

	Questions	School Response	Self-evaluation
1	<p><b>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• The progress of all pupils is monitored regularly by class teachers and the senior leadership team so that when a pupil is not making expected progress in a particular area of learning, the school can identify whether there is a need for additional support.</li> <li>• If you have concerns about the progress or attainment of your child, you should in the first instance make an appointment to speak to the class teacher to discuss your concerns, or alternatively you can speak to our Special Needs Coordinator (SENCo).</li> </ul>	
2	<p><b>How will school staff support my child person?</b></p>	<ul style="list-style-type: none"> <li>• Depending on the child's needs, we have a range of interventions which run in school regularly (for example booster groups and subject-specific programmes.) The children in these groups are reviewed termly, and you will be informed if we would like to offer this support to your child. There is always an opportunity to discuss this support with the SENCo.</li> <li>• Our school provision map shows the range of interventions in place in our school. All the intervention programmes we use are tried and tested and known to support children to make increased progress.</li> <li>• When the school identifies the need for further or more specialised additional support to enable a pupil to make expected progress, you will be invited to a meeting at the school with the SENCO to draw up a plan of support.</li> <li>• This individual plan will detail specific targets for the child to work towards and what provision will be put in place to help them meet these targets. It is reviewed termly by our SENCo, with the child and their class teacher.</li> </ul>	

		<p>You will be kept informed of any changes and progress and invited to take part in the review meeting as well.</p> <ul style="list-style-type: none"> <li>• We monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.</li> <li>• Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCO on the progress of pupils with SEND.</li> </ul>	
3	<p><b>How will the curriculum be matched to my child's person's needs?</b></p>	<ul style="list-style-type: none"> <li>• All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. If, for example, a child has Speech. Language and Communication Needs, teachers will use simplified language and pictures to support them to understand new vocabulary.</li> <li>• Lessons may be adapted for different learners in many ways, for example by setting different tasks or expectations, by using different resources or by using peer or adult support.</li> <li>• Children are ability grouped for phonics and spelling up to Year 4, and may be in groups with children from other classes working at the same level. This enables us to teach smaller groups targeted to your child's level.</li> <li>• Planning is monitored weekly to ensure it is clear how pupils' individual needs are being met.</li> </ul>	
4	<p><b>How will both you and I know how my child is doing and how will you help me to support my child's person's</b></p>	<ul style="list-style-type: none"> <li>• You are provided with a termly report on their effort and attainment in core subjects, as well as progress against individual targets on their plan.</li> <li>• You will be invited to a termly parents' evening to discuss the support that the school are providing and how they can help their child at home.</li> </ul>	

	<p><b>learning?</b></p>	<ul style="list-style-type: none"> <li>• Our SENCo is available at Parent Evenings to discuss the Special Needs provision your child receives, the progress they are making and advise how you can help them at home.</li> <li>• We often run evening sessions for parents about how to support children at home with things like phonics, reading or maths, and there is further information for parents available on our website.</li> <li>• Your child may be given a home-school link book in which the teacher or teaching assistant can communicate with you on a daily basis about your child's progress in school and at home.</li> <li>• Parents are invited to take part in annual reviews and discussion meetings if provision for your child's needs is changing.</li> <li>• We will inform you in writing if and when additional interventions may be available to better meet your child's needs.</li> <li>• Where appropriate, we will advise on strategies to help your child at home and will provide resources, for example occupational therapy activities or exercises which you can practise with your child.</li> </ul>	
<p><b>5</b></p>	<p><b>What support will there be for my child's overall well-being?</b></p>	<ul style="list-style-type: none"> <li>• All pupils are supported with their social and emotional development through the curriculum and at playtimes.</li> <li>• We have a trained Emotional Literacy Support Assistant (ELSA), pastoral teaching assistant and Home-School Link Worker who provide additional support for children who may be experiencing difficulties.</li> <li>• Our school has an anti-bullying team who work on strategies to minimise bullying and teach children, through PSHE, how to deal with difficulties on the playground.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Our older children work as ‘fuss-busters’ on the infant playground, promoting positive playground behaviours and helping younger children resolve any problems.</li> <li>• The school council is made up of representatives from each class, who meet regularly to voice children’s comments and concerns, and provide a voice for the children to express their views.</li> <li>• When children are dependent on long-term medicines or treatments which need to be administered during the day, the school will make provision for this on an individual basis.</li> <li>• If your child experiences more significant difficulties with behaviour or inclusion, you will be invited into school to discuss how we can best support them. The Head Teacher and SENCo will work with Surrey’s Behaviour Support Team to decide, with your help, on the best way to support individuals. A pastoral support plan will be agreed between the school, you as parents/carers and your child, outlining how your child will be supported by both school and parents.</li> <li>• Our Home School Link Worker liaises directly with children, families and teachers. The impact of her support is assessed regularly.</li> </ul>	
6	<p><b>What specialist services and expertise are available at or accessed by the school college?</b></p>	<ul style="list-style-type: none"> <li>• Many of our staff are trained to work in specialist areas of special educational needs, and we encourage all staff to continually update their skills and knowledge.</li> <li>• Some staff are trained specifically in strategies to help children with Autism, Down Syndrome, EAL, Occupational Therapy and Speech and Language difficulties.</li> <li>• We work with a number of outside services who help support different children, including: <ul style="list-style-type: none"> <li>- Educational Psychologists</li> <li>- Occupational Therapists</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>- Speech and Language Therapists</li> <li>- Home-School Link Worker</li> <li>- Behavioural Support Specialists</li> <li>- Physical and Sensory Support Services</li> <li>- Child and Adolescent Mental Health Services</li> <li>- Linden Bridge Autistic Outreach Services</li> </ul>	
7	<b>What training are the staff supporting children with SEND had or are having?</b>	<ul style="list-style-type: none"> <li>• Staff are trained as required to support learners with different needs, however we currently have staff trained specially in the following areas: <ul style="list-style-type: none"> <li>- Supporting learners with autism</li> <li>- Supporting learners with downs syndrome</li> <li>- Speech and language interventions</li> <li>- Emotional literacy support</li> <li>- Precision teaching</li> <li>- Intervention strategies for maths, reading and writing</li> </ul> </li> </ul>	
8	<b>How will my child be included in activities outside the classroom including school trips?</b>	<ul style="list-style-type: none"> <li>• We make every effort to include all children in school trips or activities and will discuss provision for your child on an individual basis should the need arise.</li> <li>• Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum, including activities outside the classroom. All trips and school journeys are risk assessed, with individual risk assessments carried out for pupils with SEND to ensure accessibility and safety. Key adults accompany children with SEND, as required, to enable them to access the trips safely.</li> <li>• Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.</li> <li>• This may involve spending time with your child in school preparing them for the activity or making arrangements to enable them to access the activity.</li> </ul>	
9	<b>How accessible is the school environment?</b>	<ul style="list-style-type: none"> <li>• The school is all on ground level, with ramp access to one junior classroom and lifts for a short flight of internal stairs leading into the hall.</li> </ul>	

		<ul style="list-style-type: none"> <li>• We have a disabled access toilet in each main building.</li> <li>• All classrooms have visual timetables.</li> <li>• Equipment and resources are adapted for the needs of learners with SEN as required.</li> <li>• We regularly review our accessibility plan and make reasonable adjustments when necessary.</li> </ul>	
10	<p><b>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?</b></p>	<ul style="list-style-type: none"> <li>• Our EYFS staff visit all children in their home or nursery setting in the term before they join the school.</li> <li>• We run various induction activities for children joining the school in reception, including tours of the school, visiting days and a shared lunch with parents and carers.</li> <li>• Prospective parents are invited for information mornings and tours of the school in the autumn term each year, or can look around the school at any time with an appointment.</li> <li>• Children born in the Spring or Summer terms have the option of attending school in the mornings only during the Autumn term of their Reception Year. This is discussed and arranged on an individual basis, with the expectation that the child will begin to attend full time as soon as they are ready.</li> <li>• Our Year 6 children work as ‘fuss busters’ on the infant playground, helping new children settle into playtime routines.</li> <li>• We use a buddy reading system across the school to help children learn with and get to know pupils in other year groups.</li> <li>• We have recently developed an induction pack for learners whose first</li> </ul>	

		<p>language is not English, to provide key information about the school.</p> <ul style="list-style-type: none"> <li>• We provide targeted small group teaching for pupils with English as an additional Language. We regularly track the children's' progress acquiring English in detail so that we can identify next steps.</li> <li>• We have a good relationship with the secondary schools in Dorking, and pass on information about pupils with specific needs to their secondary schools.</li> <li>• We run transition projects for pupils who are vulnerable at transition, and our ELSA is able to work with individuals from Year 5 onwards who may need help with understanding the expectations of secondary school or learning new skills to help them at transition.</li> <li>• We are developing a transition book for pupils joining our school.</li> </ul>	
11	<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• Budgets are closely monitored and aligned to the school improvement plan.</li> <li>• Pupils with a Statutory Statement receive support as specified on their statement.</li> <li>• Pupils with additional needs are supported where it is essential in order to ensure quality learning for them and for others.</li> <li>• The additional interventions run in school are monitored half-termly to measure effectiveness, and evaluated to achieve maximum impact. Children in each year group who would benefit from additional interventions to enable them to make expected progress are identified at pupil progress meetings each half term, and places in support groups allocated based on need.</li> <li>• Pupils eligible for Pupil Premium funding are monitored individually, and</li> </ul>	

		resources targeted at areas of need or opportunity.	
12	<b>How is the decision made about what type and how much support my child will receive?</b>	<ul style="list-style-type: none"> <li>• Quality First inclusive Practice (wave 1) is being well developed in our setting and we expect all staff to deliver this.</li> <li>• Our SENCo will discuss the most appropriate provision for your child with you, their class teacher and any associated support staff.</li> <li>• Where possible, interventions are monitored for impact and expected outcomes are defined at the start of any intervention.</li> <li>• The support your child receives will be reviewed termly and adjusted if needed. We will ask you and your child for feedback on the support they have received, to help us monitor and improve what we provide.</li> <li>• The SENCo oversees additional support, which is monitored by the Headteacher.</li> <li>• External services also offer advice and support where needed. Most services will provide written reports to both you and the school, outlining your child's targets and progress (if appropriate). The SENCo communicates regularly with external services to monitor each child's progress.</li> </ul>	
13	<b>How are parents involved in the school? How can I be involved?</b>	<ul style="list-style-type: none"> <li>• We actively seek to encourage all parents to be involved with the school, and strongly believe a two-way dialogue about your child's progress is essential.</li> <li>• Teachers are available on the playground before or after school every day for a quick chat, or are available by appointment (via the school office) for a conversation if you have any comments or concerns about your child or the school.</li> <li>• The Head Teacher and SENCo are available by appointment to speak to</li> </ul>	

		<p>any parent with comments or concerns.</p> <ul style="list-style-type: none"> <li>• Parents are expected to attend parent evenings three times a year, where a written report of your child’s progress and current targets is provided, alongside a discussion with the class teacher and – where necessary – the SENCo.</li> <li>• We have parent governors and are in the process of establishing a parent council.</li> <li>• We encourage parent volunteers to help in all classes, whether daily with reading or with specific events in the class.</li> <li>• We have a strong and active Friends Association who welcome new members and run a great deal of successful events throughout the year to raise money for the school.</li> <li>• Our Friends Association run Facebook page to help parents stay in touch with each other and communicate about school events.</li> </ul>	
<p><b>14</b></p>	<p><b>Who can I contact for further information?</b></p>	<ul style="list-style-type: none"> <li>• In the first instance, parents/carers are encouraged to talk to their child’s class teacher.</li> <li>• Further information and support can be obtained from the school’s Head Teacher and SENCo, Miss Emma Hendy, who can be contacted on the school telephone number 01306 883373 or via email at head@powell-corderoy.surrey.sch.uk.</li> <li>• Our Home School Link worker can provide further support to parents with parenting issues or situations at home, arranged by the school SENCo or headteacher.</li> <li>• We are able to provide parents with details of local courses or support groups to help children and families with specific needs.</li> </ul>	