

Questions	TRUMPS GREEN INFANT SCHOOL SEN Information report
<p><b><i>Which kinds of special educational needs are provided for and what are the school's admission arrangements for pupils with SEN or disabilities?</i></b></p>	<p>We are a mainstream, inclusive school that complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Admissions to our school are made through the Surrey County Council local authority and comply with the children and families act 2014. For further details 'Outlining School Admissions for Children with Special Educational Needs' go to <a href="http://www.surrey.gov.uk/admissions">www.surrey.gov.uk/admissions</a>.</p> <p>Specific members of staff have been trained so as to be able to cater for learners who may have difficulties with:</p> <ul style="list-style-type: none"> <li>• Cognition and Learning</li> <li>• Communication and Interaction</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory and/or Physical</li> </ul> <p>We make reasonable adjustments to our practices to be compliant with the Equality Act (2010). Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support. When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. 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. Teachers are provided with information about 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. Work is differentiated for groups and individuals according to need and specific guidance is provided by outside agencies or outreach visits where appropriate.</p> <p>Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they receive a termly report from the SENCO on the progress of pupils with SEND.</p>

***Which policies are in place for identifying children and young people with SEN and assessing their needs and where is the local authority's offer published?***

The process the school goes through in order to identify children who may have special educational needs is based on the cycle of

- Assess
- Plan
- Do
- Review

Pupils' learning is continually assessed and this data is used to analyse progress and attainment relative to age expectations as well as individual targets.

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 the need for additional support. The most appropriate steps to take are planned for in order to support the learner and these decisions tie in with the school's graduated approach to meeting needs. This will then be discussed with parents/carers and the pupil concerned. Support will be implemented and after a set period, progress is measured. The outcome of this will determine whether the pupil needs to continue with the same level of support, if this needs to be changed or increased, or whether the child no longer needs intervention. Children may be added or removed from the special needs register according to their rate of progress and attainment.

A number of our SEND pupils have an EHCP. If it is necessary to apply for an EHCP, this will be done in consultation with the Local Authority, parents and agencies who are involved with the pupil. The relevant process will be followed and specific criteria will be met. An EHCP is applied for when the school cannot meet the pupil's needs with the resources available to the school. More information about the EHCP process and Surrey's local offer can be found at [www.surreysendlo.co.uk](http://www.surreysendlo.co.uk).

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Educational Needs Co-ordinator (SENCO) as appropriate.

The school has a SEND policy which can be found on the school website and is reviewed annually. The SENCO is Mrs Quirk, who may be contacted via the school office.

***What arrangements are in place for consulting parents***

Reports and parents' evenings give parents and carers regular feedback about their children.

<p><b><i>of children with SEN and involving them in their child's education?</i></b></p>	<p>When appropriate, parents/carers may be contacted to discuss the support the school is providing and how they can help their child at home: this may be a phone call or a meeting. The SENCO also holds an information meeting in the autumn term and parents' evenings in the spring and summer term. Pupils' views will be obtained and their needs will be met through a child centred approach. They are involved in identifying and celebrating their progress, raising self-esteem.</p> <p>We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations. We operate an open-door policy to allow parents to contact staff. Parents are invited to become involved in school-life through a number of means e.g. FOTG, Swimming Pool Committee, Parent Governors, helping generally in school or attached to a class to help with directed activities such as cooking or reading. Our Governing Body includes Parent Governors. Please speak to a member of the office team if you wish to take on a voluntary role at the school subject to DBS clearance.</p>
<p><b><i>What are the arrangements for consulting young people with SEN and involving them in their education and what additional support is available to pupils with SEN?</i></b></p>	<p>The SENCO liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the learner. We work in partnership with the learners, jointly producing a one page profile. Parents are also consulted when the profile is put together.</p> <p>The one page profiles provide teaching staff with a clear overview of the whole child. We feel that it is important to have the views of the pupils so that they feel involved in their own learning and achievements.</p> <p>Quality first inclusive practice (wave 1) is clearly defined in our setting and we expect all staff to deliver this. (See our wave provision maps.)</p> <p>Should additional (wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. Interventions are matched to individual needs and can include 1:1 or group support. This is provided to meet targets, which could be in a range of areas of development, such as emotional development, behaviour, literacy or numeracy. All interventions are monitored for impact and targeted outcomes are defined at the start of any intervention. If it is felt pupils are not making expected progress with an appropriate and effective intervention, the pupils may be referred to an assessment by a relevant outside agency in consultation with the parents. The SENCO oversees all additional support and regularly shares updates with the SEND Governor.</p>
<p><b><i>What are the arrangements for assessing and reviewing children and young people's progress towards outcomes,</i></b></p>	<p>During our assess, plan, do and review cycle we look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution.</p>

<p><b><i>including the opportunities available to work with parents and young people as part of this assessment and review?</i></b></p>	<p>Pupils' progress is discussed at parent meetings and additional contact or meetings will be arranged as appropriate. Reading volunteers have the opportunity to attend school based training and workshops will be offered for parents, providing further ideas about how to support learning at home.</p>
<p><b><i>What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?</i></b></p>	<p>We have good relationships with any feeder settings as well as the settings children move onto. We share information to support pupils' learning and well-being at transition.</p> <p>We contact all our feeder nurseries and pre-schools to discuss any pupils with special needs, visiting where possible, in order to have the right provision set up when they join us. We have an induction programme in place for welcoming all new learners to our setting.</p> <p>We have meetings with our local junior schools. During these meetings we share an overview of our learners who have SEND. Good practice is shared so that transition to the next phase is made easier. Visits to the local junior schools are also organised and we fully encourage all our learners to attend induction days. Further visits can be arranged if it is felt that this will benefit the pupil and social stories are set up where this is appropriate to support our ASD pupils.</p>
<p><b><i>What approach to teaching children and young people with SEN does the school have?</i></b></p>	<p>We adopt a graduated approach to meeting needs. Through quality first teaching our staff make reasonable adjustments to help include all children not just those with SEN. We take a holistic school approach to supporting learners.</p> <p>Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support.</p> <p>When the school identifies the need for additional intervention to enable a pupil to make expected progress the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further.</p> <p>We monitor the progress of all children receiving additional support to ensure the provision is having the right impact on the rate of learning.</p> <p>Governors receive a termly report from the SENCO, which outlines each individual child's rate of progress.</p>
<p><b><i>How are adaptations made to the curriculum and the learning environment of children and young people with SEN?</i></b></p>	<p>We have an Accessibility Plan in place and make reasonable adjustments to improve the accessibility of our environment, equipment and facilities for our SEND pupils. Examples include steps marked with yellow paint to increase visibility, disabled toilets, ear defenders for noise sensitive pupils, sloping board to support visual impairment, Clicker 6 software to support writing, SEND laptops, specialist chairs provided by the Occupational Therapy department, extra grip cutlery and a blender to enable pupils with dysphagia to join in with school dinners. A copy of the full plan is available on request. Our policy and practice adheres to The Equality Act 2010.</p>

	<p>We monitor the languages spoken by families in our settings and make use of translation sites or endeavour to arrange for a translator to attend meetings when necessary.</p> <p>All teachers are provided with information about the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to access learning.</p> <p>Work is differentiated for groups and individuals according to need. If a pupil has Speech, Language and Communication Needs for example, teachers will use appropriate language focus and/or pictures to support them to understand new vocabulary. Visual timetables and task boards are also used.</p>
<p><b><i>How is the expertise and training of staff used to support children and young people with SEN and how will specialist expertise be secured?</i></b></p>	<p>Designated staff members have been trained in ELSA (emotional literacy), PT (Precision Teaching), ELKLAN (speech and language support) and TRACKS Literacy. We aim to ensure that all staff working with SEND learners possess a working knowledge of their needs in order to help them provide access to the curriculum.</p> <p>Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral. Parents are involved in the feedback, target setting and review meetings.</p> <p>All external partners we work with, are vetted in terms of safe-guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p> <p>Educational outside agencies include: Educational Psychology Service (EPS); Behaviour Support (BS); Learning and Language Support (LLS); Outreach Services, including ASD and MLD; Race Equality and Minority Achievement (REMA), which includes English as an Additional Language and Traveller Service support.</p> <p>Specialist health services include Speech and Language Therapy (SLT); Physical and Sensory Support Service (PSSS), including Hearing Impairment Service (HI) and Visual Impairment Service (VI); Occupational Therapy (OT); Physiotherapy (PT) and Child and Adolescent Mental Health (CAMHS).</p> <p>We work with Social Services and the Community Police.</p> <p>We also refer to the Home School Link Worker to support families.</p> <p>We regularly invest time and money in training our staff, including team teaching, in order to improve wave 1 provision for all students and to develop enhanced skills and knowledge to deliver wave 2 (short term interventions) and wave 3 (individualised interventions).</p> <p>Our Special Needs Co-ordinator (SENCO) is a qualified teacher and receives relevant SEN training.</p> <p>All our teachers hold qualified teacher status and all staff members, including TAs, LSAs and HLTAs, receive regular training to best support our pupils with SEND.</p>
<p><b><i>How is the effectiveness of the provision made for</i></b></p>	<p>We review the needs of the learners within the school and put in place provisions in order to be able to support these needs. Some of the funding the school receives may go towards training in specifically identified areas.</p>

<p><b><i>children and young people with SEN evaluated?</i></b></p>	<p>The SENCO carries out learning walks which include reviewing how provision is delivered and helps in maintaining standards through quality assurance.</p> <p>Our provision management rigorously monitors the impact each intervention has on the rate of learning for each individual. Decisions are continually evaluated to measure whether specific interventions are proving to be effective both financially and in terms of the time spent on them.</p> <p>Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.</p> <p>Our finances are continually monitored and audited regularly. We utilise resources to support the strategic aims of our setting as well as individual learner needs.</p>
<p><b><i>How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</i></b></p>	<p>We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs.</p> <p>Our Equality Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.</p> <p>Where there are concerns regarding safety and access, further thought and consideration is put in place to ensure needs are met when possible through reasonable adjustment. Where applicable parents/carers are consulted and involved in planning. Risk assessments and Behaviour Plans are put into place where necessary.</p>
<p><b><i>What support is in place for improving emotional and social development? This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</i></b></p>	<p>We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. We have an Anti-Bullying Policy and the pupils have created a friendship booklet.</p> <p>Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. The Values Curriculum and British Values are integrated into the curriculum and these are further supported through assemblies and the school council.</p> <p>All pupils are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities.</p> <p>Pupils who need support with social relationships or to raise self-esteem will be put forward for our ELSA group or to work 1:1 with trained ELSA. We also offer therapeutic art activities. We consult with CAHMs where appropriate and make referrals to the Home School Link Worker.</p>

	<p>We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.</p> <p>Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place. Pupils' views are central to our ethos and are sought individually or through school council and other forums.</p>
<p><b><i>How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</i></b></p>	<p>We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the pupil.</p> <p>These may include social services, Primary Care Trust workers and Child and Adolescent Mental Health teams.</p> <p>We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. The designated LAC teacher will meet with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) will be produced termly to help support the child develop holistically.</p>
<p><b><i>What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?</i></b></p>	<p>The well-being, needs and achievements of each individual are central to our school ethos and we welcome all communication with parents in order to maximise the self-esteem and attainment of every pupil. We have an 'open door policy' and if a parent has a concern, they are encouraged to speak to the class teacher in the first instance. If the matter cannot be resolved at this stage then the SENCO may become involved and a meeting convened in order to look for a resolution to the issue. After this stage the head teacher and nominated governors continue communications according to our complaints procedures policy.</p> <p>Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through SENDIASS. A copy of the school's complaints procedure can be requested. This will outline the formal steps the school will take in handling each complaint.</p>