



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

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Please submit your responses to [localoffer@reading.gov.uk](mailto:localoffer@reading.gov.uk)

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:** The Avenue School Special Needs Academy

**Address:** Conwy Close, Tilehurst, Reading RG30 4BZ

**Telephone:** 0118 937 5554

**Email:** [admin@avenue.reading.sch.uk](mailto:admin@avenue.reading.sch.uk)

**Website:** [www.avenue.reading.sch.uk](http://www.avenue.reading.sch.uk)

**Ofsted link:**

**Head teacher:** Mr. Symon Cooke

**SENCo:** Mrs Maarit Eben

**Contact:** [ebenm@avenue.reading.sch.uk](mailto:ebenm@avenue.reading.sch.uk)

**Date of latest Accessibility Plan:** n/a

**Date completed:** June 2018

**By whom:** Symon Cooke

**Name:** Symon Cooke  
**Role:** Head teacher



**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.**

**\*School to provide a general statement about what the school provides in box below**

**General Statement -**

The Avenue School pledges to deliver a relevant, tailored and meaningful curriculum through an attitude of PACE: Playfulness, Acceptance, Curiosity and Empathy. The overall aim of our provision is to maximise independence and to prepare our young people for life into adulthood. Education at The Avenue is built around discovery and uncovering how best pupils learn. Each pupil will receive an individualised programme of learning opportunities, realising their potential and developing positive healthy lives.

Regulations		School Response	
1	<b>The kinds of special educational needs for which provision is made at the school</b>	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<ul style="list-style-type: none"> <li>• All pupils have an EHCP.</li> <li>• Needs include SLD, PMLD, ASD, epilepsy and medical needs</li> </ul>
2	<b>Information related to mainstream schools about the school’s policies for the identification and assessment of pupils with SEND</b>	<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>	<ul style="list-style-type: none"> <li>• All pupils have an EHCP. Reviewed annually - parents attend and are encouraged to play a full and equal role.</li> </ul>
3.	<b>Information about the school’s policies for making provision for pupils with SEND</b>	<p>Where can I find information about the school SEN Policy?</p>	<ul style="list-style-type: none"> <li>• Policies can be accessed via the school website.</li> </ul>

	<b>whether or not pupils have EHC plans</b>		
<b>3a.</b>	<b>How the school evaluates the effectiveness of its provision for such schools</b>	<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 with SEND, such as independence and well-being?</p>	<ul style="list-style-type: none"> <li>• Each pupil has an Annual Review of their EHCP/Statement</li> <li>• Targets via Personal Goals (IEP) are reviewed 3x per year with parents at parent's evenings</li> <li>• Assessment process focused on the development of the whole child - Social and Emotional Development, Physical Development, Communication and Life Skills/Academic Learning</li> <li>• 3x per year progress review meetings to review all outcomes between Assistant Head of learning pathway and class teacher. Shared with parents at parent's evenings.</li> </ul>
<b>3b.</b>	<b>The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</b>	<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>	<ul style="list-style-type: none"> <li>• Daily informal communication inc. Home School Diary</li> <li>• Annual Review of EHC and teacher report against annual personal goals</li> <li>• 3 x parents evenings</li> <li>• Short term and long term goals set in conjunction with</li> </ul>

			<p>parents</p> <ul style="list-style-type: none"> <li>• Full time Family Outreach Support worker available to support as required</li> <li>• Annual reviews - all appropriate professionals invited to write report and attend.</li> </ul>
<b>3c</b>	<b>The school's approach to teaching pupils with SEND</b>	<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>	<ul style="list-style-type: none"> <li>• High pupil staff ratio</li> <li>• Specialist equipment and facilities</li> <li>• Individualised programmes inc. those set by specialists, eg. SALT, OT, physio</li> <li>• Each pupil (post Early Years) is on the most appropriate learning pathway - Academic and Work Experience, Life Skills or Nurture and Engagement.</li> <li>• Staff make themselves available to discuss progress, etc. - formally and informally</li> <li>• Full time Family Outreach Support worker available to discuss issues and visit the family home (with class teacher if required).</li> </ul>
<b>3d</b>	<b>How the school adapts the curriculum and learning</b>	<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or</p>	<ul style="list-style-type: none"> <li>• Clear curriculum pathways but individualised approaches and</li> </ul>

	<p><b>environment for pupils with SEND</b></p>	<p>disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>methods as required</p> <ul style="list-style-type: none"> <li>• School buildings fully accessible inc. aerial hoists and specialist equipment as appropriate</li> <li>• Where appropriate , classrooms arranged according to TEACCH principles and other learning spaces consistent, but progressive, throughout the school</li> <li>• Specialist spaces to promote the development of the whole child, eg. hydrotherapy pool, sensory garden, etc.</li> </ul>
<p><b>3e</b></p>	<p><b>Additional support for learning that is available to pupils with SEND</b></p>	<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>	<ul style="list-style-type: none"> <li>• Each pathway has relevant/ appropriate staffing to support pupil's needs</li> <li>• Resources allocated following individual specialist assessments</li> <li>• Part time specialists available on site for advice, etc. - SALT, OT, physio</li> <li>• EHCP/Statement outlines support required. Reviewed annually, inc. professionals and parents</li> <li>• Therapeutic interventions available as appropriate</li> </ul>

			<ul style="list-style-type: none"> <li>• Communication tools, ie. PECS, Makaton, objects of reference</li> <li>• Decision about how much support is required is determined by the complexity of the individual needs and subsequent banding request to the local authority, recorded in EHCPs</li> </ul>
<b>3f</b>	<b>Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum</b>	<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>	<ul style="list-style-type: none"> <li>• Strong community focus to the learning. Opportunities to extend and generalise skills</li> <li>• Regularly attend events inc. Shakespeare Schools Festival, sports events, etc.</li> <li>• Consistent focus on social inclusion</li> <li>• Residential opportunities, inc. Ufton Court offered</li> <li>• A range of after school clubs</li> <li>• Potential social inclusion opportunities discussed at Annual Reviews and in parent/school communication. Opportunities offered as appropriate to individual/classes</li> <li>• Enrichment weeks and special weeks/days throughout the year</li> <li>• Full time Family</li> </ul>

			Outreach Support worker available to support as required
3g	<b>Support that is available for improving the emotional and social development of pupils with SEND</b>	What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> <li>Well being is a strong focus through all we offer, including therapeutic interventions - Ariel yoga, rebound therapy, horse riding, hydrotherapy, etc.</li> <li>Deputy Head with responsibilities for Well being</li> <li>Personal goals set for each pupil against social and emotional progression ladder</li> <li>Full time qualified well being coordinator in place offering group and individual sessions</li> <li>Fully trained Theraplay coordinator, offering individual sessions</li> <li>Integral element of assessment process focuses on the development of the whole child inc. Social and Emotional development</li> </ul>
4.	<b>In relation to mainstream schools, the name and contact details of the SEN Co-ordinator</b>	<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p> <p>What should I do if I think my child may have a</p>	<ul style="list-style-type: none"> <li>n/a</li> </ul>

		special educational need or disability?	
5.	<b>Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured</b>	What training have the teachers and other staff who support children and young people with SEND had?	<ul style="list-style-type: none"> <li>• TEACCH</li> <li>• PECS</li> <li>• Autism Awareness</li> <li>• Safeguarding</li> <li>• Attachment Theory</li> <li>• Specific medical training</li> <li>• Curriculum</li> <li>• PMLD awareness</li> <li>• Behaviour</li> <li>• First Aid</li> <li>• Therapeutic Horticulture</li> <li>• PACE</li> </ul>
6.	<b>Information about how equipment and facilities to support children with SEND will be secured</b>	What happens if my child needs specialist equipment or other facilities?	<ul style="list-style-type: none"> <li>• Specialist assessments will highlight the specific equipment required. School then implements.</li> <li>• Specialist teaching space, eg. hydrotherapy pool, will be prioritised and timetable for the most appropriate needs.</li> </ul>
7.	<b>The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</b>	<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>	<ul style="list-style-type: none"> <li>• Parents are encouraged to play a full role in Annual Reviews, meetings with specialists, Parents Evenings, medicals, communication via the home school diary, etc.</li> <li>• Parents are supported by staff, including home visits, to implement programmes into the family home</li> </ul>



			<ul style="list-style-type: none"> <li>• Full time Family Outreach Support worker available</li> </ul>
8.	<p><b>The arrangements for consulting young people with SEN about, and involving them in their education</b></p>	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<ul style="list-style-type: none"> <li>• Where appropriate pupils are encouraged to complete a review form prior to their Annual Review, and attend if appropriate</li> <li>• Active school council, with each class represented</li> <li>• Throughout the day pupils are involved in their own target setting and reviewing these at the end of sessions</li> <li>• Total communication approach, ie, PECS, Makaton, symbols/visuals</li> </ul>
9.	<p><b>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.</b></p>	<p>Who can I contact for further information?</p> <p>Who can I contact if I am not happy about the SEN provision made for my child?</p>	<ul style="list-style-type: none"> <li>• Policies available via school website. Paper copies available if specifically requested.</li> <li>• In the first case the class teacher or a member of the class team</li> <li>• If this is not appropriate or the response unsatisfactory then a senior member of staff will deal with the concern.</li> <li>• The Chair of Governors would be contactable as a</li> </ul>

			last resort
10.	<b>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</b>	<p>Who else provides services in school for children with SEN or disabilities?</p> <p>How can my family get support from these services?</p>	<ul style="list-style-type: none"> <li>• SALT, OT, physio and school nurse available on site.</li> <li>• School paediatrician</li> <li>• Service level agreement with Educational Psychologist service</li> <li>• Continuing Care for specific individuals</li> <li>• Mindfulness sessions offered</li> <li>• Communication via the school initially</li> <li>•</li> </ul>
11.	<b>The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.</b>	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<ul style="list-style-type: none"> <li>• Full time Family Outreach Support worker available - Kelly Boahene</li> </ul>
12.	<b>The school's arrangements for supporting pupils with SEND in transferring between phases of education</b>	<p>How will you help my child make a successful move into the next class or secondary school or other move or transition?</p>	<ul style="list-style-type: none"> <li>• Transition meetings (information sharing) for parents with appropriate professionals</li> <li>• Home visits with class teacher, specialist staff and family support worker offered</li> <li>• Transition visits for the pupil and individualised resources to support transition</li> <li>• Where possible, member of staff to transition with the pupil for continuity of approach</li> </ul>

13.	Information on where the LA's SEN Information Report / Local Offer is published <b>ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)</b>	Where can I find out about other services that might be available for our family and my child?	<ul style="list-style-type: none"> <li>• Reading Borough Council</li> <li>• Reading Borough Council SEN team</li> <li>• Family Information Service</li> <li>• School staff</li> <li>• IASS (Parent Partnership) - Information, Advice, Support Service</li> </ul>
14.	Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review	<p>What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?</p> <p>How often will these reviews happen?</p>	<ul style="list-style-type: none"> <li>• Annual Review of EHCP/Statement</li> <li>• 3 X Parents Evenings</li> <li>• Informal daily communication with school staff and specialists</li> <li>• Home school diary</li> </ul>

15	Who can I contact for further information?	Mr. Symon Cooke
	What is the complaints procedure?	Complaints Procedure available via the school website or through contacting the school

<b>Our external partners are</b>	
<b>Educational Psychologist</b>	Jacqui Price
<b>Speech &amp; Language Therapist</b>	Joe Spackman Katherine Crowshaw
<b>Social Care</b>	Individually allocated
<b>OT</b>	Rowena Galvez

<b>Physiotherapist</b>	Sophie Simm

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>	<b>Horse riding Theraplay Mindfulness Drawing therapy Counsellor - allocated to individuals (Sept 18)</b>
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<b>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?</b>	<b>Please add the links</b>
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