

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 teachers, senior leadership team and SENCO
- On-entry assessments e.g. Reception Baseline Assessments, CEM assessments, NFER assessments, revised internal assessments
- 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 will identify if additional or extra support is required
- Daily contact with TAs re: support needed
- Parents able to speak with class teacher if they have concerns about their child
- Parents able to meet with SENCO if they have additional concerns

How will the school support my child?

The school will implement:

- Quality First Teaching that promotes Adaptive teaching strategies to meet the needs of all learners
- 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 an ambitious, broad and balanced curriculum that:

- Is creative, engaging and interesting to hook children into their learning
- Is adapted either by using questions, skilled staff to support needs, specific resources, or individualised tasks
- Welcomes school visitors to enrich the quality of learning
- Will identify personalised targets which may necessitate a Surrey Support Arrangement Plan (SSA). 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 offers:

- Termly parent/carer and child SSA review meetings
- Teaching staff available after school or by phone to discuss any concerns
- SSAs created, reviewed and shared with families
- 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:

- A nurturing school environment
- 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
- A trained Mental Health First Aider
- Targeted interventions such as ELSA (Emotional Literacy Support Assistant) programme
- A planned Personal, Social, Health Education (PSHE) 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
- Attendance officer, previously known as Inclusion Officer
- 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 and experienced SENCO who is undertaking the SENCO NPQ Course
- Staff who are ELKAN and ELSA trained
- Staff who have attended network meetings
- Training on Colourful Semantics and Blank Level Questioning
- CPD – Sessions link to the School Development Plan & have included identified areas such as improving adaptive teaching, vocabulary, ELCI, SEND processes, writing effective SSAs
- Receive ongoing 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
- Pre-teaching in order to close gaps in learning
- Additional transition visits to classrooms to support children with increased anxiety/transition needs
- Social stories to remind children of rules and expectations/what to expect on specific circumstances
- Parents accompanying other groups of children on visits, where appropriate

- Views of child are taken into consideration
- Specialist advice is sought for support
- Opportunities for financial support
- Adjustments to the planned activities in order to accommodate specific individual needs

How accessible is the school environment?

The school has:

- A disabled toilet
- Access to email and communication via MCAS
- Ramps in place
- 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 on request
- Nursery visits
- Transition Days
- Additional transition days for individual children
- Meet the Teacher

Year 2 to Year 3:

- Year 3 teachers to visit classes if needed
- Year 3 teacher liaison with Year 2 teachers
- Induction days
- SENCo handover meeting

Other:

- Outside agencies transition
- Contact with previous school
- 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 and allocates resources accordingly
- Monitors budgets closely which are linked to children's needs
- Clearly identifies resources on a child's SSA
- Has specialist resources available such as equipment recommended by external agencies (eg, OT/STIPs)
- Teaching Assistants to support additional needs
- SENCO accountable for spending of the SEND budget

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

The school decides:

- Through liaison between teacher, child, parent, SENCO and outside agencies
- Decisions by external agencies including the Local Authority
- Pupil progress meetings
- Target setting meetings at the beginning of the year as a year group

How are parents involved in school? How can I be involved?

The school provides opportunities for families to:

- Volunteer to support on school educational visits
- Support the PTA
- Attend Parents Evenings twice annually
- Join curriculum event workshops
- Attend celebration assemblies.
- Support children's reading
- Meet with Governors if appropriate
- Access the school's website and information
- Participate in opportunities to support children's learning e.g. Mystery Reader and Celebration Afternoon

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

The school has developed:

- Closer working relationships between specialist services and school staff particularly around managing children's dysregulated 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

Who can I contact for further information?

- In the first instance, families are encouraged to talk to their child's class teacher.
- Meetings should then be requested from the SENCO
- Further information and support can be obtained from the Headteacher and SEND Governor.

Surrey's Local Offer can be accessed at:

www.surreylocaloffer.org.uk which includes the following support for parents:

- Introduction to SEND and SEND services
- Education and Training
- Education Health and Care Plans (EHC) plans
- Family safety and safeguarding
- Help and Support
- Leisure and Childcare
- Health
- Types of SEND
- Courses and Training for Parents

Complaints can be made via the school's complaints policy which is published on the school website.