



LOCAL OFFER
Special
Educational
Needs &
Disabilities (SEND)
READING



SEN Information Report / Local Offer Submission 2018/2019 (all schools)

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: Prospect School

Address: Cockney Hill, Reading, RG30 4EX

Telephone: 0118 9590466

Email: enquiries@prospect.reading.sch.uk

Website: <http://www.prospect.reading.sch.uk/>

Ofsted link: <https://reports.ofsted.gov.uk/provider/23/136876>

Head teacher: Mr P Davies

SENCo: Name: Mr J Birk

Contact: jbirk@prospect.reading.sch.uk

Date of latest Accessibility Plan: November 2018

Date completed: November 2018

By whom: Mary Morris

Role: 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 –

Prospect School is committed to achieving positive outcomes for all its students, including those with Special Educational Needs or Disabilities (SEND). We believe SEND is the responsibility of all teachers and offer high quality differentiated lessons to all of our students. We also offer a number of interventions that can support students with a range of Special Educational Needs and we work closely with external partners to ensure that every child has the opportunity to make progress during their time with us.

	Regulations		School Response
1	The kinds of special educational needs for which provision is made at the school	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p>As one of the largest mainstream schools in the local area, we have students with a range of special educational needs, which broadly fall into the following categories:</p> <ul style="list-style-type: none"> • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health • Physical and Sensory
2	Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND	<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>	<p>There are a number of methods for identifying SEN at Prospect School. First and foremost, we make a concerted effort to liaise with our feeder Primary Schools to ensure we are fully prepared for every new student who joins our school. If, upon joining the school, SEN has not been previously identified, then we would expect, through our rigorous base-line testing, that we would be able to identify unrecognised learning</p>

			<p>difficulties.</p> <p>Our experienced teaching staff are also able recognise when a student is experiencing difficulties that may fall under the umbrella of SEND and are quick to alert the SENCo when such concerns arise.</p> <p>Our SENCo is always happy to meet with parents who have concerns that their child is not making the progress they should be.</p> <p>We have a range of Psychometric tests available to identify learning needs and, where appropriate, a referral can also be made to external professionals such as our allocated Educational Psychologist or Speech and Language Therapist to further explore concerns.</p>
3.	Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans	Where can I find information about the school SEN Policy?	The SEND Policy is available on the school website
3a.	How the school evaluates the effectiveness of its provision for such schools	<p>How do you make sure that the SEN provision is helping pupils make better progress?</p> <p>How do you check other outcomes for children</p>	Students are assessed at the outset of any intervention and again at the conclusion to ensure that progress has been made.

		with SEND, such as independence and well-being?	<p>Regular review meetings are held with parents of SEND students and both in terms of Annual reviews of students with EHCPs and statutory meetings with parents of students on the SEND register.</p> <p>The SENCo is line-managed by the Deputy Head and regularly monitored by the SEND governor.</p>
3b.	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I find out about the progress my child is making?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p>Progress reports are issued 3 times a year to parents of all students and there is an opportunity to discuss progress with teachers at parents evening.</p> <p>The SENCo regularly meets with parents of students with SEND</p> <p>When review meetings are held for students, parents will be invited and given appropriate notice. Other professionals may attend as appropriate and parents will be made aware of this in advance.</p>
3c	The school's approach to teaching pupils with SEND	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p>All teachers deliver high-quality differentiated lessons.</p> <p>Information regarding the content being covered by any subject is made available as part of the normal reporting schedule and parents are able to contact class teachers</p>

			<p>directly as appropriate.</p> <p>Parents can also support the learning of students by accessing Show My Homework.</p>
3d	How the school adapts the curriculum and learning environment for pupils with SEND	<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>The school buildings are routinely maintained to a high standard and the school accessibility plan is regularly reviewed and updated.</p> <p>Prospect School offers a balanced and differentiated curriculum, with mixed ability teaching in the majority of subjects at Key Stage 3 and a range of options to suit a variety of learners and learning styles at Key Stage 4</p>
3e	Additional support for learning that is available to pupils with SEND	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>The school offers many interventions for SEND students to support with a range of difficulties.</p> <p>Provision is matched to a student's individual needs and parents are routinely informed when support is made available to young people.</p> <p>Additional support is allocated to students who are likely to benefit and, when an intervention is likely to require a student to miss lessons, every effort is made to ensure that there is minimal disruption to their normal learning opportunities.</p>

<p>3f</p>	<p>Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum</p>	<p>What social and extra-curricular activities are available for students with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>All of the numerous social and extra-curricular activities are available to students with SEND and a number of SEND student regularly represent the school in sporting and artistic endeavours.</p> <p>SEND students are encouraged to participate in school trips.</p> <p>Information regarding clubs and activities will be communicated to parents via the school website, the school newsletter and via direct communication in some cases.</p> <p>In addition to the regularly available activities, there is also a club specifically for students with SEND which runs at break times and lunchtimes every day.</p>
<p>3g</p>	<p>Support that is available for improving the emotional and social development of pupils with SEND</p>	<p>What support will there be for my child's overall well-being?</p>	<p>As well as a strong pastoral programme, we offer specific interventions such as ELSA for students who may need it.</p> <p>There is also a School Counsellor available to students who need to access this service.</p>
<p>4.</p>	<p>In relation to mainstream schools, the name and contact details of the SEN Co-ordinator</p>	<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p>	<p>If you wish to know more about SEND at Prospect or believe your child may have a special educational need or disability, then contact the SENCo in the</p>

		What should I do if I think my child may have a special educational need or disability?	first instance.
5.	Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured	What training have the teachers and other staff who support children and young people with SEND had?	<p>Prospect runs a rigorous Continuous Development Programme for staff which routinely includes training on aspects of SEND</p> <p>All new staff are given SEND training as part of their induction.</p>
6.	Information about how equipment and facilities to support children with SEND will be secured	What happens if my child needs specialist equipment or other facilities?	<p>The school consults with advisory services such as the Sensory Consortium to ensure best practice.</p> <p>Equipment and reasonable adjustments will be made available for students when it is appropriate to do so.</p>
7.	The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	<p>How will I be involved in discussions about and planning for my child's education?</p> <p>How will you help me to support my child's learning?</p>	<p>Communication with parents is an important part of meeting the needs of any child and more so of students with SEND. Parents are actively encouraged to meet with teachers, tutors, Heads of Year and the SENCo throughout the year and can make an appointment to meet with an appropriate member of staff whenever the need arises.</p>
8.	The arrangements for	How will my child be involved in his/her own	Student voice is at the centre of all provision

	consulting young people with SEN about, and involving them in their education	learning and decisions made about his/her education?	made for SEND students and every child has the opportunity to discuss additional support.
9.	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.	Who can I contact for further information? Who can I contact if I am not happy about the SEN provision made for my child?	In the first instance, please contact the school SENCo.
10.	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 families of such pupils	Who else provides services in school for children with SEN or disabilities? How can my family get support from these services?	The school liaises with a number of services, including: <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Therapist • Primary Mental Health Worker • Sensory Consortium • CAMHS
11.	The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.	Who should I contact to find out about other support for parents and families of children with SEN or disabilities?	The SENCo can provide you with a range of contact details for support services. Alternatively, the Local Authority provide information on services through the Local Offer:

			www.reading.gov.uk/fis
12.	The school's arrangements for supporting pupils with SEND in transferring between phases of education	How will you help my child make a successful move into the next class or secondary school or other move or transition?	<p>We liaise with all of our feeder primary schools prior to students joining the school. We operate a robust transition programme for all students, including transition days, summer school and an induction programme for all new year 7 students in the first week of Term 1.</p> <p>Extra transition visits are also arranged for SEND students and additional transition visits are available to anyone who requires them.</p>
13.	Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)	Where can I find out about other services that might be available for our family and my child?	<p>Information on a range of services can be found via Reading's Local Offer at the website below:</p> <p>www.reading.gov.uk/fis</p>
14.	Arrangements for assessing and reviewing children and young people's progress towards	What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?	Review meetings are scheduled regularly, in line with the SEND Code of Practice, and there are regular parents' evenings and reports issued as part

	outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review	How often will these reviews happen?	of the school's normal reporting cycle. Parents are welcome to contact the school with any queries at any point during the academic year.

15	Who can I contact for further information?	Please contact the SENCo – Mr J Birk – in the first instance
	What is the complaints procedure?	The complaints procedure is available on request or through the school website, although we would encourage you to contact the SENCo in the first instance.

Our external partners are
Educational Psychologist
Speech & Language Therapist
Social Care
Sensory Consortium
Primary Mental Health
CAMHS

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?	<p>In the last year we have recruited and trained a number of Learning Mentors to deliver Catch-Up Literacy and Catch-Up Numeracy, which are 121 intervention underpinned by rigorous research.</p> <p>We have also appointed a several Learning Mentors who are able to support with a range of behavioural and emotional wellbeing interventions.</p> <p>In addition to this, Prospect is able to offer counselling to students.</p>
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<p>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?</p>	<p>The Local offer: Information about the support and services offered by Reading Borough Council can be found at:</p> <p>www.reading.gov.uk/fis</p> <p>The school has an SEN policy and SEN Information Report which can be found on the school website</p> <p>http://www.prospect.reading.sch.uk/</p>
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