

SEND Information Report

2022-2023

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

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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.