

## Local Offer Submission 2016-7

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**School Name:** Oxford Road Community School

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**Head teacher:** Mrs Claire Hurst

**Acting SENCo:**

**Name:** Mrs Claire Hurst

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

**Date of latest Accessibility Plan:** 2015/6

**Date completed:** 18.7.16

**By whom:**

**Name:** Mrs J Painter

**Role:** SENCO



	<b>Question</b>	<b>Response (choose 'best-fit' statement from Self Audit Grid)</b>	<b>Examples of good practice in our setting (bullet point key examples)</b>
1	<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>	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.	<ul style="list-style-type: none"> <li>• Regular assessment and tracking.</li> <li>• Advice from professionals is sought.</li> <li>• Support given to children in the classroom.</li> <li>• Approachable SENCO, Headteacher and Deputy Headteacher.</li> </ul>
2	<b>How will setting / school support my child/young person?</b>	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	<ul style="list-style-type: none"> <li>• Provision tailored to the needs of the child – we can support both academic and emotional needs.</li> <li>• Pupil Progress meetings</li> </ul>
3	<b>How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?</b>	Lessons are made accessible to all.	<ul style="list-style-type: none"> <li>• Differentiation, for example, happens through a tailored, personalised reading programme and specifically grouped Literacy, Maths and Phonics lessons for all pupils: inc. SEN pupils</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>	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 meetings (and through other means) we clearly share what can be done by families at home to support	<ul style="list-style-type: none"> <li>• Regular parents evenings and in-depth meetings with class teachers and SENCO where appropriate. (including SENCO open door policy).</li> <li>• Stay and Play mornings for Nursery and Reception Classes.</li> <li>• Sharing Assemblies for parents in every Year</li> </ul>

		<p>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 Curriculum Booklet, Newsletter and/or website. We host a number of evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. We believe in supporting the development of parenting skills and as such we sign post parents to charities, workshops and organisations in parents' home language that will support them and offer appropriate information and help.</p>	<p>Group.</p> <ul style="list-style-type: none"> <li>• Termly Curriculum Booklet</li> <li>• Newsletters.</li> <li>• Learning Stories produced 3 times a year for each child, parents and children to share and build on</li> <li>• In-house interventions.</li> <li>• Written reports sent home once a year.</li> <li>• IEP reviewed termly.</li> <li>• Annual and Bi-annual reviews of pupils with Special Educational Needs or Disability (SEND) who have an Education and Health Care Plan. (EHCP).</li> </ul>
5	<p><b>What support will there be for my child's/young person's overall well-being and to help them develop their independence?</b></p>	<p>All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and in 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 by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absences.</p>	<ul style="list-style-type: none"> <li>• Behaviour policy with a consistent approach across the school.</li> <li>• Training for teaching assistants and lunchtime support staff.</li> <li>• BLP-Building Learning Power- embedded in our curriculum and whole school ethos.</li> <li>• Attendance taken seriously.</li> <li>• Pupil voice is Encouraged through School Council and other forums. e.g Class discussions, debates and surveys carried</li> </ul>

			<p>out by and for the children.</p> <ul style="list-style-type: none"> <li>• Year 6 Monitors.</li> <li>• We have three trained (Emotional Literacy Support Assistant)</li> <li>• ELSA Teachers.</li> <li>• Play Leaders from Yr 5 in playground.</li> </ul>
6	<p><b>What specialist services and expertise are available at or can be accessed by the setting/school?</b></p>	<p>Our staff received 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 safeguarding 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"> <li>• Teaching staff are regularly trained and all have QTS (Qualified Teacher Status).</li> <li>• Good relationships with professionals including the educational psychologist, speech and language therapist, occupational therapist, massage therapist and outreach from specialist providers.</li> </ul>
7	<p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<p>Our Special Needs Coordinator (SENCo) has completed the mandatory National SENCo Award and is a very experienced qualified teacher. We build special educational needs into our strategic training programme.</p>	<ul style="list-style-type: none"> <li>• SENCO completed accreditation in September 2014.</li> <li>• SEN specific training for staff e.g. Sensory Circuits, Autism training, Makaton training, and Hand Massage. Nurture training. Nurture room set up May 2016</li> <li>• School Development Plan (SDP) focuses on the attainment and achievement of all children.</li> <li>• 3 members of staff are ELSA trained.</li> <li>• 11 members of staff massage trained.</li> <li>• 2 members of staff are 'Nurture Group' trained.</li> <li>• All staff trained in</li> </ul>

			'Achievement for All', initiative.
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"> <li>To enable inclusion, parents may be involved in school trips, off-site school concerts, sports competitions and off-site training opportunities for pupils where applicable.</li> <li>Regular opportunities to go on school trips. with individual risk assessments for physical and behavioural needs to enable all children to be included.</li> </ul>
9	<b>How accessible is the setting/school environment?</b>	Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.	<ul style="list-style-type: none"> <li>Translators can be made available at meetings for parents.</li> <li>Bilingual and Multi-lingual support staff and teaching staff.</li> <li>Polish volunteers from the local community.</li> <li>Links with 'Mother Tongue' organisation.</li> <li>Alafia to support ethnic minority families with special needs children</li> <li>Family Worker to start Sept 2016</li> </ul>
10	<b>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?</b>	We have a robust Induction programme in place for welcoming new learners to our setting. Our Provision Management systems records what aspects of our environment help child/young people learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings children/young people move onto.	<ul style="list-style-type: none"> <li>Outreach support for transition utilised.</li> <li>Transition is robust and will include extra provision for vulnerable children.</li> <li>SENCO's from secondary schools are invited to annual reviews prior to transition.</li> </ul>
11	<b>How are the setting's /</b>	Budgets are closely	<ul style="list-style-type: none"> <li>Budgets aligned to our</li> </ul>

	<b>school's resources allocated and matched to children's/young people's special educational needs?</b>	monitored and aligned to the school improvement plan of the school.	SDP (school development plan). <ul style="list-style-type: none"> <li>• Provision, including resources, is regularly reviewed.</li> </ul>
<b>12</b>	<b>How is the decision made about what type and how much support my child/young person will receive?</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.	<ul style="list-style-type: none"> <li>• Pupils learning and progress is monitored every 6 weeks. Pupil Progress meetings are held with the Head Teacher, Deputy Head Teacher, the SENCo and the Class Teacher to track each pupils progress and to discuss interventions ( if needed) to overcome any barriers to learning in order for each pupil to make to make accelerated progress. This is regularly reviewed and interventions are delivered by qualified teaching staff.</li> </ul>
<b>13</b>	<b>How are parents involved in the setting /school? How can I be involved?</b>	We regularly involve parents and families in discussions about their child/young person's learning. We welcome feedback.	<ul style="list-style-type: none"> <li>• In addition to the existing school/home contract, the school offers access to a parents event team, 'PET' which is our Parents Association.</li> <li>• Regular surveys to elicit parent voice.</li> <li>• Regular learning tours and free workshops.</li> <li>• Parents open mornings</li> <li>• Parent readers</li> <li>• Parent helpers on school trips and in school topic work.</li> <li>• 'Seeing is believing' tours for parents to see the school in action.</li> </ul>
<b>14</b>	<b>What arrangements does the setting/school have in place for signposting me to external agencies such as voluntary</b>	Our staff are well informed and therefore able to help parents seek external help.	<ul style="list-style-type: none"> <li>• SENCO available for appointments to signpost parents to appropriate agency or community group.</li> <li>• EAL Teacher available</li> </ul>

	<b>organisations?</b>		<p>to signpost 'new to English' parents.</p> <ul style="list-style-type: none"> <li>• Information is always passed on to parents, including that from external agencies.</li> <li>• Variety of up-to-date leaflets and community events information available in the reception area of the school.</li> </ul>
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<b>15</b>	<b>Who can I contact for further information?</b>	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.
	<b>What is the complaints procedure?</b>	Direct contact with the school's Senior Management Team, further complaints can be directed to the Chair of Governors.

<b>Our external partners are</b>	
<b>Educational Psychologist</b>	<b>Speech &amp; Language Therapist</b>
<b>Behaviour Ambassador</b>	<b>Family Workers</b>
<b>Sensory Consortium</b>	<b>Massage Therapist</b>
<b>School Nurse</b>	<b>Bi lingual Teachers and volunteers and interpreters.</b>
<b>Sensory Consortium</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.)

<p><b>Is there any additional provision you have developed during the year?</b></p>	<p><b>We have developed a successful on-site breakfast club and an after school club.</b></p> <p><b>A Family Worker has been appointed to start in September 2016</b></p>
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