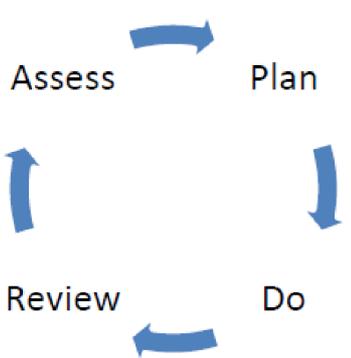


The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This document explains how our school fulfils our statutory duties towards pupils with SEND and meets the needs of all learners.

1. Which children does the school provide for?	Links to relevant legislation
<p>We are a mainstream Primary School catering for pupils from age 4 to 11.</p> <p>We are an inclusive school. This means we provide for children with all types of special educational needs, whose needs can be met in a mainstream setting.</p>	<p>SEND CoP 6.79 bullet 1</p>
2. Summary of how the school meets the needs of children with SEN and disabilities	
<p>Where a child has special educational needs, the school adopts a graduated response. We use the Assess - Plan - Do - Review model to ensure that pupils' needs are met appropriately at every stage.</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <div style="text-align: center;">  <p>Assess Plan</p> <p>Review Do</p> </div> <div style="text-align: center;"> <p>If the child has an Education Health Care Plan, we will work closely with parents and external agencies to ensure their provision is implemented in school. This includes for children looked after by the local authority.</p> </div> </div>	<p>SEND CoP 6.79 bullet 5</p> <p>SEND CoP 6.80</p>
3. How does the school identify children's special educational needs	
<p>A pupil has SEN where their learning difficulty or disability calls for special educational provision which is different from or additional to that normally available to pupils of the same age.</p> <p>We assess each pupil's skills and level of attainment when they start at the school, and continue to assess them termly. If a child is making less progress than we would expect for their age or individual circumstances, we will consider whether they have special educational needs.</p> <p>We aim to identify children's special educational needs (SEN) as early as possible so that the child achieves the best possible outcomes. This might mean using information from assessments, from their previous educational setting, or responding to concerns raised by staff or parents. As soon as we feel a child may have SEN, our Inclusion Leader will become involved. Where an SEN is identified, the child will be placed on our SEN register.</p> <p>We will use a range of observations and assessments, in consultation with the child, parents and staff, and involving external professionals such as Specialist Teachers for Inclusive Practice (STIP) where</p>	<p>SEND Code of Practice 6.15- 6.20</p> <p>6.79 bullet 5 and 6.21</p>

<p>appropriate. This will help us to identify the type of need a child has and what provision may be most appropriate.</p> <p>When a child with English as an additional language is being assessed, we may use REMA or translators to help conduct assessments in the child's home language.</p>	<p>SEND CoP 6.24</p>
<p>4. How does the school teach and support children with SEN?</p>	
<p>All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners, supplemented with additional strategies where necessary. Our graduated support is organised in three <i>waves</i>:</p> <p>Wave 1 is quality first teaching strategies which apply to all children, including those with SEND. Our Inclusion Leader may advise teachers on any adaptations which would benefit children with SEND and will monitor their effectiveness.</p> <p>Wave 2 is additional interventions offered by the school.</p> <p>Wave 3 is where outside agencies provide specialist advice and support.</p> <p>Details of what is available in each wave can be found on the Whole School Provision Map, available on the school website.</p>	<p>SEND CoP 6.79 bullet 7 and 6.19</p> <p>SEND CoP 6.4</p>
<p>5. How will the curriculum and learning environment be matched to the child's needs?</p>	
<p>All pupils have access to a broad and balanced curriculum which is suitable for everyone. We aim to create inclusive classrooms as standard, promoting the use of key SEND strategies such as visual timetables and tinted whiteboards, which can be beneficial to everyone.</p> <p>We may differentiate how the curriculum is delivered for children with SEN, to ensure the learning is accessible. This could be through the initial input that is given, the task or the type of support for independent work, depending on the child's need. It may also involve making adaptations to the learning environment if needed.</p> <p>Termly Pupil Progress Meetings take place with class teachers, the Inclusion Leader and Headteacher to review each child's progress and assess whether their needs are being met or adjustments need to be made.</p>	<p>SEND CoP 6.79 bullet 8</p> <p>SEND CoP 6.12</p>
<p>6. How will I be involved in discussions about and planning for my child's education??</p>	
<p>In addition to our twice-annual parents evenings, parents of all children receive an annual report on their child's learning and progress. However teachers encourage an ongoing dialogue through our school communication systems and welcome parental input on how well their child is doing.</p> <p>Children who are on our SEN register have a provision plan detailing their personal targets and the additional support they receive. This is reviewed termly by the Inclusion Leader, and parents are invited to attend and contribute, along with the class teacher.</p> <p>Children who have an Education Health Care Plan will also have an annual review involving outside agencies as well as parents and teachers. The child will also have an opportunity to contribute. Support</p>	<p>SEND CoP 6.79 bullet 3</p> <p>SEND CoP 6.79 bullet 5</p>

is planned in order to help children reach the agreed outcomes. Reviews will have a focus on children's progress towards these outcomes.

7. How are children involved in reviewing their progress and planning support?

What do we do?	Who's involved?	How often?
Self assessment	Pupil, class teacher	Daily
Class discussion times	Pupil, class teacher	Weekly in PSHE
Worry Box/Suggestions box	Pupil, class teacher	Available daily - use as required
School Council	Pupils, class, class teacher	At least half termly (usually fortnightly)
Pupil Voice	Pupil, class teacher / other staff as appropriate	At least once a year
Annual reviews (EHC plans only)	Pupil, parents, Inclusion leader, class teacher/ other staff as appropriate and support services if necessary	Once a year

SEND CoP 6.79 bullet 4 and 6.79 bullet 5

8. How does the school prepare and support children to transfer from or to another school / setting?

In Early Years, prior to children joining the school in September each year, the class teacher will visit nurseries and discuss the needs of all children that will be joining us. Any individuals who have already been recognised as having SEN will also be discussed with the Inclusion Leader to ensure the right provision is in place before their arrival.

When children join us at different points throughout the school, we liaise with parents and their previous school to ensure we have as much information as we can to aid their transition and ensure any additional support required for SEN can be put in place.

The Year 6 teacher meets with the relevant staff (usually Head of Year 7) to discuss all children transitioning to secondary school. For children with SEN, our Inclusion Leader would also meet with the SENCo of the secondary school and make plans for transition. This might involve additional visits, preparatory material or activities to help the child at the point of transition.

For children with EHCPs, their final annual review in Year 1 will consider their options for Key Stage 2 (juniors) and their final annual review in Year 5 will consider their options for Key Stage 3 (secondary school.)

SEND CoP 6.79 bullet 6

11. What training do school staff have to support pupils with SEND?

A rolling programme of training, led by our Inclusion Leader through staff meetings and support staff meetings, ensures that teachers' knowledge of how to support children with SEN through quality first teaching is kept up to date and refreshed regularly.

When we plan individual support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan specific training for the staff member(s) on how to best meet the needs of the children they will be working with.

SEND CoP 6.79 bullet 9

<p>We have a wide range of training available to us through Surrey County Council, and through external providers.</p>	
<p>12. How does the school measure how well it teaches and supports children with SEN?</p>	
<p>We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We use assessment data and teacher assessment to look at whether our teaching and programmes of support have made a difference in our termly Pupil Progress Meetings. This helps us to develop the use of interventions that are effective and to remove those that are less so.</p> <p>Our inclusion governors monitor our SEN provision termly, meet with the Inclusion Leader and provide a report to the Governing Body. Governors also send home a parent questionnaire every year which includes questions specific to how well the school teaches and supports children with SEN. They summarise the results and feedback to parents and the school leadership team. We use this to inform the inclusion section of our school development plan.</p> <p>We also invite parents to provide feedback at meetings, through attending Parent Council and through the Ofsted Parent View website.</p>	<p>SEND CoP 6.79 bullet 10</p>
<p>13. How accessible is the school and how does the school arrange equipment or facilities children need?</p>	
<p>All areas of our site used for teaching and learning during the school day have disabled access, and we have disabled access toilets available in both main buildings. Should the need arise, we will make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.</p> <p>Where we identify that a child requires specific equipment or facilities, we work with health services to source and accommodate these in school as far as possible.</p> <p>The Inclusion Leader has a budget for SEN resources needed in class to ensure learning is accessible to all, and can take place effectively. This is allocated in response to need.</p> <p>Our Accessibility Plan, available on the school website, details our ongoing improvements in this area.</p>	<p>Section 69 Children and Families Act 2014</p>
<p>14. How are children included in activities with other children, including school trips?</p>	
<p>We are committed to all pupils being included in all activities, including physical activities, extra curricular activities and school trips. Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with other children, and are encouraged to participate fully in the life of the school and in any wider community activity.</p> <p>We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.</p>	<p>SEND CoP 6.79 bullet 11</p>
<p>15. What support is there for children's overall well-being and their emotional, mental and social development?</p>	
<p>The school offers a wide variety of pastoral support for pupils. This includes:</p>	

<ul style="list-style-type: none"> ● A Personal, Social, Health and Economic and Relationships Education curriculum based on the PSHE Association planning, that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. ● We have a qualified Emotional Literacy Support Assistant (ELSA) who works individually with pupils who need pastoral or emotional support. ● Pupils who find outside class times difficult can access our Chill Zone to develop their social interaction skills or allow them a safe space to self-regulate. ● The school has a Care Committee which meets weekly to discuss the overall wellbeing of all pupils and consider any support or action needed. This includes issues related to safeguarding. ● We use CPOMS to track welfare concerns and patterns of behaviour that might help us in identifying a need for support. ● Daily assemblies which include promoting our school values and raising awareness of topical issues such as bullying, racism or inequality help support our inclusive ethos and equality policy. ● We may work with other services to support children, e.g. Education Support, Inclusion Officer for attendance, Child and Adolescent Mental Health Services, Early Help services etc. 	<p>SEND CoP 6.79 bullet 12</p>
<p>16. What specialist services does the school use to support children and their families?</p>	
<p>As part of the cycle of SEN support (assess - plan - do - review) we will consider whether we need to involve other services to make sure the child's specific needs are met. This might include but is not limited to:</p> <ul style="list-style-type: none"> ● Specialist Teachers for Inclusive Practice ● Occupational Therapy ● Physical and Sensory Support Service ● Speech and Language Therapy ● Outreach provided by Linden Bridge Specialist School ● Young Carers <p>Parents are always involved in any decision to involve specialists.</p>	<p>SEND CoP 6.79 bullet 13</p>
<p>17. Where can I get information, advice and support?</p>	
<ul style="list-style-type: none"> ● The Surrey Local Offer shows advice and advocacy services for children, young people and parents and carers. ● Mindworks is a Surrey site where parents can access a wide range of information and services to support children with SEND, including mental health and wellbeing support. 	<p>CoP 6.81 re local offer</p> <p>Children and Families Act regulation 51;1</p>
<p>18. Who can I contact for further information or if I have any concerns??</p>	
<p>If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:</p> <ul style="list-style-type: none"> ● Your child's class teacher ● The Inclusion Leader 	<p>SEND CoP 6.79 bullet 14</p>

- The Headteacher

For complaints, please refer to the school's complaints policy, available on the school website.