

9th September 2022

Thames Valley School
Newsletter



National
Autistic
Society



Thames
Valley
School



Class of the week:

All classes share
the award this
week, they have
all been amazing!



A Message from the Deputy Principal

Welcome back to the new school year! You may be wondering where Miss Makoka is – she is taking time off for personal reasons, and will be back with us in the next few weeks. In the meantime, she has entrusted the school to me, which is very flattering. We have had a fantastic start to the term, and it has felt incredibly settled and productive this week. I am very proud of all of the hard work and commitment from the teaching and support staff team, everyone has pulled together to make the magic happen. The site team have worked tirelessly over the summer to make the school sparkle, with new room layouts, redecoration, and a deep clean to ensure that the young people in our care have the best learning environment. And finally the students have come back recharged, ready to learn, full of energy and stories, and all just a little bit taller, a little bit more grown up, and a little bit closer to their next stage in their life journey.

I want to welcome all of our new pupils – we hope that you have had all the support you need to settle in, you are very welcome and already part of the TVS family. You will notice a story about Thomas the Tank Engine in the newsletter. One of our pupils, Elliott, has been making headlines this week, we are very proud of him and excited to see more of the character that he is the voice actor for. Well done Elliott!

We are all excited about the year ahead. If you have any comments or compliments, please get in touch. We welcome additions to the newsletter, and are building a group of supportive parents in the Friends of TVS. More information is inside. In the meantime, enjoy having your houses back after the summer, we are very happy to have your children back with us.

Mr Calvert, Deputy Principal

This week's assembly was about International Literacy Day

What Is Literacy?

Literacy is a human right. Being able to read and write is a powerful tool for any human being.

It allows us to learn about many things.

It means that we can make decisions about our health, our work and our lives.

It allows us to develop the world that we live in.



Are There People Who Can't Read and Write?

Today, at least 781 million young people and adults across the world are **illiterate**

Illiterate means that you can't read or write.



About two-thirds of them are female

This means 781,000,000 people don't have basic reading and writing skills to help them every day.

It is believed that there are

2 billion

people globally who struggle to read a sentence.

This has a lasting impact on their lives, job opportunities, self-esteem and wellbeing.



—The COVID-19 Pandemic and Literacy—

The COVID-19 crisis disrupted the learning of children, young people and adults. It also highlighted how some have better access to literacy learning opportunities than others.



The World Literacy Foundation reported that the pandemic had the following impact on literacy and education:

- Schools were closed down in more than 190 countries due to lockdowns;
- The education of 1.27 billion children and youths was disrupted;
- 63 million primary and secondary educators were affected in more than 165 countries.



twinkl.com

—The COVID-19 Pandemic and Literacy—

As well as children, many adults with no or low literacy skills were also affected by the pandemic. This was because adult education programmes and literacy initiatives were stopped.

The quick switch to digital learning created even more problems; some people did not have access to the technology or could not use what they had and people in some countries didn't even have access to electricity!



This digital divide was seen on a large scale across the world. It was also evident in individual classrooms, with some students having daily access to Wi-Fi and tablets, computers or laptops while other students from the same class had little or no access.

twinkl.com

— Celebrating International Literacy Day —

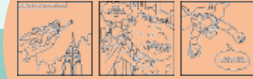
How can we celebrate and show others the importance of International Literacy Day?



Write a book about why reading and writing is so important to you.



Design a poster to promote how wonderful reading and writing is.



Create your very own superhero or supervillain – write their first comic strip.

twinkl.com

— International Literacy Day —

Have a fantastic International Literacy Day!



Some of the suggested activities require digital technologies and some don't. Others can be modified to use digital technologies.

Thinking of this year's theme, take the time to celebrate International Literacy Day and teach each other how to narrow the digital divide, starting in your classroom!

Can you think of any more amazing ideas for International Literacy Day?

Whatever you do, remember it's all about reading, writing and communicating to make our world a better place!

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Speech and Language Department

What is Speech and Language Therapy?

Speech and Language Therapy addresses the needs of those who have difficulty communicating with others, caused by a wide range of difficulties. A Speech and Language Therapist will help with a child or young persons: speech sound system, use of vocabulary, sentence structure, understanding of language, friendship skills, perspective-taking and self-advocacy skills.

Why is Speech and Language important?

Speech and Language needs underlie all aspects of learning, including reading and reading comprehension, written work, spelling, generation and sequencing of ideas, key vocabulary, social communication and interaction, working memory, thinking skills and emotional wellbeing.

Lauren Neale is the Speech and Language therapist at Thames Valley School. She is a qualified therapist, registered with the Health and Care Professionals Council and works with The Owl Therapy Centre.

All pupils attending Thames Valley School have access to a universal therapy service where the Speech and Language Therapist:

- Works alongside classroom staff to obtain a clearer picture of each pupil's skills and any impact this is having on their learning and social interactions;
- Support staff by showing how they can work on developing a pupil's skills across all school activities;
- Provide training to school staff;
- Is available on-site 3 days per week to answer questions and give advice.
- Provides input into the weekly newsletter distributed to parents and carers to support speech, language and communication skills development. This half-term's weekly newsletter input will focus on supporting your pupil with **friendship-making skills and will be found in this section of the newsletter.**
- Provides weekly form-time activities to all tutor groups to support pupils' language and communication needs.

Pupils requiring more specific and individualised support from the Speech and Language Therapist can access this when needed or as indicated on the pupil's Education and Health Care Plan (EHCP).

Keyworker information

At Thames Valley School, all pupils are allocated a keyworker who is their main advocate in school and main point of contact with families. The role of keyworker is fundamental to ensuring our pupils receive the education they are entitled to, ensuring they have access to the best possible developmental opportunities so that they learn more and do more, preparing themselves for life after school. The keyworker can be any member of the staff team who is in a good position to build relationships with the child and family.

Your child's keyworker will aim to:

- build and maintain a trusting relationship
- provide a positive role model
- act as their advocate
- ensure each child's education and support is influenced by what they and our parents tell us.

They will contact you within the next week to begin your journey together!



Say hello to Thomas the Tank Engine's first autistic character - Bruno the Brake Car!

Bruno is voiced by nine-year-old actor Elliott Garcia from Reading, who is also autistic.

The new character will start appearing in episodes of the latest 'Thomas & Friends: All Engines Go!' series from later this month.

He'll be joining the iconic characters Percy - the saddle tank engine, Gordon - the big blue tender engine and of course, the legendary Thomas himself.



Bruno's voice actor Elliot said he felt "really excited and happy" about the new character.

Mattel, the US toy company behind the children's TV show, said it had carefully developed Bruno's character to ensure they represented autism accurately.

The company says that Bruno rolls in reverse at the end of the train "giving him a unique perspective on the world" and that Bruno loves schedules, routine, timetables and "when everything goes to plan".

Bruno also lets other characters know when he is overwhelmed, worried or excited by "flapping his ladders" and has a lantern to let people know about his emotions and feelings.

He sometimes wears ear defenders when there is a loud noise too.

Mattel worked with other organisations including National Autistic Society UK (NAS UK) and autistic writers and companies to help develop Bruno.

The US company have made other changes in recent years to ensure the series represented more types of people, including introducing more female and ethnically diverse train characters, such as Nia from Kenya, Ashima from India and China's Yong Bao.

It said that even though Bruno is autistic, it's important to remember that he may not act in the same way as everyone with autism.

"While Bruno thoughtfully reflects the traits and characteristics of some autistic people, one animated character could never fully represent the real-life experience of every autistic person," the company said.

(from the BBC News website)

IMPORTANT

We are always updating the student/pupil records, so please contact the office on office@thamesvalley.reading.sch.uk or tinaralph@thamesvalley.reading.sch.uk to advise of any food allergies or intolerances, or changes to circumstances.

Water Bottles

Water Bottles

As the weather becomes warmer, please remember to provide your child with a water bottle.

To ensure these are used for their intended purpose, please support us by providing a **plastic** water bottle. This can be refilled throughout the day by staff.



Friends of TVS

MAIN MESSAGE:

This is a new group and a new way for parents to be involved. We can only do it if you help us by joining in, however you can.

FoTVS is a way for parents to help the School by:

- Supporting new parents
- Helping School Fundraise
- Promote opportunities for social activities

At the moment we are helping with:

- Online Family Quizzes
- New parent buddy system
- TVS BBQ & Sports Days
- Parent WhatsApp Groups
- FoTVS Facebook closed group <https://www.facebook.com/groups/friendsoftvs/>
 - Pre-loved school uniform sales
 - Fundraise for the new TVS sensory garden

If you want to find out more, join in or help us, please email us friendsoftvs@gmail.com

(Deputy) Principal's Awards!

HERE ARE THE AWARDS FROM THE WEEK BEGINNING 5 September:

McGuinness: George for being safe and following instructions.

Applegate: Aaron for improved attendance.

Packham: Callum and Rory, for doing an amazing job at settling into the class.

Hopkins: Luca for trying really hard in all his lessons and having an amazing first week.

Tajiri: Ellis, for communicating their needs well and building a positive rapport with their learning mentors.

Hegerty: Kian for successfully completing the full week in school.

Thunberg: Matthew for excellent engagement in lessons.

Wiltshire: Thomas for a smooth transition into Wiltshire class.

De Blois: Daniel for the mature way that he accepted the changes to the way that rewards structured for the group.

Smale: Alex for transitioning in to Smale class really well.

Principal's Shield: We have decided that ALL classes are awarded this week as all classes have settled and managed the return to school brilliantly!

Staff member of the week: Miss Johnston – for planning all of the first day back activities, and supporting across the school with advice and guidance for teachers, support staff and students. Thank you!

Our Designated Safeguarding Team



Safeguarding Team at Thames Valley School



Miss R Archer
Designated Safeguarding
Lead



Safeguarding Lead

Mrs G Buley
QOL and SENCO



Deputy Safeguarding Officer

Mr S Calvert
Deputy Principal



Deputy Safeguarding Officer

Ms J Southby
Governor



Safeguarding Governor

Everyone has the right to feel safe at ALL times.

Children's Social Care – For reporting concerns **READING** Single point of access – Tel: 0118 937 3641

Email: Childrensinglepoinofaccess@reading.gcsx.gov.uk

To report and incident to the **LADO** – Local Authority Designated Officer – Tel 0118 937 2685

Email: LADO@brighterfuturesforchildren.org





Grooming is when someone befriends and builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. They can do this both offline and online, with technology and the internet being commonly used to initiate and facilitate contact with a child. Gaining victims' trust is a key part of engaging them in sexually explicit behaviour. The groomer, who can either be a stranger or someone a child already knows, tends to use tactics such as engaging in small talk or exchanging personal information with the child about hobbies and relationships, using flattery and gifts to build a rapport or even making threats and intimidation to gain control. This can take place over varying periods of time – from a few days to several years.



What parents need to know about **ONLINE GROOMING**

NUMBERS OF GROOMING OFFENCES ARE SOARING

In April 2017, a new government law came into force in England and Wales to allow police to charge adults who send sexual messages to children through mobile phones and social media. In the first year since the law change, there were 3,000 police-recorded offences of sexual communication with a child – a figure 50 per cent higher than experts expected in the first year.

ALL CHILDREN ARE AT RISK

According to a 2018 NSPCC report, a quarter of young people have experienced an adult who they don't know in real life trying to contact them online. One in four said they had been sent messages, images, videos or other content that made them feel sad, worried or uncomfortable. One in 10 girls and one in 20 boys under the age of 13 said they had received unwanted sexual messages.



CHILDREN ARE VULNERABLE TARGETS

Groomers use psychological tricks and methods to try and isolate children from their families and friends and will often choose to target more vulnerable children who may be easier to manipulate. In order to seek potential victims, predators are likely to use apps and websites that are popular with children and young people. Groomers can use a 'scattergun' approach to find victims, contacting hundreds online to increase their chance of success.

LIVE STREAMING CONCERNS

Predators may use live video to target children in real-time using tricks, dares or built-in gifts to manipulate them. Grooming often takes the form of a game where children receive 'likes' or even money for performing sexual acts. Social media channels, such as YouTube, Facebook, Instagram and Snapchat, all have live streaming capabilities, but there are many apps which children can use to live stream, including Omegle, Live.me, BIGO Live, YouNow and many more.



GROOMING CAN HAPPEN RAPIDLY

Grooming is generally a slow, methodical and intentional process of manipulating a person to a point where they can be victimised. However, according to researchers at the University of Swansea, online grooming can also be very rapid, with analysis of chat logs revealing that it can take just 18 minutes for some predators to arrange to meet their victim. The fastest predators used sophisticated, persuasive, language-based strategies to rapidly build trust, including the use of small talk and praise which quickly escalated into requests for sexual messages.

ANYONE CAN GROOM YOUR CHILD

Many people expect groomers to be adults posing as children, but this is not always the case. Data from University of Swansea reveals that groomers' use of identity deception (around age, location and appearance) is fairly low. This can be because they approach many children, limiting their ability to lie. The worry is that honesty can be more damaging to the victim since they are more likely to feel as if they are in a real relationship.



National Online Safety

Top Tips for Parents



IT'S GOOD TO TALK

It's unlikely that you can stop your child using the internet, nor can you constantly monitor their online activities, but you can talk to your child on a regular basis about what they do online. By talking openly with them about online relationships, they can quickly ascertain the kind of behaviour which is appropriate or inappropriate. Ask them whether they have any online friends or if they play online games with people they haven't met. This could then open up conversations about the subject of grooming.



CHECK PRIVACY SETTINGS

In order to give your child a safer online gaming experience, it is important to check privacy settings or parental controls on the networks, devices, apps, and websites they may use. If you use location-sharing apps to check where your child is, remember that these could always be used by strangers to follow your child without their knowledge. Ensure that you check options so that location information is never shared with anyone except those they have permission to share with.

DISCUSS SAFE ONLINE BEHAVIOUR

Make it clear to your child that they should not accept friend requests from people they don't know and to verify friend requests with people who they do know. They should never agree to chat privately with a stranger or someone they don't really know. Remind them that they should never divulge personal information, such as mobile phone numbers, addresses, passwords or name of their school.

DISCUSS HEALTHY RELATIONSHIPS

Talk to your child about what a healthy relationship looks like and how to detect someone who might not be who they claim to be. Explain that groomers will pay your child compliments and engage in conversations about personal information, such as hobbies and relationships. They may admire how well they play an online game or how they look in a photo. Groomers will also try and isolate a child from people close to them, such as parents and friends, in order to make their relationship feel special and unique.

BE SUPPORTIVE

Show your child that you will support them and make sure they understand they can come to you with any concerns they may have. They need to know they can talk to you if someone does something they are uncomfortable with, whether that is inappropriate comments, images, requests or sexual comments.

LOOK OUT FOR WARNING SIGNS

Child safety experts have identified key grooming patterns and advise parents to look out for:

- Secretive behaviour about what they are doing online.
- Internet or smartphone usage late at night.
- Going to unusual places to meet up with friends you have not heard of.
- They are clingy, have problems sleeping and eating or even bedwetting.
- A lack of interest in extra-curricular activities.
- Having new items, such as clothes or phones, which they can't explain.
- They seem withdrawn, anxious, depressed or aggressive.
- Having older boyfriends or girlfriends.

HOW TO REPORT

If you're worried that your child is being groomed online or sexually exploited, you can report your concerns to the Child Exploitation and Online Protection (CEOP) Safety Centre, which is part of the National Crime Agency at www.ceop.police.uk/safety-centre. Reports are read by a Child Protection Advisor who will make contact by phone or email to work with you to make a plan to keep your child safe. If you think a child is in immediate danger, call the Police on 999 or NSPCC on 0800 800 5000.



SOURCES: <https://www.nspcc.org.uk/globalassets/documents/research-reports/how-safe-children-2018-report.pdf>, <https://www.telegraph.co.uk/news/2018/06/17/police-reveal-3000-sex-grooming-crimes-against-children-young-people/>, <https://www.independent.co.uk/news/uk/crime/paedophiles-arrested-hundreds-police-warning-live-streaming-nca-online-dangers-uk-grooming-children-a8092851.html>, <https://www.nspcc.org.uk/what-we-do/news-opinion/facebook-tops-list-online-grooming>, <https://projects.swan.ac.uk/onlinegroomingcommunication/>

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This is not a definitive guide. Please always check with the app's support information to see if your security and privacy concerns are addressed.

www.nationalonlinesafety.com

School Calendar:

23rd September	Rescheduled Sports Day
20th October	Parents' Evening
21st October	End of term

Please note that there is an Open Day at Berkshire College of Agriculture (BCA) on Saturday 1st October.

This page is for you at home to send in notices that you think other families might find interesting or helpful. Email simoncalvert@thamesvalley.reading.sch.uk with your notice.

Parenting Programme

June 2022 – March 2023



An annual planner for **FREE** parenting sessions held in our various children's centres across Reading.

June start 2022

Whitley Children's Centre
AM
Mellow Bumps
Starting Tues 7 June
10-11.30am
6 weeks
PM
Dads-to-be evening class
2 hours, 2 weeks

July start 2022

Sun Street Children's Centre
AM
Mellow Bumps
2 hours, 6 weeks

Sept start 2022

Sun Street Children's Centre
AM
YMTB
9.30am – 1.30pm
Weds, 12 weeks
PM
Webster Stratton evening class
2 hours, 12 weeks
Ranikhet Children's Centre
Mellow Mums and Babies
All day, 14 weeks

October start 2022

Southcote Children's Centre
PM
Dads-to-be evening class
2 hours, 2 weeks

Jan start 2023

Sun Street Children's Centre
AM
YMTB
9.30am – 1.30pm
Weds, 12 weeks
Ranikhet Children's Centre
AM
Mellow Bumps
2 hours, 6 weeks
Whitley Children's Centre
AM
Webster Stratton
2 hours, 12 weeks

March start 2023

Southcote Children's Centre
Mellow Mums & Babies
All day, 14 weeks

Find out more!



For all sessions, please book your place.

Email: reading.childrencentres@brighterfuturesforchildren.org

more info overleaf

Follow us at
@BFCChild



More information on our FREE parenting sessions



YMTB Young Mums-To-Be: A 12-week antenatal course taught with a Poppy Team midwife to help pregnant young first time mums prepare for a new life as a parent. You will learn about having your baby and preparing for labour and birth. We explore the changes to you and your baby to understand antenatal development. We discuss the knowledge and understanding you need to care for your baby in the first 6 months and the support available. The course aims to help you develop skills around social interactions, managing emotional well-being and self-confidence.

Dads-To-Be: A 2-week evening session where expectant fathers can get practical advice from a midwife from the RBH and explore the emotional implications of having a new baby on both parents, as well as ways to support emotional well-being. It is a relaxed, friendly session and a great way to meet other expectant fathers.

Mellow Bumps: A 6-week antenatal group, especially relevant for families needing extra support eg. those working with a family worker, social worker, specialist midwifery team, perinatal mental health team or requiring extra support from health-visiting team. It is intended to decrease the stress levels of mums-to-be in pregnancy, to understand the importance of early interaction with babies for their brain development. The mums-to-be are also helped to identify their own needs and how to access support both in pregnancy and after the birth of their baby.

Mellow Mums & Babies: A 14-week, one day a week group for mums with babies aged 12 weeks to 1.5 years. Free creche on site where the babies will be cared for 2 hours in the morning and 2 hours in the afternoon. Between sessions there is a shared lunch and joint activity to help parents to enjoy interacting with their babies. Mums explore their own experiences to help them understand their care giving style. The programme is designed to improve attachment and develop strong parent-child relationships. Mellow Mums & Babies is a group based approach designed to support families who have additional health and social care needs.

Webster Stratton: A 12-week course, focusing on children aged 1-3yrs. Exploring simple but effective ways to enhance your child's emotional and social competence. You'll learn how to use play, language, positive discipline strategies and more to build a good relationship with your toddler. Free creche for under 5s to attend while their parent/carer attends the course.

Find us at:

Ranikhet	Southcote
Children's Centre	Children's Centre
Spey Road	85 Coronation Square
Reading	Reading
RG30 4ED	RG30 3QP
Whitley	Sun Street
Children's Centre	Children's Centre
330 Northumberland Ave	Sun Street
Reading	Reading
RG2 8DH	RG1 3JX

If you are working with a family that you think would benefit from one of the courses, email: sue.blackwood@brighterfuturesforchildren.org or sarah.ashton@brighterfuturesforchildren.org
A parenting referral will need to be completed through mosaic.

Follow us at
[@bfrcchild](https://www.facebook.com/bfrcchild)





Preparing for adulthood - how we can help

Transition from children's to adults' services can be a challenging and worrying time. What does the future hold and what are the opportunities going to be for the young person when they leave school?

With many plans and decisions to be made within the world of adulthood, controlled by different laws, processes and professionals, what are the young adult's needs and aspirations, and how can these be met? What college or course is right? Do we need health services or adult social care? What should that look like? How do we get those services? What about work? What do we do about money? How will benefits be affected? Do we need lasting power of attorney or deputyship? What about housing? It is a daunting list!

The Reading Mencap Family Support Service has a specialist 'Preparing for Adulthood' Family Adviser who is skilled and knowledgeable about all the issues a young person and their family will face over the next few years.

The Family Support team are longstanding experts in learning disability and autism – some are also experts by experience.

We also have our own in-house Legal Officer for those, hopefully, rare occasions where you need a bit more specialist help to get your young person the service they need.

Our 'Preparing for Adulthood' Family Adviser will help you identify needs, define aspirations and plan and take action to ensure they are met and achieved.

Things to consider...



Looking after the Finances

We can help you to decide what is the best way to support your young person with their finances, either by being their appointee, getting a Lasting Power of Attorney (LPA) or Deputyship for finance. Our in-house Legal Officer will help to guide you through all the steps you need to take to decide what is best for your young person.

Benefits

Benefits can be more complicated when someone becomes an adult and when there is a need to develop financial independence for the young adult. Our specialist Family Adviser will guide you through the system, including assistance to access specialist

benefits advice from our partner colleagues such as Communicare and Reading Community Welfare Rights, to help you make decisions, applications and to manage the requirements of benefits. If necessary, we can also support attendance at face-to-face benefit assessments, or appeals and tribunals.

Adult Social Care

Before the age of 18, a young adult may have an adult social care assessment under the Care Act 2014 if there appears to be a need for social care.

Our Preparing For Adulthood Family Advisor will give support to identify the young adult's needs and prepare for, and engage in, the assessment process. They will support you to achieve a good, sustainable care plan to meet

those assessed needs. This may include the Family Advisor helping you to make use of the Reading Directory, or to consider Direct Payments, or the use of a personal assistant and to advise about care providers along the way. The Family Advisor can also support the family or other unpaid carers to prepare for and access a carer's assessment. This may be as part of, or separate to, any Education, Health and Social Care Plan process.



Adult Social Care is not free

Unlike children's services, adult social care is not free and the local authority will assess the young adult's income, including their benefits, to decide how much they must pay towards their care. We will help you to manage this situation and to ensure you only pay what you need to. We will help you understand the financial assessment process and ensure you know your rights and the information and evidence that needs to be presented. This will include help to understand what Disability Related Expenses are and how to claim them.

Attending College and Training

When a young person leaves school they may have clear ideas about what they want to do in college or they may not. We can help them make a good decision about their education. We can help to ensure they get the college placement they want and need. But, if they don't want to attend college, we can put you in touch with the other organisations that can help with training and apprenticeships.



Life after College

Finding work or meaningful things to do for young adults who leave college but who do not gain employment can be a worry. We will help you to explore the different services in and around Reading which are there for young people to help them find employment or keep busy and stay healthy during the week, as well as making friends and having a good time.



Housing

Some young people may need to look for accommodation outside the family home. We can give support about housing and care choices and also help to access our partner voluntary sector colleagues who are experts in housing benefits.

Health

Young adults with learning disabilities may need a little more help to navigate adult health services and to manage health issues and stay healthy all year round. We can also help you understand how to obtain and attend

a free annual health check and about health screening services. We can advise you about health passports and making a plan for emergencies and about who will be there to help if the young adult or carer has to have a stay in hospital.

Leisure and socialising

Our family Advisor will help you to source age-appropriate leisure and social opportunities to meet individual needs of young adults. These opportunities are essential to the health and wellbeing of every young adult.



About Reading Mencap

Reading Mencap has been helping people with learning disabilities and their families in Reading for 60 years.

As well as our Family Support Service, we also run a range of services to provide a holistic response to the needs of those with learning disabilities and their family carers.

We run clubs in both weekday evenings and in the daytime, as well as two day-activity services for those who need a little more help.

You can also sign up for our quarterly newsletter which is packed with news and information as well as regular updates for important news you need to know.

Our Family Support Service has five Family Advisers, who offer an outreach case-working service of information, advice, and advocacy, whether in the family home, at our advice centre or at meetings, reviews or tribunals or wherever support is needed.

We work closely with the Reading IASS for



SEND service and the RBC Preparing for Adulthood Team and Communicare, as well as many other colleague voluntary sector organisations in Reading, to ensure our clients get the very best support available no matter what they need.

How to contact us

Reading Mencap, 21 Alexandra Road Reading, RG1 5PE

Office hours: 9:30am to 1:30pm Monday to Friday;
answering machine at other times

Call: 0118 966 2518

Email: familysupport-kate@readingmencap.org.uk

web: www.readingmencap.org.uk

Service commissioned by:



The local voice of learning disability

Reading Mencap is a registered charity No.1118287 and a company limited by guarantee No. 05976118.

It exists to inform, support and provide services for the families of children and adults with learning disabilities. We are affiliated to Royal Mencap, but remain an independent organisation, we receive no financial support from them.

Support for transitioning to adulthood



An information, advice, and advocacy service for young people with learning disabilities aged 16-25 and their families.

A new Reading Borough Council funded service to support young people and adults with Learning Disability and Autism and their families, who are aged 16-25 and preparing for adulthood. Our new full time Transitions Family Adviser will offer an independent, outreach, information, advice and support service to guide young people and their families through the complexities of becoming an adult, to manage the changes in social care, benefits, housing, health, education, employment and financial management.

Our vision for children and young people with learning disabilities and autism in Reading is the same as for all children and young people, that they achieve well in their early years, at school and in college and make a good transition to adulthood to lead contented and fulfilled lives.

For enquiries about this new service contact:
Tel: 0118 966 2518 (open Mon-Fri, 9.30am-1.30pm)
Email: familysupport-kate@readingmencap.org.uk

You can view the information flyers by clicking on this link [Reading Mencap - Preparing for Adulthood Service | Reading Services Guide \(openobjects.com\)](#)