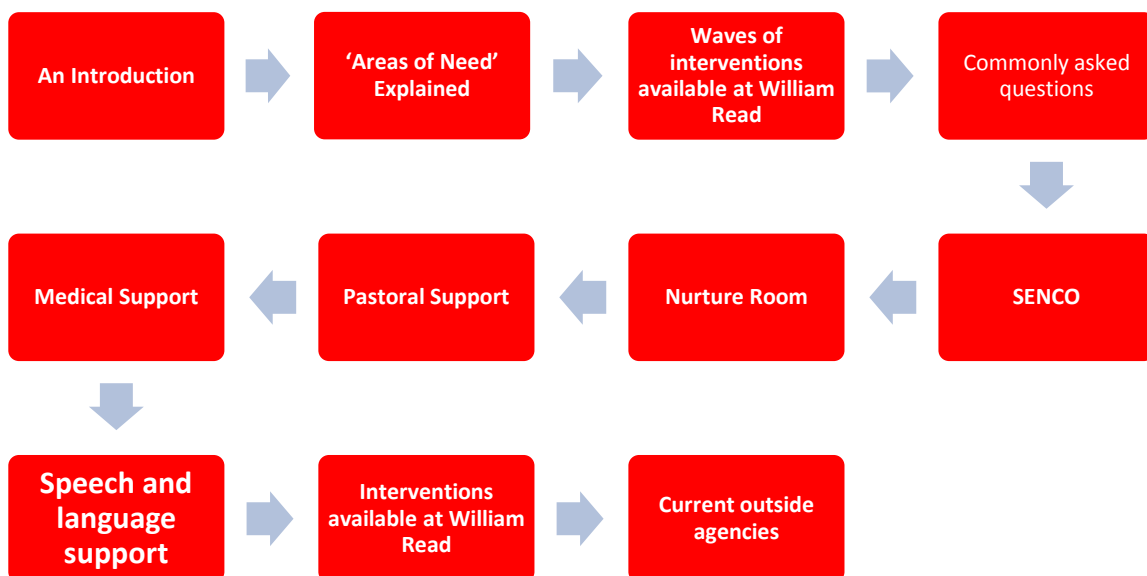


# William Read Primary School's Local Offer

for:  
Special Educational Needs  
and disability



# 1. An Introduction

## **William Read Primary School**

### **'LOCAL OFFER'**

#### **For Special Educational Needs and Disability (SEND)**

William Read believes that all pupils should be respected and valued as per our Own School Values.

Our Vision & Mission Statement:

**Our Vision is to build foundations for every child to fulfil their potential in life.**

**Our Mission therefore is to create an inclusive environment encouraging forward thinking, determined, successful pupils, who will draw inspiration from each other.**

**Pupils will develop lifelong skills to use in an ever changing world and understand that working together in an honest and respectful partnership is the way forward.**

**Our core values are: respect, teamwork, responsibility and achievement.**

William Read strives hard to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs
- Can learn and make progress according to their individual developmental trends
- Are assessed using appropriate assessment tools and guidelines
- Have equal access to resources, provision and interventions as needed

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our School has a Special Educational Needs Co-ordinator (SENCO) who is responsible for the management of provision and or support for identified pupils with SEND. They will also coach and support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEN within the classroom.

## 2. 'Areas of Need' Explained

The new Code of Practice 2014 states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Area of Special Educational Need	Relating to difficulties with:
<p><b>Communication and Interaction</b></p>	<p><b>Children may have a delay or disorder in one or more of the following areas:</b></p> <p><b>Attention / Interaction skills:</b> May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p><b>Understanding / Receptive Language:</b> May need visual support to understand or process spoken language. May need augmented communication systems Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><b>Speech / Expressive Language:</b> May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p>
<p><b>Cognition and Learning</b></p>	<p><b>May have difficulties with the skills needed for effective learning such as use of:</b></p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of number</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul> <p><b>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</b></p>
<p><b>Social, Mental and Emotional health</b></p>	<p><b>May have difficulties with social and emotional development which may lead to or stem from:</b></p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties</li> <li>• Attention difficulties (ADHD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> </ul>

<b>Sensory and / or Physical</b>	<p><b>These pupils may have a medical or genetic condition that could lead to difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smells / light / touch / taste.</li> <li>• Toileting / self-care.</li> </ul>
----------------------------------	--

### 3. The 'Waves' of intervention available at William Read

The school provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

- Wave 1:** Quality first teaching through differentiation in English and Maths lessons.
- Wave 2:** Small group support for those pupils who are achieving below age expected levels
- Wave 3:** Focussed, individualised programmes for pupils working well below age expectation

<b>Teaching Approach:</b>	<b>Whole School Approach (1st Quality Teaching)</b>	<b>Targeted Support For Individuals or small groups</b>	<b>Specialised Intervention for those with additional needs</b>
	(Wave 1 intervention)	(Wave 2 intervention)	(Wave 3 intervention)

	<ul style="list-style-type: none"> <li>• Access to a varied and stimulating curriculum</li> <li>• Use of different Individualised teaching approaches according to needs</li> <li>• Hands on learning School trips</li> <li>• Good use of visual and practical learning</li> <li>• Remove all potential barriers for all pupils while also providing support for pupils during learning activities.</li> <li>• A range of technology to support and aid quality teaching</li> <li>• Consideration of differing culture and beliefs</li> <li>• Setting groups with other children</li> <li>• Small guided groups</li> <li>• Opportunity for guided and independence work</li> <li>• Opportunities to develop positive self-esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics groups</li> <li>• 1:1 reading (targeted)</li> <li>• Comprehension groups</li> <li>• Handwriting groups</li> <li>• Spelling</li> <li>• Maths</li> <li>• Homework group for pupils</li> <li>• 1:1 Tuition where needed</li> <li>• Booster Groups</li> <li>• After school groups</li> <li>• SENCo observation / assessment</li> <li>• Parent discussion with SENCo</li> </ul>	<ul style="list-style-type: none"> <li>• Toe by Toe</li> <li>• Lexia</li> <li>• RM Maths</li> <li>• Rapid Maths</li> <li>• Rapid Readers</li> <li>• Rapid writing</li> <li>• Bug Club</li> <li>• Counseling</li> <li>• Breakfast club</li> <li>• Social club</li> <li>• Lego Therapy</li> <li>• Nurture support</li> <li>• Pastoral team</li> <li>• Gym Trail</li> <li>•</li> </ul>
--	---	---	---

### 3. The 'Waves' of intervention available at William Read

Communication and Interaction Needs:	Whole School Approach (1st Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention)	Specialised Intervention for those with additional needs (Wave 3 intervention)
<ul style="list-style-type: none"> <li>• Speech, Language and Communication</li> <li>• Autistic Spectrum Disorders</li> </ul>	<ul style="list-style-type: none"> <li>• AS ABOVE +</li> <li>• Drama / Role play</li> <li>• Outside theatre groups / shows and workshops</li> <li>• ECO Warriors</li> <li>• Golden Time / Peer interaction</li> <li>• A range of technology to support learning</li> <li>• Outdoor learning activities / areas to support environmental learning</li> <li>• Full inclusion in all school assessment and tasks</li> <li>• Clear verbal instructions / explanations which can be simplified along with visual or concrete support</li> <li>• Visual timetables</li> <li>• Maths week</li> <li>• History week</li> <li>• Authors week</li> <li>• Multicultural week</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Speaking and</li> <li>• Listening groups</li> <li>• PECS / Symbols</li> <li>• Communication boards</li> <li>• Pastoral Support Worker(as required)</li> <li>• Referral to Parent Partnership (as required)</li> <li>• SENCo observation / assessment</li> <li>• Additional ICT use of audio / visual s</li> <li>• Parent discussion with SENCo</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to the Speech and Language Therapist (SALT)</li> <li>• Speech and Language Support Assistant who can deliver the individualised programmes according to the SALT directions</li> <li>• Application for an Education Health Care Plan if needed</li> <li>• SENCo assessments and monitoring to ensure appropriate intervention and access to learning</li> </ul>

### 3. The 'Waves' of intervention available at William Read

Cognition and Learning:	Whole School Approach (1st Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention)	Specialised Intervention for those with additional needs (Wave 3 intervention)
<ul style="list-style-type: none"> <li>Moderate Learning Needs</li> <li>Severe Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Use of different individualised teaching approaches according to needs</li> <li>Hands on learning</li> <li>School trips</li> <li>Good use of visual and practical learning</li> <li>Remove all potential barriers for all pupils while also providing support for pupils during learning activities.</li> <li>Appropriate quality resources</li> <li>Positive learning environment</li> <li>A curriculum delivered appropriate to level of ability and understanding</li> <li>Access to a full and broad curriculum</li> <li>Consideration of home, cultural, language and heritage</li> <li>Promotion of a positive attitude towards learning and behaviour</li> <li>Motivation to help build a positive self-esteem, increase concentration</li> <li>Lessons differentiated in order to include both sensory and physical disabilities</li> </ul>	<ul style="list-style-type: none"> <li>SENCo observation / assessment</li> <li>Parent discussion with SENCo</li> </ul>	<ul style="list-style-type: none"> <li>Precision Teaching (Reading / Writing / Maths)</li> <li>Individual provision maps</li> <li>Fully inclusive curriculum</li> <li>Access to a Specialist Teacher Advisor</li> <li>Access to an Educational Psychologist</li> <li>Application for an Educational Health Care Plan</li> <li>SENCo assessments and monitoring to ensure appropriate intervention and access to learning</li> </ul>

### 3. The 'Waves' of intervention available at William Read

Sensory and Physical Needs:	Whole School Approach (1st Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention)	Specialised Intervention for those with additional needs (Wave 3 intervention)
<ul style="list-style-type: none"> <li>• Hearing Impairment</li> <li>• Visual Impairment</li> <li>• Multi-Sensory Impairment</li> <li>• Physical Needs</li> <li>• Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school approach</li> <li>• Sports director</li> <li>• After school clubs</li> <li>• Outside play areas</li> <li>• A fully inclusive and differentiated class / curriculum approach according to individual needs</li> <li>• Audit of environment to consider adaptations (as required)</li> <li>• Modification of organisation, routine and environment</li> <li>• Access to a base for therapy if required</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting practice</li> <li>• Extra 1:1 / small group activities</li> <li>• Targeted small group / individual intervention to address specific needs such as: self-help skills, touch typing and independence</li> <li>• Physical aids where necessary or where advised by specialists</li> <li>• Parent discussion with SENCo</li> </ul>	<ul style="list-style-type: none"> <li>• Access and liaison with the OT (Occupational Therapist)</li> <li>• Access and liaison with the Physio Therapist</li> <li>• SENCo assessments and monitoring to ensure appropriate intervention and access to learning</li> <li>• 1:1 support if required</li> <li>• IEP's as needed</li> <li>• Identified key worker</li> <li>• SENCo to lead provision</li> <li>• A place for time-out or exercise if necessary</li> <li>• Extra support and access to appropriate ICT interventions needed</li> </ul>

### 3. The 'Waves' of intervention available at William Read

Social, Mental and Emotional Health:	Whole School Approach (1st Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention)	Specialised Intervention for those with additional needs (Wave 3 intervention)
<ul style="list-style-type: none"> <li>Moderate Learning Needs</li> <li>Severe Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding. As according to our school values.</li> <li>Access to Learning</li> <li>Small group activities to address needs</li> <li>Opportunities for children to talk about any fears, confusion and guilt</li> <li>Opportunities for children to meet adults they can trust and to participate in activities where they can meet other children</li> <li>Provision to explain and discuss about the events and circumstances surrounding the parental mental health problems</li> <li>Continuity of care and minimal disruption of routines during a crisis</li> <li>Breakfast Club</li> </ul>	<ul style="list-style-type: none"> <li>Regular Learning Mentor Input</li> <li>Behaviour Logs / Charts</li> <li>Time out</li> <li>Parent discussion with SENCo</li> </ul>	<ul style="list-style-type: none"> <li>Referral to CAMHS (Child and Adolescent Mental Health Services)</li> <li>Support from Behaviour Support</li> <li>Application for an Educational Health Care Plan</li> <li>1:1 support</li> <li>Full inclusion in all school assessment and tasks</li> <li>SENCo assessments and monitoring to ensure appropriate intervention and access to learning</li> </ul>

## 4. Commonly asked Questions

### **Regularly Asked Questions and Answers**

#### **How does William Read Primary know if children need extra help?**

Children may be identified as having SEN through a variety of ways including the following:-

- Liaison with Infant school/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Through termly Pupil Progress Meetings held between the Teachers / SENCO and Head teacher
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies EG: physical
- Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Reception through to Year 6, using a variety of different methods including Target Tracker and the Foundation Stage Profiles.

Children who are not making expected progress are picked up through our termly Pupil Progress Review meetings with the Class teacher, SENCO and Head / Deputy Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

#### **What should I do if I think my child may have special educational needs?**

Talk to us – firstly contact your child's class teacher. If you require more information contact our SENCO or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

#### **How will William Read Primary School staff support my child?**

Our SENCO / Inclusion Manager will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

#### **How will the curriculum be matched to my child's needs?**

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

## 4. Commonly asked Questions

### **How do we know if the support or strategies used have had an impact?**

In school we will often use provision maps or PSP's (Personal Support Plan) to set targets and review progress. We can use these targets to monitor pupils progress academically against national/age expected levels and update or adjust the provision. This may involve updating into smaller steps or using a different approach to ensure progress is made.

Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

### **How will I know how my child is doing and how will you help me to support my child's learning?**

The class teacher will meet with parents at least twice a year (this could be as part of Parent's evening) to discuss your child's needs, support and progress. For further information the SENCo is available to discuss support in more detail.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- Targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an EHC Plan (Education Health and Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

### **How will my child be able to contribute their views?**

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

Children who have provision maps or PSP's discuss and set their targets with their class teacher. There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. If your child has an EHC Plan or An Annual Review of their EHC Plan then their views will be obtained before any meetings.

### **What support will there be for my child's overall well-being?**

We are an inclusive school, we welcome and celebrate diversity. All staff appreciates the importance of children having high self-esteem in order to achieve positive well-being. Here at William Read Primary we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the SENCo / Inclusion Manager for further advice and support. This could be support from our Pastoral team, this could also involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

## 4. Commonly asked Questions

- The school has a pastoral team who works, under the direction of the SENCo and the deputy heads, with vulnerable children during the school day.
- The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'. This may include medicines for life threatening conditions or required for a long term illness such as asthma and diabetes. In such cases a 'Care Plan' may be put in place according to the directions of the School Nurse.
- School will generally not take responsibility for other medicines such as cough medicines, however we may be able to administer prescribed medicines following discussions with parents.

### **What specialist services and expertise are available at or accessed by William Read Primary School?**

Our SENCo / Inclusion Manager is fully qualified and accredited.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Behaviour Support, Health including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, OT (Occupational Therapist) and the Speech & Language Therapy service. We also work very closely with Social Care and the Education Psychologists. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

### **What training have staff had or going to have?**

- Most of our TAs have had training in delivering reading and spelling / phonics programmes, reading and writing intervention,
- The SENCo and a Teaching Assistant have had Speech and Language Therapy training. They are therefore able to deliver Speech and Language sessions to pupils according to their individualised reports.

As a staff we have regular training and updates of SEND conditions, Medication use and Resources / interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

### **What are the Governors responsibilities?**

We currently have two Governors involved in both SEND and Inclusion. Both Governors regularly meet with the SENCo and will update on changes, needs in school, current concerns and budget. The Governors are then also able to agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

### **How will my child be included in activities outside the classroom including school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

## 4. Commonly asked Questions

### **How accessible is the school environment?**

- William Read has two buildings situated on one site. We have ramps so the building can be accessed by a wheelchair through various doors. We also have a disabled toilet in each building. Any other resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all.
- The school is able to liaise with EMAS (Ethnic minority Achievement Service) who can at times assist us in supporting our families with English as an additional language.

### **How will William Read Primary school prepare and support my child to join the school and then transfer to secondary school?**

We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

- We may need to write a 'Social Story' to ease the transition for pupils with high anxiety and communication difficulties
- School / Parents may also feel the need to arrange several transition meetings / sessions between the schools in order to alleviate pupil concerns

Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

### **How are resources allocated and matched to children's special educational needs?**

We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available. We will often allocate teaching Assistants who are funded by the SEN budget to deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis.

### **How is the decision made about what type and how much support my child will receive?**

The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

### **What support is there for improving behaviour, attendance and avoiding exclusion?**

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties a Personal Support Plan (PSP) is written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps

to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

## 4. Commonly asked Questions

Attendance of every child is monitored on a daily basis by the attendance officer. Lateness and absence are recorded and reported upon to the Deputy Head. Good attendance is actively encouraged throughout the school and rewarded on a termly basis as is improvement in attendance. Families who struggle with attendance and lateness enter into an attendance contract with the Deputy Head in an attempt to improve attendance and lateness. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

### **Who can I contact for further information?**

Your main point of contact would always be the class teacher and then following this you may need to speak to the SENCo / Inclusion Manager (Heather Saville).

### **What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?**

First point of contact would be your child's class teacher to share your concerns. You could also arrange to meet Mrs Saville our SENCo / Inclusion Manager and / or Mrs Gosnold our Headteacher. You may also wish to

- Look at the SEN policy on our website
- Contact Parent Partnership or the SEN team at Essex County Council website.

### **Who should I contact if I am considering whether my child should join William Read Primary School?**

In this instance you can contact the school Admin office to arrange a meeting with either the Head Teacher Mrs Gosnold or our SENCO / Inclusion Manager Mrs Saville to discuss how the school could meet your child's needs.

### **How is the local offer reviewed?**

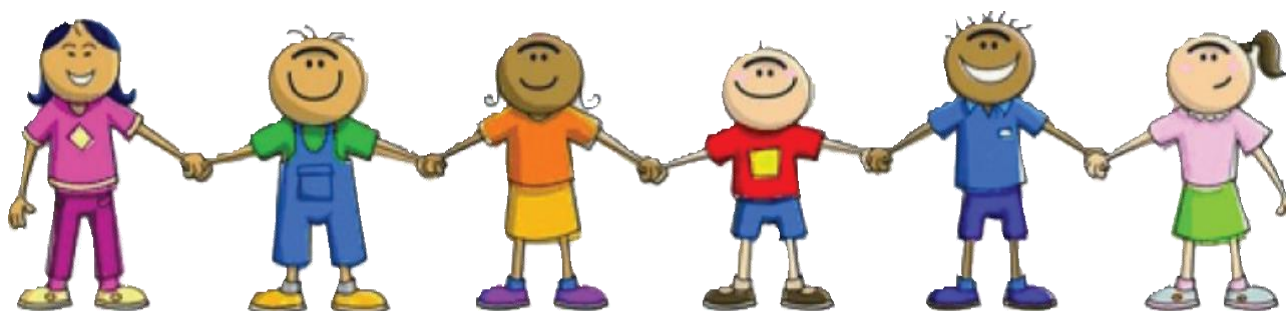
This local offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our school.

## 5. Your SENCO

**Inclusion Manager / SENCO: Mrs Heather Saville**

Working as part of the Management I work closely with all staff in school, parents, outside agencies and colleagues throughout the county. I have the responsibility of co-ordinating the provision made for individual children with: Special Educational Needs, Social and Emotional Needs, English as An additional Language and Gifted and Talented pupils. Support is available through:

- Giving advice on issues related to Special Educational Needs, Social and Emotional difficulties, pupils with English as an additional language and Gifted and Talented.
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties
- Assessments of individual pupils to identify need
- Referrals may be made to a range of other professionals such as: Educational Psychologist, Speech and Language and Specialist Teachers.



## 6. Nurture Room

Staff ; Mrs Colynn Moran (HLTA) & Mrs Penny Clark (TA)  
Mrs Jackie Wright – Pastoral

Staff are here to support the children in overcoming any difficulties that are getting in the way of their learning. The support each child gets will depend on their individual needs.

- Children referred to the Nurture Room may have difficulties with: feelings, making friends, social skills, behaviour or home issues
- Children may come out of class to work 1:1 or in a small group
- There is very good communication with all staff in school, parents, carers, pupils and outside agencies including: Social Services and the Police
- Supporting parents to gain access to learning
- Help parents to access areas of health needs

## 7. Pastoral Worker

### **Pastoral Support Worker: Mrs Jackie Wright**

Our Support Worker is here to support parents with any difficulties that they are experiencing in a friendly and non-judgemental way.

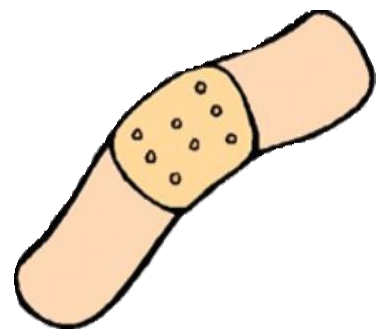
- Supporting parents with behaviour management
- Helping parents seek out resources and activities in the area
- Budgeting, finances, attendance and menu planning
- Work with children who attend the nurture room.

## 8. Medical Support

### **Medical Mrs Louise Giles & Mrs Natalie Norris**

The staff work closely with all staff in School, the School Nurse, parents/carers and a range of outside agencies throughout the city to support all pupils health and medical needs within school. This support includes:

- They are available to meet with parents/carers to discuss their concerns within a confidential environment.
- Making sure that staff are updated and when necessary receive training and or advice from relevant health professional to meet a pupil's individual needs.
- Arranging School nurse and Community Asthma nurse' Drop ins' for parents/carers
- Administering medication including asthma inhalers or train staff to do so.
- Liaise with the School nurse, parents and staff and provide support in writing care plans for pupils with more complex medical needs



## 9. Speech and Language Support

We have a designated English as an Additional Language (EAL) Teaching Assistant. Who delivers weekly sessions for children whose first language isn't English.

Children that have delayed speech and language receive interventions, usually suggested by the local speech therapists who we work closely with.

## 10. Current Interventions in place at William Read

---

Within school we have at least one Teaching Assistant based within each class, some who work on a 1:1 basis supporting those pupils with Special Educational Needs. All of our Teaching Assistants within the school are trained to deliver a range of intervention schemes, some of which include:

- RM Maths
- Rapid Maths
- Rapid Readers
- Lexia
- Rapid Writing
- Toe by Toe
- Boosters
- Top up sessions
- Numicon focus groups
- Writing focused groups

## 11. Current Outside agency involvement

### Behaviour Support Team :

Can provide an outreach support service to help support schools in developing children social and emotional skills

### Speech and Language Therapy (SALT):

The support from the therapy service may include the following:

- Discussion and advice on activities you can use at home
- Assessing pupils individual communication needs and supplying school / home with an individual SALT plan identifying targets to be worked towards
- Providing advice, games and activities for school / or home to work on with the children

### Educational Psychologist (EP):

School have an assigned Educational Psychologist (EP), Dr Sarah Routledge. The service and access will be dependent upon individual pupils needs through discussion with the SENCo, Parents/Carers and Class Teacher. The EP service are able to work with school staff, parents and directly assessing / observing pupils in order to support learning and identify area of need and how best to support

### School Nurse:

The School Nurse Team is assigned to the schools and can be contacted via the school. You may also be referred to the School Nurse via your GP and a possible Care plan may need to be put in place. School will also hold sessions for parents to come in and discuss and health concerns. We also have access to a range of other Specialist Nurses should they be required.

### Social Care:

School has access to and works very closely with Social Care in supporting both our children and families as needed

### Specialist Teacher Advisor (STA):

Assessing and working with pupils in order to help schools make the most of the educational opportunities for every individual child. They also work in partnership with parents, carers, teachers and colleagues in other agencies

## 11. Current Outside agency involvement

### Occupational Therapist (OT):

Helps to reduce a child's difficulties and improve their ability to learn, socialise and play, finding ways to overcome any problems they experience in participating in day to day activities. They will work closely with the child, parents and teachers to develop practical approaches and find solutions to help children get the most from life, whether at nursery, school or in the home.

### Parent Partnership:

Parent Partnership provides clear and accurate information and advice, so parents can participate in decisions about their child's education. Can support parents in accessing information regarding Statutory Assessment Requests

### Physio Therapist

Treatment is based on the assessment of the child's needs and developing an individualised treatment plan

### Child & Adolescent Mental Health (CAMHS):

A wide range of health professionals who can support children where there are concerns about their emotional well-being and mental health. They can also work with their families and carers.

We also have a fully qualified counselor who comes into school one a week and is available for pupils and parents to meet with on a regular basis or for a one off meeting