

## Local Offer Submission 2015-16

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*Early years, schools (mainstream & special), UTCs and other educational providers (except FE): using the descriptors from the self-audit grid to cut and paste your responses into the questions below. **Convert to pdf file format** and submit to [Disc@reading.gov.uk](mailto:Disc@reading.gov.uk)*

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

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

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

**School Name: Maiden Erlegh School in Reading**

**Address: 81 Crescent Road, Reading, RG1 5SL**

**Telephone: 0118 9668065**

**Email: [meroffice@maidenerleghschool.co.uk](mailto:meroffice@maidenerleghschool.co.uk)**

**Website: [www.maidenerleghreading.co.uk](http://www.maidenerleghreading.co.uk)**

**Ofsted link: N/A**

**Head teacher: Dr Peter Thomas**

**SENCo:**

**Name: Natalie Haggard**

**Contact: [HD@maidenerlegh.wokingham.sch.uk](mailto:HD@maidenerlegh.wokingham.sch.uk)**

**Date of latest Accessibility Plan: 1/09/2015**

**Date completed: 05/10/2015**

**By whom: Miss Haggard (SENCO) & Mr Johnson (AHT)**

School Logo (*optional*)



Question	Response (choose 'best-fit' statement from Self Audit Grid)	Examples of good practice in our setting (bullet point key examples)
1	<p><b>How does the setting / school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</b></p>	<p><b>Established</b></p> <p>We track the progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking. Parents are encouraged to speak to the SENCo about any concerns they have. We have some in-house expertise in special educational needs.</p> <ul style="list-style-type: none"> <li>• Teaching and support staff closely monitor the progress of all students</li> <li>• If a member of staff has any concerns about student requiring extra help, parents are contacted and support is offered and implemented</li> <li>• The SENCO and the SEN team are able to test reading and writing ability and put additional or alternative provision in place where appropriate</li> <li>• The SENCO is able to direct parents to the correct external organisations if the school or parent believes the child may have SEN</li> <li>• If an SEN diagnosis is made, the report will be used to inform the School of the best possible interventions for the child. The School will subsequently put a Classroom Support Plan (CSP) in place, which will be disseminated to all teaching and support staff of that child</li> <li>• All parents have access to the SENCO via email and requested meetings, and is welcome to discuss any concerns</li> </ul>
2	<p><b>How will setting / school support my child/young person?</b></p>	<p><b>Established:</b></p> <p>Having identified needs, we seek to match provision to need. We define expected outcomes of interventions and then monitor the impact through regular meetings and tracking of pupil progress. Our SENCo leads on this aspect and the head teacher shares this information with governors/trustees</p> <ul style="list-style-type: none"> <li>• The School has a vast variety of interventions available, including support with homework and independent learning, communication support and one-to-one teacher appointments with subject staff</li> <li>• The school offers a range of extra curricular activities to appeal to all students</li> <li>• Students are able to set up their own enrichment activity or club, with teacher support, where possible and appropriate</li> </ul>
3	<p><b>How will the curriculum</b></p>	<p><b>Embedded:</b></p> <ul style="list-style-type: none"> <li>• All teaching staff use</li> </ul>

	<b>and other teaching strategies be matched to my child's/young person's needs and their aspirations?</b>	Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum and regular Learner Progress Meetings with children and young people and their families helps us to monitor this and reflect on the next best steps. All our teachers are clear on the expectations of wave 1 provision and this is monitored regularly by the leadership team	<p>knowledge of students, information from primary schools and Key Stage 2 data to teach according to the needs of each child</p> <ul style="list-style-type: none"> <li>Teachers have consistently high expectations of all students and use strategies to encourage all to aim high</li> </ul>
4	<b>How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b>	<b>Established:</b> Learner feedback is part of our established learning culture. This includes informing families of next steps and what they can do to help/support their child's learning. We encourage parents to invest time in developing their parenting skills	<ul style="list-style-type: none"> <li>Yearly information evenings with <i>specific</i> advice on how parents can support their child, particularly in English and Maths, at home</li> <li>Half-termly Data collection points.</li> <li>Pastoral lead can advise parents of external agencies and support networks for families</li> <li>SENCO can advise and recommend appropriate courses of action for students with SEN</li> </ul>
5	<b>What support will there be for my child's/young person's overall well-being and to help them develop their independence?</b>	<b>Established:</b> Every learner has a named professional s/he can talk to, should the need arise. Staff are regularly reminded of our policies and these are updated by the governors. We have a school council to elicit the views of the learners. We promote the development of independence across the school/setting.	<ul style="list-style-type: none"> <li>All students have a tutor who they meet with every morning</li> <li>The school council is democratically elected and regular council meetings are held</li> <li>Independence is promoted through weekly home learning tasks and in classroom activities</li> <li>Reward routines are in place across the whole school to motivate and encourage students</li> <li>The pastoral lead will support all children to ensure their safety and wellbeing.</li> <li>The school has a designated Child Protection Officer</li> </ul>
6	<b>What specialist services and expertise are available at or can accessed by the setting/school?</b>	<b>Emerging:</b> Some of our staff are trained in specialist areas to support special educational needs and we work collaboratively with external partners.	<ul style="list-style-type: none"> <li>All classroom teachers hold Qualified Teacher Status</li> <li>All external partners are CRB checked and visitors are accompanied at all times</li> <li>Staff receive regular internal</li> </ul>

			<p>training, and sometimes external training opportunities arise that are linked to specialist services.</p> <ul style="list-style-type: none"> <li>• Pastoral lead and SENCO have strong relationships with external agencies</li> </ul>
7	<b>What training are the staff supporting children and young people with SEND had or are having?</b>	<p><b>Emerging:</b> Our Special Needs Co-ordinator (SENCo) is in the process of completing the mandatory National SENCo Award and is a qualified teacher. All staff are offered regular training opportunities.</p>	<ul style="list-style-type: none"> <li>• All support staff have previous experience working with SEND children and are fully qualified</li> <li>• All support staff are briefed by the SENCO on the specific needs of all SEND students</li> <li>• The support staff, SENCO and Pastoral Lead work together on a daily basis to ensure effective provision is in place at all times</li> </ul>
8	How will my child/young person be included in activities outside the classroom including school trips?	<p><b>Established:</b> Where possible we consult parents when planning any activities outside the classroom; particularly when this may affect the participation of their child.</p>	<ul style="list-style-type: none"> <li>• All students have equal opportunities to access school trips wherever possible</li> <li>• Parents' permission is sought</li> <li>• Risk assessments are completed for all internal and external trips to ensure the safety and wellbeing of all students</li> <li>• All parents are made aware of the vast range of extra-curricular activities available to all students throughout the year</li> </ul>
9	<b>How accessible is the setting/school environment?</b>	<p><b>Emerging:</b> We have an Accessibility Plan and as such make every efforts to make reasonable adjustments; where possible.</p>	<ul style="list-style-type: none"> <li>• The accessibility of the site is clearly labelled in the site plans</li> <li>• Careful consideration has been given to the accessibility of the buildings</li> <li>• The minibus, for external extra curricular activities, has wheelchair access.</li> <li>• There are accessible toilets on site.</li> <li>• The staff of Maiden Erlegh Trust speak over 40 different languages and are therefore able to translate if and when appropriate, to ensure information is equally accessible for all families</li> </ul>
10	<b>How will the setting /school prepare and</b>	<p><b>Emerging:</b> We aim to make all our learners</p>	<ul style="list-style-type: none"> <li>• The school site is still being built, and therefore the</li> </ul>

	<p><b>support my child/young person to join the setting /school, transfer to a new setting / school or the next stage of education and life?</b></p>	<p>and their families feel welcome. We work collaboratively with partner schools sharing information that will help learners move on.</p>	<p>partner school Maiden Erlegh in Earley is assisting in the transition process</p> <ul style="list-style-type: none"> <li>• All new Year 7 students attend a taster day in year 6 at Maiden Erlegh in Earley to meet staff and understand the school ethos and expectations</li> <li>• SEND students will meet their TA mentor in the summer term of Year 6 through a primary school visit</li> <li>• All students with a Statement or EHCP meet with the SENCO in the summer term</li> <li>• The Assistant Headteacher and SENCO works closely with feeder primary schools to obtain information specific to ensuring a smooth transition for all students</li> </ul>
11	<p><b>How are the setting's / school's resources allocated and matched to children's/young people's special educational needs?</b></p>	<p><b>Embedded:</b> Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.</p>	<ul style="list-style-type: none"> <li>• School resources have been designed and purchased to ensure equal opportunities for all students</li> <li>• Computers are available</li> <li>• Support Staff work closely with SEND students</li> <li>• The School works with the Local Authority to ensure the services available are utilised effectively</li> </ul>
12	<p><b>How is the decision made about what type and how much support my child/young person will receive?</b></p>	<p><b>Established:</b> Working with the learner, their families and other staff, the SENCo considers a variety of options for suitable provision before deciding on a course of action.</p>	<ul style="list-style-type: none"> <li>• All student data is used prior to Year 7 to ensure students are placed in the correct classroom setting for their ability</li> <li>• The Purple Pathway is available in Years 7 and 8 for those students who require more academic support and a more consistent setting to ensure they make rapid progress before Key Stage 4</li> <li>• Any concerns raised from parent, teacher, student or support staff are dealt with efficiently and with sensitivity</li> <li>• Students are regularly assessed in school and the school supports external assessments of students and welcomes resulting reports</li> </ul>

			<ul style="list-style-type: none"> <li>• These reports are used to put a Classroom Support Plan in place where applicable, for students with SEND</li> </ul>
13	<p><b>How are parents involved in the setting /school?</b></p> <p><b>How can I be involved?</b></p>	<p><b>Established:</b></p> <p>We regularly involve parents and families in discussions about their child/young person's learning. We welcome feedback.</p>	<ul style="list-style-type: none"> <li>• Parents are invited to attend parent meetings every year, to meet with all teaching staff and other key members of staff</li> <li>• All parents have access to teacher email addresses and feedback is always welcome</li> <li>• Parents are able to call reception and book a telephone appointment with any teacher at any time</li> <li>• Staff endeavour to respond to all enquiries within 48 hours</li> <li>• Each year the Pastoral Lead and Assistant Headteacher lead an information evening to inform parents of the year ahead and answer any questions</li> <li>• Parents are consulted via email or letter asking for their feedback, where applicable, for new school agendas</li> <li>• Parents are invited to contact teaching staff if they have any questions following the half-termly Data Collection Reports (DCP) which monitor the effort and academic progress of all students in each subject</li> </ul>
14	<p><b>What arrangements does the setting/school have in place for signposting me to external agencies such as voluntary organisations?</b></p>	<p><b>Established:</b></p> <p>Our staff are well informed and therefore able to help parents seek external help.</p>	<ul style="list-style-type: none"> <li>• The Assistant Headteacher, Pastoral Leader and SENCO maintain strong relationships with external agencies and are able to provide contact details of specific organisations where applicable</li> <li>• Where appropriate, the School is able to support the parent in contacting external organisations</li> </ul>

15	<p><b>Who can I contact for further information?</b></p>	<p>In the first instance, parents/carers are encouraged to talk to their child's class teacher/tutor. Further information and support can be obtained from the setting/school's SENCo.</p>
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<b>What is the complaints procedure?</b>	This is outlined in our Complaints Policy, which can be found on our school website
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<b>Our external partners are</b>
<b>Educational Psychologist</b>
<b>Speech &amp; Language Therapist</b>
<b>CAMHS</b>
<b>JAC (Just Around the Corner)</b>
<b>Behaviour Support worker</b>
<b>Adviza (connexions) advisors</b>
<b>EAL specialist HLTA (Maiden Erlegh Trust)</b>
<b>ASD specialist HLTA (Maiden Erlegh Trust)</b>

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

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

<b>Is there any additional provision you have developed during the year?</b>	
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