


Emmer Green Primary School

Community - Primary School

Emmer Green Primary School has published their Local Offer providing information on Special Educational Needs and Disabilities (SEND)

This setting has signed up to offer Tax Free Childcare.

Who to contact

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Contact Position	Head Teacher
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Scan to visit this website	

Where to go

Address	Grove Road Emmer Green Reading Berkshire
Postcode	RG4 8LN

Availability

Age Ranges	4-11
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Childcare Information

Ofsted Information

Ofsted Report:	See the Latest Ofsted Inspection Report (http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109794)
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Local Offer

Contact Name	Inclusion leads Mrs Heather Bhagalee, Mrs Jennifer Wells & Mrs Katie Hughes
Contact Telephone	0118 9375464
Contact Email	inclusion@emmergreen.reading.sch.uk (mailto:inclusion@emmergreen.reading.sch.uk).
Links	Emmer Green Primary School (https://www.emmergreenprimary.com/), SEND Policies (https://www.emmergreenprimary.com/key-school-information/send/), Accessibility Plan (https://www.emmergreenprimary.com/statutory-school-information/send/).
Local Offer Age Bands	Primary (4-10 years)
SEN Provision Type	Universal
Local Offer Updated	16/10/2023

Schools Extended Local Offer Response

Description

Emmer Green Primary is a mainstream primary school, located North of Reading. We take up to 60 children in each year group, from Foundation to Year 6, with up to 420 children in total.

At Emmer Green Primary School the children, staff, parents and governors all work together to make it the success that it is. We pride ourselves on 'team work' and the ability to listen to each other and seek ways to improve ourselves and enjoy what we do.

This is a school where children are given exciting and creative opportunities to develop a love of learning. The children are encouraged to be involved in the shaping of the school through participation in groups and councils that help run and make decisions about key areas of daily school life.

Our mission is to provide a happy, united school where all reach their potential in a supportive, respectful and stimulating environment.

1: The kinds of special educational needs for which provision is made at the school

1.1: Do you have children with SEND in your school?

Our current SEN profile shows that 8.4% of our children are on our SEN Support register; 80% of these children have needs in more than one of the areas below. Other children's special educational needs are met within Wave 1 Provision (Quality First Teaching including differentiation and adjustments).

1.2: What kinds of SEND do those children have?

Children's special educational needs are generally categorised into the following four broad areas of need (Reference: SEN Policy *October 2023*):

1. Communication and interaction

- This includes children with delays in their speech and/ or language development, and children with an autistic spectrum condition or social communication difficulties.
- 37% of children currently on SEN Support are identified as having SEN within the category of communication and interaction as their primary need.

1. Cognition and learning

- This includes children with specific learning difficulties (such as dyslexia, dyscalculia or dyspraxia), moderate learning difficulties, severe learning difficulties and Attention Deficit Hyperactivity Disorder (ADHD).
- 46% of children currently on SEN Support are identified as having SEN within the category of cognition and learning as their primary need.

1. Social, emotional and mental health

- This includes children with anxiety, depression, attachment disorder and other social and emotional difficulties which can manifest themselves in withdrawn, disruptive or challenging behaviour.
- 11% of children currently on SEN Support are identified as having SEN within the category of social, emotional and mental health as their primary need.

1. Sensory, physical and/or medical needs

- This includes children with physical disabilities, sensory impairment (such as a visual impairment or hearing impairment) and sensory processing difficulties.
- 6% of children currently on SEN Support are identified as having SEN within the category of sensory and/or physical needs as their primary need.

2: Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND

2.1: How do you know if a pupil has SEN?

In any of the following circumstances, we would explore the possibility of a child having special educational needs, in collaboration between the class teacher, parents and Inclusion Managers:

- Concerns are raised by parents, external agencies, teachers, the child's previous school/nursery or the child themselves.
- There appears to be a barrier to the child's learning that is preventing them from achieving their academic potential, including gaps in knowledge and/ or skills.
- Whole school tracking of attainment outcomes indicates the child is not making progress at the expected rate or is working significantly below the level of their peers.
- A child's behaviour indicates they have an unmet need.
- Something is preventing a child from enjoying their time in school and/ or they demonstrate a high level of stress or anxiety during the school day.

2.2: How will I know if my child is receiving SEN support?

Your child's class teacher will meet with you to discuss your child's strengths and difficulties, and the strategies already in place to support them. A SEN Support Plan will be written and shared with you, and you will be invited to book a SEN Support Meeting towards the end of each long term. An updated copy of the SEN Support Plan will be shared with you following each meeting.

3: Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans

3.1: Where can I find information about the school SEN Policy?

Our SEN Policy can be found on the 'Inclusion' page of our school website: <https://www.emmergreenprimary.com/statutory-school-information/send/> (<https://www.emmergreenprimary.com/statutory-school-information/send/>).

A copy can also be obtained from the school office.

3a: How the school evaluates the effectiveness of its provision for such schools

3a.1: How do you make sure that the SEN provision is helping pupils make better progress?

Class teachers, alongside their Team Leaders, monitor the progress of all the children in their class. This may be through formal assessment data but, depending on the type of SEN, may also include observations from staff and parents. All provision is evaluated for impact and progress made, and adjustments are implemented where the progress is not sufficient.

3a.2: How do you check other outcomes for children with SEND, such as independence and well-being?

We monitor the holistic development of our children with SEND, in line with their particular needs, including their independence and wellbeing.

3b: The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

3b.1: How do you check and review the progress made by pupils with SEN?

SEN Support meetings involving the class teacher and parents, and sometimes an Inclusion Manager, are held at least 3 times per year. The purpose of these is to review the child's progress, evaluate the impact of the additional support that has been provided and then agree on new short-term targets to work towards and any changes to the provision that are needed. A combination of formal and informal assessment, and observational data, is used to measure the progress made.

3b.2: How will I find out about the progress my child is making?

We have an open-door policy, in addition to two parents' evenings per year and a written report to parents at the end of the year, for all children. If appropriate, we can arrange regular contact between home and school. Parents can request meetings with the Inclusion Managers to discuss their concerns at any point during the year, and the Inclusion Managers are also available for parents' evening appointments.

In addition, children on SEN Support are invited to join their child's class teacher for a SEN Support meeting at least three times per year, where the child's individual targets and provision are reviewed.

3b.3: How will I be involved in those reviews? Who else will be there?

We request that all parents of children on SEN Support attend their SEN Support meetings so that they can share their views and be fully informed about their child's progress and provision. The Inclusion Managers will sometimes attend SEN Support meetings, and they review all the SEN Support Plans after each round of meetings. Occasionally, other professionals may be invited to attend review meetings.

3c: The school's approach to teaching pupils with SEND



3c.1: How do your teachers help pupils with learning difficulties or disabilities to learn?

If a learner is identified as having special educational needs (SEN), we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. This support is set out in the child's SEN Support Plan, and in the school's provision maps.

Underpinning all our provision in school is the graduated approach cycle of: assess-plan-do-review. All provision is planned and tracked with the outcomes and impact reviewed regularly. Interventions are time-limited with clear entry and exit criteria, to ensure progress is being made.

Additional support may take the form of: catch-up interventions; the use of particular equipment, resources or strategies; support during particular lessons or at specific times of the day; personalised reward systems; modifications to the curriculum; emotional literacy support; and/ or access arrangements for assessments. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. Intervention groups may be run by a teacher or a trained teaching assistant, or by an external practitioner where this is appropriate and has been agreed with parents.

3c.2: How can I find out more about what my child is learning at the moment?

There is information on our school website about what children in each year group are learning about each term (<https://www.emmergreenprimary.com/statutory-school-information/curriculum-intent/curriculum-overviews/> (<https://www.emmergreenprimary.com/statutory-school-information/curriculum-intent/curriculum-overviews/>)) and there is a more general overview of key English and Maths information for each year group to help parents in supporting their child's learning at home (<https://www.emmergreenprimary.com/parent-information/supporting-learning-at-home/> (<https://www.emmergreenprimary.com/parent-information/supporting-learning-at-home/>)).

Letters are sent home about specific themes or changes, e.g. a topic-themed day or a new scheme of work.

Parents can also liaise with their child's class teacher to find out about the curriculum being covered and how they can support their child at home.

3d: How the school adapts the curriculum and learning environment for pupils with SEND



3d.1: How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?

We value and respect diversity in our school and every reasonable adjustment possible is made to ensure the needs of children, parents and staff are met. The majority of classrooms are on one level, and the modular buildings have access via ramps. Classes can be moved from the upstairs part of the school, to enable access for children with mobility difficulties. We have a disabled parking spot within our staff car park, for parent use. Our Accessibility Plan describes the actions we have taken to increase access to the environment, the curriculum and to printed information and is available to read on our school website.

3d.2: How will the curriculum be matched to my child's needs?

Differentiation and reasonable adjustments, such as special equipment or adaptations to tasks, are used in every classroom. School staff may seek advice from external professionals, e.g. a speech and language therapist, if appropriate.

3e: Additional support for learning that is available to pupils with SEND

3e.1: Is there additional support available to help pupils with SEND with their learning?

Academic support may be through adaptation of activities, in-class support or intervention programmes (booster groups). Other needs, such as speech and language, emotional, physical or medical needs, may be supported through adaptation of activities, in-class support, intervention programmes (e.g. social skills groups) or implementation of therapist-set programmes.

3e.2: How are the school's resources allocated and matched to children's special educational needs?

Through discussion between the class teachers, Team Leaders, Inclusion Managers and parents.

3e.3: How will I know if my child is getting extra support?

For a child on SEN Support, details of any extra support will be discussed during SEN Support Meetings. Children not on SEN Support may also receive some extra support to help them catch up in a specific area. This will be communicated to parents by the class teacher, or by the member of staff who is delivering the intervention (e.g. Emotional Literacy Support Assistant).

3e.4: How is the decision made about how much/what support my child will receive?

Children's progress from entry through to year 6 is tracked using a variety of methods, including termly assessments. Pupil Progress meetings are used to decide on the best provision, in consultation with parents and other practitioners. Support is regularly reviewed and interventions are delivered according to need.

3f: Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum

3f.1: What social and extra-curricular activities are available for students with SEND?

All children are encouraged to participate in the extra-curricular clubs that take place on school premises. We take part in sports events and competitions with other local schools, and children with SEND may be selected for these events or offered the chance to participate in a specific SEND event when these are available. Information about other local clubs and activities is shared with parents when requested by the providers.

3f.2: How can my child and I find out about these activities?

Details about clubs and events are shared with parents via email/ letters.

3f.3: How will my child be included in activities outside the classroom, including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities; additional support or equipment is used where needed to achieve this. We ensure we have sufficient staff expertise so that no child with SEND is excluded from any school provided activity. Parents are consulted in planning for trips or outside activities, where there are concerns about safety or access.

3g: Support that is available for improving the emotional and social development of pupils with SEND

3g.1: What support will there be for my child's overall well-being?

We follow the Therapeutic Thinking approach with all our children, and all our staff are trained in this annually so that we can consistently offer a high standard of pastoral care. The Therapeutic Thinking approach is embedded in our Behaviour Policy, and more information about it can be found here: <https://www.emmergreenprimary.com/parent-information/therapeutic-thinking/> (<https://www.emmergreenprimary.com/parent-information/therapeutic-thinking/>).

Relevant staff are trained to support medical needs and we have a medical policy in place.

We regularly monitor attendance and aim to support parents with increasing attendance and prompt arrival where improvement is needed.

Parents' first point of contact is their child's class teacher, who has overall responsibility for the pastoral care of every child in their class. Our teachers work alongside other practitioners, such as Health or Social Care, where appropriate. We have two ELSAs (Emotional Literacy Support Assistants) who can provide additional individual or small-group support for children's emotional or social needs, under the direction of the Inclusion Managers. One of our ELSAs also provides family support for parents who want support or advice about their child's behaviour and wellbeing at home. Pupil voice is encouraged through the school council and other forums. Children in years 5 and 6 are offered extra responsibilities, such as being a buddy for a child in Foundation, or being a library assistant.

4: In relation to mainstream schools, the name and contact details of the SEN Co-ordinator



4.1: Who should I contact if I want to find out more about how the school supports students with SEND?

We have three part-time Inclusion Managers, who have complementary roles to cover the needs and processes required across the school.

- Mrs Jennifer Wells has responsibility for children in Reception and Key Stage 1
- Mrs Katie Hughes has responsibility for children in Key Stage 2
- Heather Bhagalee has responsibility for SEN administration including Education, Health and Care Plans

They can all be contacted on: inclusion@emmergreen.reading.sch.uk (<mailto:inclusion@emmergreen.reading.sch.uk>)

4.2: What should I do if I think my child may have a special educational need or disability?

Speak to your child's class teacher about your concerns. They will discuss your concerns with the Inclusion Managers, and may suggest you meet with the relevant Inclusion Manager too. They may also make some notes about your concerns, and ask you to complete screening questionnaires or try different strategies at home. An Inclusion Manager may observe your child in class or carry out screening assessments to gather more information about your child's strengths and weaknesses and to identify any areas they may need support.

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



5.1: What training have the teachers and other staff who support children and young people with SEND had?

Our Inclusion Managers are all experienced, qualified teachers. Our staff receive regular training and all our teachers hold Qualified Teacher Status (QTS).

Staff training on a range of SEN themes is delivered through INSET sessions and staff meetings, and specific training is organised for staff working with children with particular needs. Some examples of the training staff have engaged with includes: Zones of Regulation, Therapeutic Thinking, speech and language training on a range of themes, managing challenging behaviour, dyslexia, autism and scaffolding.

The Inclusion Managers cascade information and/ or training to staff as relevant, both to develop Wave 1 provision (Quality First Teaching) and to improve outcomes for children with specific needs. The training needs of the staff, including teaching assistants, are reviewed as part of the continuing professional development (CPD) process in school.

6: Information about how equipment and facilities to support children with SEND will be secured



6.1: What happens if my child needs specialist equipment or other facilities?

Where necessary we seek advice from specialist professionals, which may include the provision of specialist equipment.

7: The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child ^

7.1: How will I be involved in discussions about and planning for my child's education?

We recognise that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. We aim to take a collaborative approach with parents when setting priorities and targets for their SEN Support Plan.

7.2: How will you help me to support my child's learning?

We offer curriculum information evenings for parents, to help families understand what learning is expected and how they can best support their child, and we send curriculum plans home. Your child's teacher can offer advice on how to support learning at home. The school is also able to refer families to external sources of support, including Early Help services run by Brighter Futures for Children.

8: The arrangements for consulting young people with SEN about, and involving them in their education ^

8.1: How will my child be involved in his/her own learning and decisions made about his/her education?

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At Emmer Green Primary School, we encourage pupils to participate in their learning and share their wishes and feelings with families and staff. It is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils may take part in review meetings, depending on their level of maturity, and contribute to the evaluation of their successes and needs.

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 ^

9.1: Who can I contact for further information?

We follow Reading LA's complaints procedure. A copy of the complaints policy can be obtained from the school office and is also published on our website.

9.2: Who can I contact if I am not happy about the SEN provision made for my child?

Please speak to your child's class teacher in the first instance. The Inclusion Managers are also available to discuss any concerns you have about the SEN provision made for your child.

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 ^

10.1: Who else provides services in school for children with SEN or disabilities?

We work with the following external partners:

- Child and Adolescent Mental Health Service (CAMHS)
- Cranbury College Outreach Service (CCOS) – sometimes called Therapeutic Behaviour Support
- Early Help, including One Reading Partnership, Primary Mental Health Workers (PMHW) and Family Workers (FW)
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- School Nurse
- Sensory Consortium Service (for children with a vision or hearing impairment)
- Speech and Language Therapist

10.2: How can my family get support from these services?

Information about these services can be obtained from the Reading Services Guide or via the school's Inclusion Managers. Information on Occupational Therapy, Physiotherapy, Speech and Language Therapy and CAMHS can be found here: <https://cypf.berkshirehealthcare.nhs.uk/our-services/> (<https://cypf.berkshirehealthcare.nhs.uk/our-services/>).

Referrals to most of the services above can be made by our Inclusion Managers; please speak to your child's class teacher or arrange to meet with an Inclusion Manager to find out more.

11: The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32

11.1: Who should I contact to find out about other support for parents and families of children with SEN or disabilities?

Reading Information, Advice and Support Service for SEND (SEND IASS) offers free confidential and impartial advice and support to parents and carers who have children (up to the age of 25) with SEND in Reading. <https://www.readingiass.org/> (<https://www.readingiass.org/>).

Our Inclusion Managers will support families to access services, including through the Local Offer (also known as Reading Services Guide). Information about specific services is passed on to parents as appropriate.

12: The school's arrangements for supporting pupils with SEND in transferring between phases of education

12.1: How will you help my child make a successful move into the next class or secondary school or other move or transition?

- Parents are invited to attend a tour of the school before applying for a place for their child.
- The Inclusion Managers or head teacher will meet with parents to discuss their child's SEN, if requested.
- Transfer booklets (photo social stories) are offered to all new starters in Foundation, and to older children where appropriate.
- Foundation staff offer a Teams call to all new parents before their child's start date; for children with SEN they also visit the child in their current setting.
- Parents of children starting in Foundation are offered an information evening, with the opportunity to meet and talk to the head teacher, Inclusion Managers and Foundation staff.
- All children are invited to visit their new class before their start date; children with SEN may be offered additional visits.
- Extra transition arrangements can be made for children in year 6, to prepare them for the move to secondary school.
- The Inclusion Managers can arrange for parents of children in year 6 to meet staff at the receiving secondary school, if requested.
- All relevant paperwork is passed on to a child's new school when they leave, and their needs are discussed with the receiving school's SENCO, where appropriate.

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

13.1: Where can I find out about other services that might be available for our family and my child?

- Reading Services Guide
- Reading Information, Advice and Support Service for SEND (<https://www.readingiass.org/>) (<https://www.readingiass.org/>)
- Children, Young People and Families Services (<https://cypf.berkshirehealthcare.nhs.uk/our-services/>) (<https://cypf.berkshirehealthcare.nhs.uk/our-services/>)
- Brighter Futures for Children (<https://brighterfuturesforchildren.org/>) (<https://brighterfuturesforchildren.org/>)

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

14.1: What opportunities will we as parents and our child have to review our

Progress in children with identified special educational needs will be closely monitored against their individual SEN Support Plans, which are reviewed at least three times a year. At these reviews, teachers and parents together celebrate successes, review the interventions and

child's progress towards the agreed outcomes?

provision in place for impact and agree new targets.

14.2: How often will these reviews happen?

SEN Support meetings happen at the end of each long term, approximately every 10-12 weeks, but teachers will assess and renew targets earlier when necessary.

Parents can arrange informal meetings with their child's class teacher or an Inclusion Manager throughout the year to discuss progress or concerns.

15: Who can I contact for further information?



In the first instance, parents are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's Inclusion Managers.

16: What is the complaints procedure?



We follow Reading LA's complaints procedure. A copy of the complaints policy can be obtained from the school office and is also published on our website.

17: Our external partners are



- Child and Adolescent Mental Health Service (CAMHS)
- Cranbury College Outreach Service (CCOS) – sometimes called Therapeutic Behaviour Support
- Early Help, including One Reading Partnership, Primary Mental Health Workers (PMHW) and Family Workers (FW)
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- School Nurse
- Sensory Consortium Service (for children with a vision or hearing impairment)
- Speech and Language Therapist

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



- All of our teaching and non-teaching staff have had Therapeutic Thinking training to develop their understanding of the approach. This training was a refresher for many staff and built on the training which has occurred in school in previous years.
- Teaching staff have had refresher training on the Zones of Regulation.
- We have further developed our 'Therapeutic Small Garden' (Nature Area) to make it more accessible during the winter months and increase the time it is available for certain children by an additional lunchtime each week.
- Our ELSAs completed Heart to Heart Practitioner training last year and have started running groups in school.
- Some members of our Inclusion Team completed Stormbreak Surge training last year and this will be rolled out to all teaching staff over the course of this year.
- Our specialist Speech and Language TA attended specialist training by the Speech and Language Therapy Service to develop her expertise in delivering targeted support through group work to children with speech and language needs.
- We accessed Mental Health Surgeries with a Primary Mental Health Worker and an Educational Psychologist, to discuss mental health-related concerns about specific children and receive professional advice on strategies and managing challenging behaviour.

19: Link to the schools websites SEND information or policy page.



Emmer Green Primary School's Inclusion page: <https://www.emmergreenprimary.com/statutory-school-information/send/>

Ratings

Sign in ([sign_in.page?return=service.page%3Fid%3Dsd2qjoM3LNM](#)) to rate this service

Disclaimer

This information has been collected from third party providers therefore the Reading Services Guide, Reading Borough Council (RBC) and Brighter Futures for Children (BFfC) cannot accept responsibility for the accuracy of this information and recommends that parents, carers, young people, residents and professionals check with providers regarding DBS (Disclosure & Barring Service) and OFSTED registrations and CQC registrations. Information collected by Reading Service Guide; is used solely to implement and supply the Family Information Service (FIS), Special Educational Needs & Disabilities - Reading's Local Offer, Adults & Carers Support Group and Reading Youth.

Last updated: 02/11/2023