

11<sup>th</sup> November 2022

Thames Valley School  
Newsletter



National  
Autistic  
Society



Thames  
Valley  
School



Class of the week:

**Hopkins for  
settled behaviour  
and support for  
each other. Well  
done!**



A Message from the Executive Principal

**Team Teach**

On Thursday 10<sup>th</sup> November 2022, all staff at Thames Valley School undertook training in Team Teach. We greatly thank you for your patience regarding this Inset Day change, and I strongly believe it will have a positive impact upon the school and pupils moving forward by ensuring our staff are suitably trained and have this shared consistent approach to supporting our pupils holistically. Just to offer more context and information: Team Teach is an accredited award-winning provider of positive behaviour management training. The training focuses on supporting positive behaviours, promoting a balanced approach towards reducing risk, restraint, and restriction. The physical intervention techniques have been medically risk assessed and undergone comprehensive reviews of the evolving legal framework to ensure that best practice and safeguarding is in place for all young people. The training is designed to reduce reliance upon restraint and restriction and 95% of the course emphasizes on de-escalation, caring practice, support planning and being proactive. At times we may need to hold a pupil, but this will always be in line with keeping the individual safe and those around them. This will always, reasonable, proportionate, and necessary as reflected within Use of Reasonable Force in Schools (DFE 2013)

The training focused on 6 key areas:

- Values – To focus on the best interest of the individuals concerned
- Historical context – How to evolve good practice
- Legal Framework – Having an approach towards safeguarding within a context of evolving good practice
- Behaviour Management – Developing effective communication and expanding positive behavioural supports to prevent the development of hazardous behaviour
- Physical Contact – comforting, reassuring, holding, and protecting people from hazardous behaviour
- Good Practice – Recording, reporting, reviewing, and restoring relationships

If you would like to discuss any of the practice mentioned above, please do not hesitate to contact us.

**Stacia Pettersen**  
Trust Executive Principal

This week's assembly was on Anti Bullying Week



**Anti-Bullying Week  
2022: Reach Out**

Bullying affects millions of lives and can leave us feeling hopeless. But if we challenge it, we can change it. And it starts by reaching out.

It doesn't stop with young people. From teachers to parents and influencers to politicians, we all have a part to play. Reach out to someone you trust if you need to talk. Reach out to someone if you know they're being bullied. Reach out by being the change you want to see.

It takes courage, but it can change lives.

So, this Anti -Bullying Week, let's come together and reach out to stop bullying.

# What is bullying?

'The **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological.

It can happen face-to-face or online.'

## The different roles involved in bullying



'Outsider/  
Bystander'



'Target'



'Ringleader'



'Reinforcer'



'Defender'



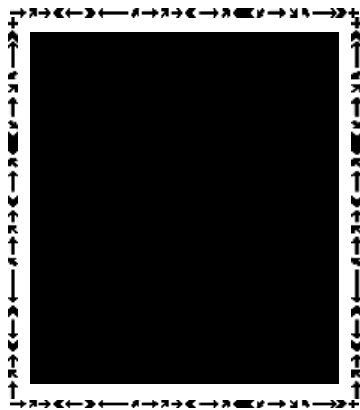
'Assistant'



How can our school community help students reach out?

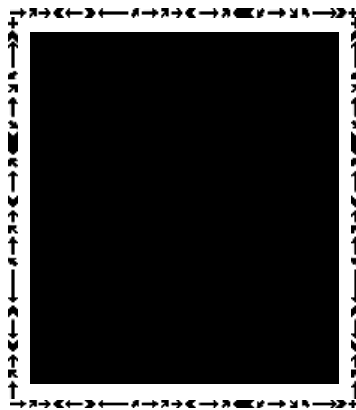
Group Discussion

## Who can help us in our school?



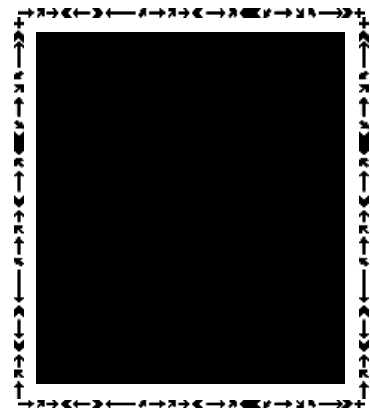
1

Staff Name here



2

Staff Name here



3

Staff Name here

# Principal's Awards!

HERE ARE THE AWARDS FROM THE WEEK BEGINNING 7<sup>th</sup> November:

McGuinness: Wilf for trying really hard to engage in all lessons.

Applegate: Aaron, for making lots of effort in lessons this week.

Packham: Joshua, for completing all his work during RE, even though he wasn't in green zone when starting the lesson.

Hopkins: Luca, for excellent engagement in all lessons.

Tajiri: Molly, for doing really well in all of her lessons this week.

Hegerty: David for Improved attitude towards using and accessing technology.

Thunberg: Jensen, for engaging in all the learning this week.

Wiltshire: Thomas, for regulating and managing his day when there was an unexpected change.

De Blois: Jaymian, for managing change really well this week.

Smale: Alex, for a greater effort in lessons this week.

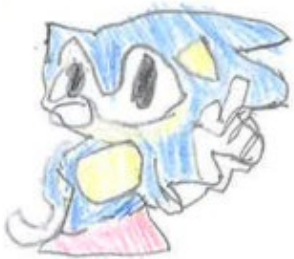
**Principal's Shield: Kian, for brilliant engagement and learning in all of his lessons this week. Well done!**

**Staff member of the week: Gemma Buley & Becca Archer**

# Sonic the Hedgehog drawings by Nicolas



SONIC CD 



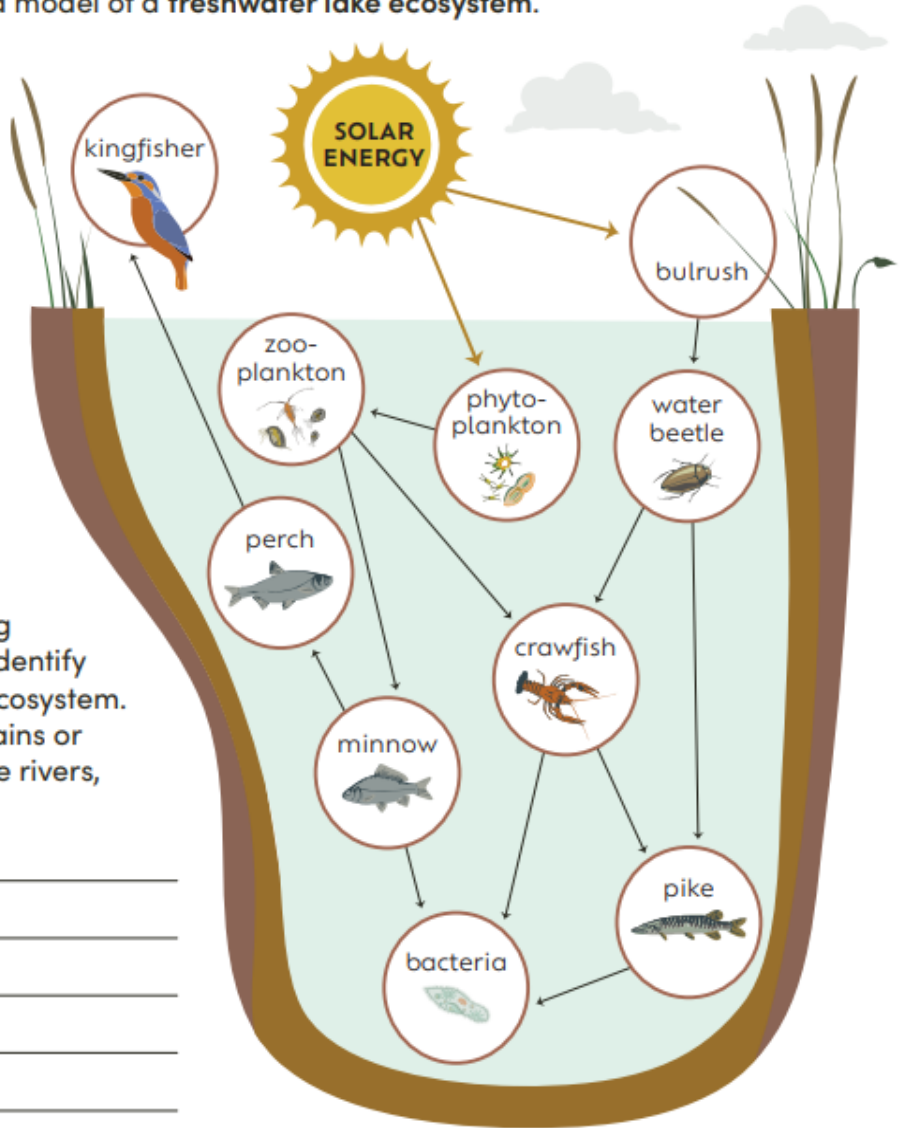
SONIC 3



# Research an Ecosystem

An **ecosystem** is made up of a community of organisms and the nonliving environment in which they interact. For example, here is a model of a **freshwater lake ecosystem**.

Pick an ecosystem to research, other than the one pictured here. You can use textbooks or online resources to help you answer the questions below about your ecosystem.



1. Ecosystem:

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2. Location of your ecosystem (state or country):

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3. **Abiotic factors** are the nonliving components of an ecosystem. Identify some nonliving things in your ecosystem. Consider landforms like mountains or valleys and sources of water like rivers, lakes, or oceans.

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4. **Biotic factors** are the living components of an ecosystem. **Food chains** are composed of biotic factors. They show how matter and energy can be transferred in an ecosystem. Identify two food chains in your ecosystem. Find a producer, a primary consumer, a secondary consumer, a tertiary consumer, and a decomposer for each food chain. Write these in the table below.

PRODUCER	PRIMARY CONSUMER	SECONDARY CONSUMER	TERTIARY CONSUMER	DECOMPOSER

# Research an Ecosystem

Keep going! Answer the questions below.



5. Create an **ecosystem model** in the space below. Include the following in your model:
- Sketch some **abiotic factors** identified on page 1 that are unique to your ecosystem.
  - Draw a **food web**. Food webs connect food chains to describe how matter and energy are transferred in an ecosystem. Using your food chains from page 1, sketch and label the producers, consumers, and decomposers. Use arrows to show the relationships between them.
  - Ecosystems need a constant source of **energy** to survive. Add that source of energy to your model. Draw arrows showing where energy from the source is captured by the ecosystem.

6. Choose one organism from your model above. Describe how that organism helps to cycle nutrients and energy through the ecosystem.



# Speech and Language Department

## Supporting your child to understand their strengths:

Gaining self-awareness can start in small ways, like recognising strengths. People often focus on what needs improvement. But they don't always consider what they do well. Helping your child to know their strengths develops their self-awareness and self-esteem.

Teaching children this also helps them to know how they can use their strengths to work on challenges.

## To identify your child's strengths, ask yourself the following questions:

- What activities or environments is my child repeatedly drawn to or eager to try?
- What new skills or activities does my child pick up quickly and easily?
- When is my child most enthusiastic and fulfilled? Which activities is s/he excited about doing again and again?
- When does my child become so engrossed in an activity that s/he loses all sense of time?

Knowing this enables us to recognise our children's strengths so that we are better placed to offer support and encouragement in areas that they truly need it, rather than concentrating only on the areas in which they show natural ability or talent.

When giving praise, focusing on their effort and perseverance helps your child to realise that they are in control of their own success. For example, instead of saying, “great job,” use specific praise that acknowledges their strengths such as, “I like the way you kept trying even when the problems were getting more difficult” OR instead of, “You’re so clever,” try, “those ideas you thought of are so unique. Where did you learn about that?” Praise focusing on your child’s effort and perseverance implies that their success is due to their strengths, effort, and the strategy they used.

# IMPORTANT

We are always updating the student/pupil records, so please contact the office on [office@thamesvalley.reading.sch.uk](mailto:office@thamesvalley.reading.sch.uk) or [tinaralph@thamesvalley.reading.sch.uk](mailto:tinaralph@thamesvalley.reading.sch.uk) to advise of any food allergies or intolerances, or changes to circumstances or any change to the address on record.

## **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](mailto:friendsoftvs@gmail.com)**

# Our Designated Safeguarding Teachers



## Safeguarding Team at Thames Valley School




**Miss R Archer**  
Designated Safeguarding Lead



Safeguarding Lead

**Mrs G Buley**  
QOL and SENCO



Deputy Safeguarding Officer

**S Pettersen**  
Trust Executive Principal



Deputy Safeguarding Officer

**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: [Childrensinglpointofaccess@reading.gcsx.gov.uk](mailto:Childrensinglpointofaccess@reading.gcsx.gov.uk)

To report and incident to the **LADO**– Local Authority Designated Officer – Tel 0118 937 2685  
Email: [LADO@brighterfuturesforchildren.org](mailto:LADO@brighterfuturesforchildren.org)



## Thames Valley School Contacts

Email Address	Area of Responsibility
<a href="mailto:StaciaPettersen@thamesvalley.reading.sch.uk">StaciaPettersen@thamesvalley.reading.sch.uk</a>	Trust Executive Principal
<a href="mailto:SimonCalvert@thamesvalley.reading.sch.uk">SimonCalvert@thamesvalley.reading.sch.uk</a>	Deputy Principal
<a href="mailto:gemmabuley@thamesvalley.reading.sch.uk">gemmabuley@thamesvalley.reading.sch.uk</a>	SENCo & Quality Of Life Manager
<a href="mailto:benrobinson@thamesvalley.reading.sch.uk">benrobinson@thamesvalley.reading.sch.uk</a>	Exams Officer
<a href="mailto:SLT@thamesvalley.reading.sch.uk">SLT@thamesvalley.reading.sch.uk</a>	Senior Leadership Team
<a href="mailto:safeguarding@thamesvalley.reading.sch.uk">safeguarding@thamesvalley.reading.sch.uk</a> <a href="mailto:beccaarcher@thamesvalley.reading.sch.uk">beccaarcher@thamesvalley.reading.sch.uk</a>	Safeguarding Concerns Becca Archer
<a href="mailto:christinajohnston@thamesvalley.reading.sch.uk">christinajohnston@thamesvalley.reading.sch.uk</a>	Assistant Psychologist, Wellbeing Lead and Hopkins Tutor
<a href="mailto:amankaur@thamesvalley.reading.sch.uk">amankaur@thamesvalley.reading.sch.uk</a>	Positive Behaviour Support Co-ordinator
<a href="mailto:Office@thamesvalley.reading.sch.uk">Office@thamesvalley.reading.sch.uk</a>	School Office / Reception
<a href="mailto:sharoneden@thamesvalley.reading.sch.uk">sharoneden@thamesvalley.reading.sch.uk</a>	Wiltshire Tutor, Computer Science, Computing & Media Studies
<a href="mailto:julianrichens@thamesvalley.reading.sch.uk">julianrichens@thamesvalley.reading.sch.uk</a>	Thunberg Tutor, Mathematics
<a href="mailto:michaelvillar@thamesvalley.reading.sch.uk">michaelvillar@thamesvalley.reading.sch.uk</a>	Hegerty Tutor, Science
<a href="mailto:jaimesilva@thamesvalley.reading.sch.uk">jaimesilva@thamesvalley.reading.sch.uk</a>	Applegate Teacher
<a href="mailto:ciaramallon@thamesvalley.reading.sch.uk">ciaramallon@thamesvalley.reading.sch.uk</a>	McGuinness Teacher
<a href="mailto:Anna-MarieYates@thamesvalley.reading.sch.uk">Anna-MarieYates@thamesvalley.reading.sch.uk</a>	De Blois Tutor, Catering, Expressive Arts
<a href="mailto:LauraPirkl@thamesvalley.reading.sch.uk">LauraPirkl@thamesvalley.reading.sch.uk</a>	Packham Tutor, Art, Deign & Technology
<a href="mailto:kushpatel@thamesvalley.reading.sch.uk">kushpatel@thamesvalley.reading.sch.uk</a>	Science, Mathematics

Please report any student absence to 0118 9424 750 (select option 1 to leave a message)



'Apps' are designed to run on certain devices and are written for a specific operating system, such as Apple iOS, Windows, or Android. The official store for the Apple iOS operating system is known as the 'App Store' and it's where you can browse and download more than 2 million apps and games to use on the iPad, iPhone, iPod Touch and other Apple devices. When your children are using the app store, you need to be aware of the risks...



# What parents need to know about The App Store

## IS YOUR CHILD 13+?

To download and buy apps from the App Store, your child will need an Apple ID. If they have used other Apple services, such as iCloud, they can sign into the App Store with the same Apple ID. If they are aged 13 and under, they cannot sign up for an Apple ID on their own, but an adult can create an Apple ID for a child.

## IN-APP PURCHASES

Apps are either free, paid-for or free with in-app purchases. In-app purchases are optional transactions that can unlock extra functionality, virtual goods or unique content. Unless you change the settings, once your child has entered a password to make an in-app purchase, they can make additional purchases for 15 minutes without re-entering a password. This makes it extremely easy for children to accidentally run up huge bills.



## LOOKALIKE APPS

Some developers release apps that copy the functionality, user interface and even product names and branding of popular apps. In an attempt to trick unsuspecting users to install them. By downloading an app from an unknown developer, your child could find their device compromised. Experts warn that through app permissions, hackers can potentially take photos using the camera and access media remotely, track your child's location, record any passwords they enter for other accounts, and send text messages from phones.

## INAPPROPRIATE APPS

Some apps and games have content that is unsuitable for younger children – even the most popular or innocuous looking apps may feature adult-themed content, violence or cruelty to other people or animals, unmoderated chat, pornographic or sexual content.

## THIRD-PARTY APP STORES

Because the official Apple App Store has a very stringent policy about what apps it approves, children may look elsewhere for apps and games they've heard about from friends. As well as the Apple App Store for iOS, there are hundreds of other third-party app stores, but the danger is they may not apply the same level of scrutiny toward the apps they allow to be listed. There's a higher chance of apps that infect devices with malicious codes or put user privacy at risk by extracting sensitive information.

# Top Tips for Parents



## CREATE YOUR CHILD'S ACCOUNT

You can create an Apple ID for a child under 13 and add them to your family group to keep an eye on their activity. Go to Settings > (your name) > Family Sharing > Add Family Member > Create a Child Account > Next. Enter your child's birthday and tap Next. Review the Parent Privacy Disclosure and tap Agree. With Family Sharing, you can add up to six family members to share App Store purchases, as well as iTunes and Apple Books.

## SWITCH ON 'ASK TO BUY'

If you have a child that is over 13 years of age and has their own Apple account, make sure that you only allow them to make purchases with gift cards. You can also activate the 'Ask to Buy' feature if you are using Family Sharing, so that whenever a family member who isn't an adult initiates a new purchase, a request goes to the account organiser. You can also limit what content your child can access on the devices they use.

## RESTRICT IN-APP PURCHASES

You can restrict your child's ability to make in-app purchases. On an iOS device, open Settings, tap General and then Restrictions. Tap 'Enable Restrictions'. You can put a limitation that requires a password every time there is a purchase made in the App Store or iTunes Store.

## BROWSE APPS BY AGE

To find apps and games that are right for your children, check the age ratings. On an iPhone or iPod Touch, this can be found in the Information section on an app's product page, and on an iPad or desktop, the age range is near the Buy button. On the Kids page, you can find apps for age ranges, including 5 and under, 6 to 8, and 9 to 11.

## AVOID OTHER APP STORES

Put a rule in place that your child can only use the official App Store to download apps and games. Explain why it is wise to only install applications from a trusted source to ensure their device is not affected by security issues or virus attacks.

## HOW TO KNOW AN APP IS SAFE TO INSTALL

Advise your child that just because they're downloading an app from an official store, it doesn't make it safe. Fake or copycat apps will often include misspelt words and poor grammar, so always read the app description, and double check the developer name and title for warning signs. Be wary of apps that come with a long list of permission requests. Check the app's reviews and ratings – one star, one-line reviews complaining that an app didn't work on a certain device, or that there was a billing issue, is not a good indication.

## SPOT FAKE REVIEWS

When checking the customer reviews within the app store, make sure they aren't vague and generic, or overly effusive, as some developers will try to manipulate their app's positions by posting fake ratings and reviews. Check the number of downloads the app claims to have – the higher the number, the more likely it is to be safe. Your child can also check on a company's website to see if the app is available on there.



A whole school community approach to online safety  
[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)  
Email us at [hello@nationalonlinesafety.com](mailto:hello@nationalonlinesafety.com) or call us on 0800 368 8061



# School Calendar

## Important dates to remember

21 <sup>st</sup> December	End of Term
2 <sup>nd</sup> January 2023	Bank Holiday
4 <sup>th</sup> January 2023	Inset day for Teachers
5 <sup>th</sup> January 2023	Pupil's Return to school

The school website has been updated. The address is as below:

[www.thamesvalleyschool.org.uk](http://www.thamesvalleyschool.org.uk)

please feel free to contact us to let us know if there are any issues or errors.

**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](mailto:simoncalvert@thamesvalley.reading.sch.uk) with your notice.**

**Please send in any school uniform that has been outgrown but is still in good condition. The Friends of TVS will be arranging a redistribution, and we don't have much stock at the moment, so always happy to accept more!**

**Ruth, Friends of TVS**

Reading  
Families'  
Forum



# Preparation for Adulthood for Young People with Additional Needs Information and Fun Day

***Sat 19th November 2:30 to 5 pm***

For parent carers and young people aged 12 plus.  
Find out what options and support are available  
when young people with additional needs leave  
school and college.

**Enjoy fun activities - temp tatoos, hair braiding and  
reptiles. Refreshments served by the school**

The Avenue School, Conwy Close, Tilehurst,  
RG30 4BZ



Wheel and Powerchair Accessible.  
Changing Place on site.  
With support from Reading Borough  
Council and Brighter Futures for  
Children.



# 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.childrenscentres@brighterfuturesforchildren.org](mailto:reading.childrenscentres@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 approached 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:

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

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

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



What do we do about money?

Do we need lasting power of attorney or adult social care?

What about housing?

## 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.

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### 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.

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### 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.

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### 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.



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### 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.

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### 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.

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### 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.

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### 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.



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## 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](mailto:familysupport-kate@readingmencap.org.uk)

web: [www.readingmencap.org.uk](http://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](mailto: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 \(openobjects.com\)](#)**