



## SEN Information Report / Local Offer Submission 2017/2018

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This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: Wilson Primary School

Address: Wilson Road, Reading RG30 2RW

Telephone: 0118 9375573

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

Website: <http://www.wilsonprimary.co.uk/index.html>

Ofsted link: <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109793>

Head teacher: Ms Yvonne Jackson

SENCo:

Name: Mrs Elizabeth Leyland

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

Date of latest Accessibility Plan: 2016 -2019

Date completed: December 2016

By whom:

Name: Elizabeth Leyland

Role: Acting Deputy Headteacher



Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children’s Act). This report is co-produced by the Headteacher, Governor’s and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

### General Statement

At Wilson Primary School we take pride in reflecting the diversity of the community our pupils are part of. The staff, governors, pupils and parents work together to make Wilson Primary a happy, welcoming place where children and adults can develop into confident and successful learners who are ready to meet the challenges of the future.

	Regulations	School Response
1	The kinds of special educational needs for which provision is made at the school	Wilson Primary School is a popular mainstream primary situated in West Reading. Within our school community we support children who have a range of needs relating to Cognition & Learning, Speech, Language & Communication, Emotional Health & Mental Health and Sensory & Physical Needs. All Reading schools implement their special educational needs and disabilities duties as laid out in the <i>Special educational needs and disability code of practice: 0 to 25 years 2014</i> , and are expected to provide support for children and young people who have additional needs. Admission arrangements for Years R to 6 are managed by Reading Borough Council and are laid out in our admissions policy on the school website. We also have a 52 place nursery and admissions for nursery are managed directly by the school. <a href="http://www.wilsonprimary.co.uk/admissions.html">http://www.wilsonprimary.co.uk/admissions.html</a>
2	Information related to mainstream schools about the school’s policies for the identification and assessment of	The school uses a graduated approach to assess, identify and provide for all pupils learning needs. This model is set in the Code of Practice that demonstrates good practice in supporting children with special educational needs through high quality first teaching. Where progress is inconsistent, staff rigorously examine their data and identify possible difficulties which could mean

	<b>pupils with SEND</b>	a specific SEN barrier to learning for individual children. Our staff are vigilant at supporting pupils and will raise any concerns with the SENCo, seeking guidance from other experienced staff and, through the SENCo, our external partners. Where issues are identified, parents are involved from an early stage.
<b>3.</b>	<b>Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans</b>	<p>The relevant school policies and information are available on the website.  <a href="http://www.wilsonprimary.co.uk/policies.html">http://www.wilsonprimary.co.uk/policies.html</a></p> <p>Specific SEN policy can be found here  <a href="http://www.wilsonprimary.co.uk/policies/senpolicy.pdf">http://www.wilsonprimary.co.uk/policies/senpolicy.pdf</a></p> <p>Examples of quality first teaching at Wilson Primary School is also available  <a href="http://www.wilsonprimary.co.uk/quality_first_teaching_classroom_tour.html">http://www.wilsonprimary.co.uk/quality_first_teaching_classroom_tour.html</a></p>
<b>3a.</b>	<b>How the school evaluates the effectiveness of its provision for such schools</b>	By consistently focusing on the quality of teaching and learning at Wilson Primary, all groups of children are given the opportunity to develop and meet their potential, including those who have been identified as having additional needs. We are committed to narrowing the attainment and progress gaps between SEND and non-SEND pupils. To do this we have rigorous monitoring in place that tracks the progress and outcomes that all our learners make across the curriculum, focusing on the rate of progress and attainment in line with age related expectations. Senior leaders work with staff at Pupil Progress Meetings to address the needs identified. Monitoring of provision for all pupils including those with SEN is carried out via learning walks, lesson observations, book audits etc on an ongoing basis. The long term outcomes for SEND pupils are monitored through the School Improvement Plan and staff reflect and report termly on these objectives within their key stage teams.
<b>3b.</b>	<b>The school's arrangements for assessing and reviewing the progress of pupils</b>	Through consistent assessment and monitoring of progress, children who are failing to match the rate of progress expected, receive targeted intervention in order to narrow the gap in attainment. At Wilson Primary School, we offer a

	<b>with special educational needs</b>	<p>range of short term interventions that support children within the four areas of need (Cognition &amp; Learning, Speech, Language &amp; Communication, Emotional Health &amp; Mental Health and Sensory &amp; Physical Needs) These targeted programmes are short term measures which are accessed by children who have been identified as requiring further support. The outcomes are monitored through a provision map which is written for each year group. The implementation of the provision map is the responsibility of the teaching staff, who are supported by the SENCo, and it supports their discussions at Pupil Progress meetings with senior leaders. We use data and other forms of assessment and observation to identify who would benefit from additional support.</p> <p>For pupils with high level of specific needs, individual provision profiles are used to set targets and monitor outcomes.</p>
3c	<b>The school's approach to teaching pupils with SEND</b>	<p>Our vision at Wilson Primary School is "Inspiring Young Minds" and this is an inclusive approach which is at the heart of our school. To achieve this, we set out to inspire and motivate the children in our care to encourage and develop their aspirations; to ensure that they leave our care with everything they need, personally and academically, to go on to achieve their ambitions. Our approach to supporting pupils with SEND is well respected by the community we serve and our practice is widely shared for its excellence, meaning we are oversubscribed. The school is a values school where all children, regardless of their ability, are encouraged to reflect on the skills and attributes that make them independent and responsible learners.</p>
3d	<b>How the school adapts the curriculum and learning environment for pupils with SEND</b>	<p>Teaching and learning is driven through a creative approach to the curriculum that is motivating to all and staff are high skilled at differentiating the curriculum to meet the needs of individual children in their classes whilst still maintaining high expectations for independent learning. A variety of teaching approaches are used to support the needs of our learners and classes use a flexible grouping approach to enable children to be successful and reflective learners.</p> <p>Our Accessibility Plan is comprehensive and focuses our commitment to provide inclusive</p>

		access for all. It is regularly reviewed and is further addressed through the excellent management of the school buildings. We celebrate values and respect the diversity of our school community and ensure, wherever possible, our flexible curriculum embraces this diversity. The school building has been modified and expanded to include lift access and disabled facilities. Pupils with specific impairments, such as hearing or visually impaired, are supported by external partners and staff are trained to provide personalised provision as required.
<b>3e</b>	<b>Additional support for learning that is available to pupils with SEND</b>	At Wilson, we use observations and information gathered from parents, class teacher, SENCo and external agencies to build up a holistic profile of pupil needs. The information is used to adapt the curriculum to support children with long term SEND needs to access the learning effectively. Specialist advice can be sought and support may be offered through ongoing targeted interventions or personalised curriculum activities. Having identified needs, we seek to match provision to the need/s and offer a wide range of support interventions for pupils, for example, smaller groups, pre teaching, access to specialist resources, intervention groups etc. Staff have received specialist training in a range of interventions that are effectively used in school. The school has extended support for vulnerable pupils using a team of ELSAs. For some pupils it is necessary to commission a personalised provision on a case by case basis, for example, for play therapy or sign training.
<b>3f</b>	<b>Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum</b>	The school offers a wide range of curriculum enrichment activities and extra-curricular clubs and experiences. All children will be given the opportunity to experience these regardless of SEND, although some adaption may be necessary to ensure safety. We seek to make every experience as inclusive as possible, and pupils are well prepared for any activity that takes place outside the classroom. Where possible we consult parents when planning our enrichment activities, particularly when this may affect the participation of their child.
<b>3g</b>	<b>Support that is</b>	At Wilson, we adopt a strong commitment to the

	<p><b>available for improving the emotional and social development of pupils with SEND</b></p>	<p>personal needs of our young people and our holistic approach is underpinned by the values that our school promotes. The PSHE curriculum enables children to grow in their interactions with each other, valuing our similarities and respecting our diverse community which develops their sense of emotional well-being.</p> <p>Class staff foster and model good working relationships with children in their classes and monitor well-being on an ongoing basis. Every learner has a named adult s/he can talk to, should the need arise. If required, additional support can be accessed through group led social skills programmes lead by the school ELSA's. We have three Emotional Literacy Support Assistants (ELSAs) who can work with individuals needing emotional support, on a short term or long term basis.</p>
4.	<p><b>In relation to mainstream schools, the name and contact details of the SEN Co-ordinator</b></p>	<p>Mrs. Elizabeth Leyland 0118 937 5573 <a href="mailto:senco@wilson.reading.sch.uk">senco@wilson.reading.sch.uk</a> <a href="mailto:admin@wilson.reading.sch.uk">admin@wilson.reading.sch.uk</a></p>
5.	<p><b>Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured</b></p>	<p>We regularly invest time and money in training our staff to improve wave 1 provision (Quality First Teaching) delivery and develop enhanced skills &amp; knowledge delivery of wave 2 and 3 interventions across a range of SEN. All staff, both teaching and non-teaching, receive a regular programme of support and training. This enables them to understand the needs of the pupils at the school and fosters positive interactions. We invest in high quality training for our Teaching Assistants who support our young people in the classroom, many of which are also involved with the children at lunchtime. All staff are trained in positive behaviour management and de-escalation techniques to promote positive relationships between pupils. This training also involves techniques for physical handling used only when necessary to protect from risk of harm.</p> <p>We directly commission Speech and Language therapy for our Nursery children and other vulnerable groups. We work closely with other external agencies, such as Sensory Consortium and locality Children's Action Team to manage the</p>

		education and welfare of pupils.
6.	<b>Information about how equipment and facilities to support children with SEND will be secured</b>	We are a 'well equipped' school for all our pupils, but should we need to acquire additional resources this can be sought in a number of ways. For example, general resources for pupils with SEN will be considered and purchased from the school budget. Should specific equipment be required, e.g. equipment to support children with a visual impairment, we may loan these from Sensory Consortium or apply to the Local Authority for 'Exceptional Needs Funding'. Each case is considered separately and specifically for each child.
7.	<b>The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</b>	At Wilson, we are committed to providing quality teaching and learning opportunities. Our website publishes current information about the curriculum, homework and expectations for each year group as well as information about life at Wilson. The school newsletter, " <i>Wilson Way</i> ", also informs parents what has been happening in school and celebrates the wealth of experiences the children have enjoyed. Parents are encouraged to access the school blog with their children to see all the exciting developments at Wilson. <a href="http://wilsonblog.net/">http://wilsonblog.net/</a> We track and monitor the progress of children in order to evaluate the effectiveness of provision. The progress of your child will be shared directly at parents evening and in an annual school report. We value honest communication between parents and school using an <i>open door</i> approach. In the first instance, teachers are regularly available to speak to parents if required, and for some children, daily updates are given in a home/school communication book. The SENCo and other leaders in school are available for informal and formal meetings with parents to discuss any concerns.
8.	<b>The arrangements for consulting young people with SEN about, and involving them in their education</b>	Wilson Primary school has an active school council which Year 6 representatives are elected to join. The school council meets regularly with a member of staff to discuss initiatives for pupil wellbeing. All children are encouraged to share their views within this forum as feedback is given to individual classes. During the school year, staff plan an enriching

		<p>curriculum that children have an opportunity to steer by reflecting on their learning and supporting each other. Opportunities for Assessment for Learning enable children to respond to each subject and provide a structure to share their opinions. All pupils are supported to reflect on their learning and information is collected annually about the whole school curriculum through pupil voice. Class teachers discuss next steps and targets with identified children so they take ownership of their learning and share their aspirations on a regular basis. For children with an EHC plan, their views are actively sought during reviews and they are incorporated into the personalised document.</p> <p>The school has a strong approach to behaviour management including bullying. Any incidents of bullying, although rare, are taken seriously and dealt with swiftly.</p>
9.	<p><b>Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.</b></p>	<p>Should you wish to discuss the provision for your child, you can raise this with us by approaching the class teacher directly, who will involve the SENCo. If the situation is unresolved, we will endeavour to work with you to find a resolution in the strictest confidence. However, if you remain unsatisfied, please check the Concerns and Complaints policy available on the website. Complaints should be made to the Head Teacher, Ms. Yvonne Jackson and /or Chair of Governors via the school office. Complaints that are shared in writing to the Governing Body will be investigated and they will take any action they deem necessary. If further information or advice is required, please contact the SENCo or Head teacher via the school office.</p>
10.	<p><b>How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the</b></p>	<p>Support for families can be accessed through a referral to locality Children's Action Team, who can assign a professional to work with a child, a family and the school to address the need. If you would like to find out about the support available, please speak to the SENCo, who can explore all options with you. Advice is also available through local children's centres. We work with a wide range of support partners including Education Psychology Service, Speech and Language Therapist (Service and commissioned), Primary Behaviour Support, Primary Mental Health Worker,</p>

	<b>families of such pupils</b>	Young carers, Occupational Therapist, Physiotherapist, Sensory Consortium specialist teachers for Hearing and/or Visual Impairment, School Nurse and Healthcare professionals. For children who have Education Health Care Plans, other relevant bodies are involved via the person centred Annual Review meeting.
11.	<b>The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.</b>	Reading Information And Support Service (RIASS) is a valuable resource for signposting parents to information, advice and support.  <a href="http://www.readingiass.org">http://www.readingiass.org</a>
12.	<b>The school's arrangements for supporting pupils with SEND in transferring between phases of education</b>	Induction for all pupils is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We work well with our partner schools and home visits are arranged for new starters. All children have 2 sessions in their new class each July in preparation for change and parents have an opportunity to meet with the receiving class teacher. It is important that any special educational needs are communicated with the school at time of application so that this can be set up if needed and ensure a smooth transition for the child. Children who may benefit from additional arrangements at transition points are identified by class staff and the SENCo. Individual arrangements are made depending on the child's needs, such as additional visits, photo books, social stories etc. When children reach Year 6, transition is directly managed between the class teacher and the receiving school. The SENCo is involved if more specific transitional support is necessary. We understand that this can be a challenging time for our young people and additional support can be accessed through our ELSA.
13.	<b>Information on where the LA's SEN Information Report / Local Offer is published</b>	The LA's Local Offer can be found at: <a href="http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3">http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3</a>

14.	<b>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</b>	For children who have Education, Health Care Plans, Annual Review Meetings are held to review specific outcomes. These are family & child centred meetings focussing on agreed outcomes, taking into account the views and expertise of other professionals. Staff are aware of the importance of keeping parents and young people informed about their progress towards specific outcomes and regular updates are given both informally and formally.

15	<b>Who can I contact for further information?</b>	Mrs Elizabeth Leyland - SENCo 0118 9375573 <a href="mailto:senco@wilson.reading.sch.uk">senco@wilson.reading.sch.uk</a> <a href="mailto:admin@wilson.reading.sch.uk">admin@wilson.reading.sch.uk</a>
	<b>What is the complaints procedure?</b>	Complaints should be made to the Head Teacher, Ms Yvonne Jackson and /or Chair of Governors via the school office.

**Our external partners are**

**Anna Papamichael - Educational Psychologist**

**Joseph Spakeman/Jane Clark - Speech & Language Therapists**

**Sue Walker - Behaviour Support Manager**

**Social Care (Children and Young Person Disability)**

**Children's Action Team - Locality West Reading**

**School Nurse**

<b>Is there any additional provision you have developed during the year?</b>	The school values the role that Emotional Literacy Support Assistants have in working with vulnerable children and we have increased our ELSA provision to 3 trained staff members, who can support a wide range of social and emotional needs within our school. The SENCO has run SEND/Inclusion training for Reading NQTs for the last 2 years and local schools can buy into outreach support.
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**Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?**

The school page for the Reading Services Guide is available here:

[http://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=Tbgw5o2oQ\\_4](http://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=Tbgw5o2oQ_4)

The information is available on the school website here:

<http://www.wilsonprimary.co.uk/SEN.html>