gathering the views of teachers and support staff

	<ul style="list-style-type: none"> • analyzing the progress and attainment levels of pupils, and comparing them to those achieved nationally • discussions with our link teacher from the CALT team, or outside agencies and professionals
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>The school has an 'Open Door' policy where we encourage parents to talk to us about concerns, so that we can meet and discuss the concern and resolve this. Parents are encouraged to discuss problems/ issues as soon as they arise with their child's class teacher or the Inclusion Manager. We have a Complaints Policy, which states the procedure to take if you are unhappy with provision. Compliments or positive feedback are also appreciated, and can be emailed into the school office.</p>
<p>What support services are available to parents?</p>	<p>Please refer to the Local Offer on the West Berkshire website http://fis.westberks.gov.uk/kb5/westberkshire/fsd/localoffer.page?familychannel=4</p> <p>Children Centres will support families if there is a child under 5 in the family Parenting Special Children ASD Family Support Worker Children's Social Care services SEND Information Advice Support Service Autism Berkshire West Berkshire Mencap Home start, if the family have a child under 5 Many National organisations e.g. The National Autistic Society Voluntary organisations e.g. Swings and Smiles, Happy Days, Sunshine and Showers</p> <p>Our Family Support Worker at school can signpost parents to services that would be able to support them.</p>

Where can the LA's local offer be found? How have we contributed to it?

Under the Children and Families Act 2014, local authorities are required to publish and keep under review, information about services that they expect to be available for children with disabilities and special educational needs. This is called the Local Offer.

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