

**How does the school know if pupils need extra help and what should I do if I think my child/young person may have special educational needs?**

*The school will have:*

- Termly Pupil Progress Meetings which are held with class teacher, senior leadership team and SENCO.
- On-entry assessments e.g. baseline in reception, NFER assessments, revised internal SFET assessments (incl BIROMA)
- Summative half termly assessment e.g. writing samples, NFER assessments.
- Formative assessment recorded in class assessment folders.
- Information passed between settings e.g. nursery to school and Infant and Junior schools.
- Consistent marking and feedback identifies extra support
- Daily contact with TAs re: support needed
- Parents confident to speak with class teacher if they have concerns about their child
- Parents confident to meet with SENCO if they have additional concerns

**How will the school support my child?**

*The school will implement:*

- Quality first teaching
- TA support in classrooms where appropriate
- Intervention groups/ individual intervention which is monitored during each session
- Quality resources
- Personalised learning to match children's needs and interests
- Class teachers regularly liaising with SENCO to discuss additional support and interventions
- SEN Governor meets regularly with the SENCO to discuss provision and its impact and to keep up to date on procedures

**How will the curriculum be matched to my child's needs?**

*The school will implement a curriculum that:*

- Is engaging and interesting to hook children into their learning
- Is differentiated either by using questions, skilled staff to support needs, specific resources, or individualised tasks
- Is creative
- Welcomes school visitors to enrich the quality of the learning
- Will identify personalised targets which may necessitate an Individual Education Plan (IEP). The SENCO regularly monitors specific children and gives advice, feedback and support to teachers and TAs
- Uses the learning environment, planning and teaching styles to adapt to meet the needs of specific children

**How will I know how my child is doing and how will you help me to support my child's learning?**

*The SENCO will ensure that teachers have talked through identified concerns with parents so that the child's name can be recorded and kept as a SEND record (SEND register). In addition to this the school offer:*

- Termly parent/carer and child learning review meetings
- Friendly and accessible staff to discuss any concerns
- Teaching staff available after school or on the end of the phone
- IEPs created in consultation with parents
- Contact with external agencies which may receive a referral to enable school and parents/carers to access additional support.

**What support will there be for my child's overall well-being?**

*The school will offer:*

- Nurturing school environment
- Links to community
- Robust policies (anti-bullying, behaviour, medical, E-safety etc.)
- Links/support from outside agencies
- SENCO dedicated to our school only
- Meet and greet from a dedicated adult
- Training from the School Nurse to keep up to date with changing needs
- Whole school training e.g. bereavement, restorative approach to behaviour, ASD where appropriate
- A healthy /active lifestyle as part of the school's curriculum
- Targeted interventions such as ELSA (Emotional Literacy Support Assistant) programme
- Revised Relationship & Sex Education (RSE) curriculum

**What specialist services and expertise are available at or accessed by the school?**

*The school has access to:*

- Specialist Advice from agencies such as; Specialist teacher in Practice (STIPS), Speech and Language therapists, Mindworks Surrey, School Nurse, Ed Psych, Occupational Therapist etc.
- Outreach support such as; Freemantles
- Inclusion officer, previously known as Education Welfare Officer (EWO)
- First Aid trained staff
- Childline, NSPCC resources

**What training are the staff supporting children with SEND having or have had?**

*The school has:*

- A knowledgeable SENCO who is a qualified & experienced teacher and is currently completing the NASENCO Course.
- Staff who are ELKLAN and ELSA trained
- Staff who have attended network meetings.
- Twilight training on Colorful semantics and Black Level Questioning
- CPD – Sessions link to the School Development Plan & have included identified areas such as improving adaptive teaching, vocabulary, SEND processes, writing effective IEPs.
- Received on going advice and training from external agencies such as; Education Psychologist, Learning and Language, Speech and Language Delayed Language development (DLD), Autistic Spectrum Disorder

**How will my child be included in activities outside the classroom including school trips?**

- *The school will ensure that appropriate consideration has been given to:*
- Necessary adjustments to risk assessments
- Low adult to child ratio where appropriate
- Pre-teaching in order to close gaps in learning
- Pre-visits to support children with increased anxiety
- Social stories to remind children of rules and expectation in order to reduce the impact on others
- Parents accompanying on visits where appropriate

- Views of child
- Specialist advice
- Opportunities for financial support
- Adjustments to the planned activities in order to accommodate specific parental requests

**How accessible is the school environment?**

*The school has:*

- A disabled toilets
- Traveller liaison support through (REMA as appropriate)
- E-mail system
- Ramps in place
- Risk Assessment completed for pupils with VI as needed
- Risk Assessment completed for pupils with buggy / wheelchair as needed
- Classrooms and surrounding areas regularly monitored to allow **all** pupils to access **all** resources
- ELSA support
- Accessibility Plan and SEND Policy

**How will the school prepare and support my child to join the school / transfer to a new school or the next stage of education and life?**

*The school provide the following additional support for its children:*

**Nursery to reception:**

- Home visits
- Questionnaires
- Nursery visits
- Transfer days
- Meet the Teacher

**Year 2 to Year 3:**

- Year 3 teacher to visit class
- Induction days
- Transition work

**Other:**

- Outside agencies transition
- Contact with previous school
- Visits
- Pre-meetings
- Liaising with outside agencies

**How are the school's resources allocated and matched to children's special educational needs?**

*The school:*

- Conducts an audit of all children's needs by considering the class needs so that resources can be allocated accordingly
- Monitors budgets closely and are linked to school improvement
- Clearly identifies resources on a child's IEP
- Has specialist resources available such as equipment
- Values Teaching Assistants
- SENCO accountable for spending for SEND budget

## SEND Information Report 2023-24

### **How is the decision made about what type and how much support my child will receive?**

*The school decide:*

- Through liaison between teacher, child, parent, SENCO and outside agencies
- Decisions by external agencies including the Local Authority
- Pupil progress meetings and Pupil Centred Review Meetings
- Target setting meetings

### **How are parents involved in the school ? How can I be involved?**

*The school provide opportunities for parents/carers to:*

- Volunteer to support on school educational visits
- Support the PTA
- Attend Learning Review meetings
- Join curriculum workshops
- Attend celebration assemblies.
- Support in class learning
- Meet with Governors if appropriate
- Access the school's website and information

### **Is there any additional provision you have developed during the year?**

*The school has developed:*

- Closer working relationships between specialist services and school staff particular with managing challenging children's behaviour
- Training in specific interventions e.g. Positive Touch
- Proactive teachers and Teaching Assistants who will ask for training which they feel will support their work with children

### **Who can I contact for further information?**

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