

Local Offer Submission 2016 - 2017

School Name: ASD Resource, Christ The King Catholic Primary School

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Website: www.christthekingreading.co.uk

Ofsted report 2013 on website

Head teacher: John Cosgrove

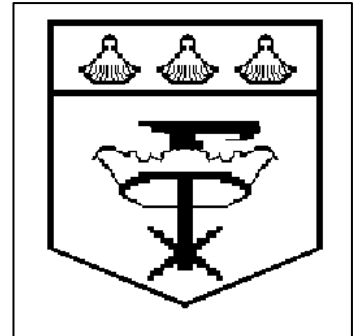
Date of latest Accessibility Plan: To be updated September 2016

Date completed: 1/7/16

By whom:

Name: Rachel Tetchner

Role: ASD Resource Manager



Question	Response (choose 'best-fit' statement from Self Audit Grid)	Examples of good practice in our setting (bullet point key examples)	
1	<p>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?</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 Resource Manager about any concerns they have. We have some in-house expertise in special educational needs.</p>	<ul style="list-style-type: none"> • Levels are tracked termly to check progress and pupils who are not making expected progress are raised as a concern in pupil progress meetings. • Approachable Head Teacher, ASD Manager and SENCo (Special Needs Coordinator). • CPD (Continuous Professional Development) for all staff • Advice from professionals is sought when needed.
2	<p>How will setting / school support my child/young person?</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 Resource Manager and SENCO lead on this aspect.</p>	<ul style="list-style-type: none"> • Work within class is differentiated so that children can access the curriculum according to their needs. • If a pupil has needs in a specific area, such as handwriting, phonics, basic numeracy and literacy skills, then the pupil may be placed in a small focus or intervention group. The intervention groups are regularly reviewed to ascertain the effectiveness of the provision and to support future planning. • Some pupils may need access to further support from outside agencies. The ASD Resource Manager will make a referral with the parents/carers consent to the most appropriate agency. • Pupils with a statement of Special Education Needs (SEN) have access to a number of different Teaching Assistants to support work in class and to ensure access to the curriculum.
3	<p>How will the curriculum and</p>	<p>Differentiation is embedded in our</p>	<ul style="list-style-type: none"> • All pupils have an Individual Education Plan (IEP), discussed

	<p>other teaching strategies be matched to my child's/young person's needs and their aspirations?</p>	<p>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>	<p>with parents and teachers and monitored 3 times a year by the ASD Resource Manager to ensure targets are set according to the pupil's area of need. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child <i>will</i> achieve the target by the time it is reviewed.</p> <ul style="list-style-type: none"> • Pupils with ASD diagnosis follow specific ASD teaching strategies such as the TEACCH approach, Attention Autism programme, PECS, using visual timetables, social stories, social skills groups and graphics packs to support understanding. • Appropriate specialist equipment may be given to pupils to use, such as writing slopes, specialist pencil grips, concentration cushions or easy to use scissors.
4	<p>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?</p>	<p>We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such at meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website. Should more</p>	<ul style="list-style-type: none"> • 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. • We operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed. Photos of pupils achievements and photocopies of pupils work may be sent home to show successes in school. • Phone calls or emails are also used as an effective way of communication. • We have termly parents' evenings to discuss progress

		regular contact be required, our staff will make suitable arrangements to ensure this is put in place.	<p>and next steps with the class teacher and ASD Resource Manager.</p> <ul style="list-style-type: none"> • Pupils with Statements of SEN or EHCPs will have yearly formal meetings to discuss progress and written reports will be included from the class teacher and the ASD Resource Manager.
5	What support will there be for my child's/young person's overall well-being and to help them develop their independence?	<p>All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and some cases all staff receive training. We have a medical policy in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</p> <p>We have a defined rubric to enable support staff to encourage greater independence in all our learners.</p>	<ul style="list-style-type: none"> • The school offers a wide range of support for pupils' well-being. Class teachers, SENCo, ASD Resource Manager and Family Support Worker and ELSA trained TAs are all readily available for pupils who wish to discuss issues or concerns. • Some pupils take part in our sensory circuits to support concentration, alertness, coordination and to help them engage in the day. • Some pupils may work with outside agencies to support their well-being, such as (SALT) Speech and Language Therapist, (OT) Occupational Therapist, Art Therapist, Play Therapist and Massage Therapist.
6	What specialist services and expertise are available at or can be accessed by the setting/school?	<p>Our staff receives regular training and our teachers all hold qualified teacher status. We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p>	<ul style="list-style-type: none"> • Teaching staff, support staff and lunch time controllers are regularly trained. • Good relationships with outside agencies. (See list of External Partners)

7	What training are the staff supporting children and young people with SEND had or are having?	Our Special Needs Co-ordinator (SENCo) has completed the mandatory National SENCo Award and is a qualified teacher. We regularly invest time and money in training our staff to improve wave 1 provision delivery and develop enhanced skills & knowledge delivery of wave 2 and 3 interventions. At staff meetings, our staff are updated on matters pertaining to special educational needs and disability.	<ul style="list-style-type: none"> • SEN and ASD specific training for staff is given regularly. • ASD Manager has completed several courses to support the teaching and learning of ASD Pupils.
8	How will my child/young person be included in activities outside the classroom including school trips?	Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.	<ul style="list-style-type: none"> • Regular opportunities for school trips and visits, supported by extra staff if needed. • Individual risks assessments for behaviour and physical needs to enable the children to be included on trips. Parents included to accompany children on trips where needed. • Extended school clubs take place. • ASD Pupils take part in whole school activities and events, eg Christmas Plays and Church services.
9	How accessible is the setting/school environment?	We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments; where possible. Our policy and practice adheres embrace The equality Act 2010. We monitor the languages spoken by families in our settings and signs around the setting are displayed in a number of the most common languages and in different formats. Where possible, we also ensure any home-setting	<ul style="list-style-type: none"> • This is a bespoke resource catering specifically for the needs of pupils with statements or EHCPs where the primary need is ASD • Disabled toilet • Shower facilities • Translators can be made available to parents meeting and Annual Reviews. • All Languages spoken by pupils are celebrated in assemblies and in newsletters.

		communications are available in the relevant languages and when required translators are asked to attend meetings.	
10	How will the setting /school prepare and support my child/young person to join the setting /school, transfer to a new setting / school or the next stage of education and life?	Induction 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.	<ul style="list-style-type: none"> • ASD Manager visits setting of new pupils with an ASD Diagnosis and or home. • Transition books including pictures and words for new pupils. • Several visits by new pupil to The Ark to ensure a smooth transition supported by Learning Support Assistants. • SENCO's from Secondary Schools are invited to annual reviews prior to their transition.
11	How are the setting's / school's resources allocated and matched to children's/young people's special educational needs?	Budgets are closely monitored and aligned to the school improvement plan of the school.	<ul style="list-style-type: none"> • Budgets aligned to School Development Plan. • A budget is allocated to the resource annually. Resources are purchased and allocated as appropriate to meet need. • Provision, including resources are monitored
12	How is the decision made about what type and how much support my child/young person will receive?	Working with the learner, their families and other staff, the Resource Manager considers a variety of options for suitable provision before deciding on a course of action.	<ul style="list-style-type: none"> • Regular dialogue with parents. • For pupils with a statement of SEN or EHCP, support will be discussed at Annual Reviews. • Interventions are delivered by teachers and Learning Support Assistants and reviewed termly. • Advice and guidance is taken from external partners to support pupils.
13	How are parents involved in the setting /school? How can I be involved?	We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to	<ul style="list-style-type: none"> • Home school diary • Termly Parents meetings • PTA • Parent Governor • ASD Coffee Mornings

		contribute through a number of means. Our Governing Body includes Parent Governors/representatives.	
14	What arrangements does the setting/school have in place for signposting me to external agencies such as voluntary organisations?	In addition to our notice board and updating our staff regularly, we have named person who will support families access services through the Local Offer. An appointment with this person and the Resource Manager jointly can be obtained by contacting your child's class teacher in the first instance.	<ul style="list-style-type: none"> • Information is always passed onto parents, including that from external agencies. • There is a notice board by the Reception area and in the ASD Resource. • There is a family worker on site. • Parents will be directed to the Local Offer.

15	Who can I contact for further information?	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 and ASD Resource Manager.
	What is the complaints procedure?	This can be found on the school's website.

Our external partners are
Educational Psychologist
Speech & Language Therapist
Occupational Therapist
Massage Therapist
ASD Advisory Teachers
Art Therapist
Play Therapist
Local Authority SEN Advisor

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

Sensory Room which is also used as a quiet room for a calming space.

TAs have undertaken Attention Autism training.

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

Is there any additional provision you have developed during the year?

We have started to create a Sensory Garden.