

North Downs Primary School
Special Educational Needs and Disability (SEND) Information Report 2022

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?

- We have rigorous monitoring and termly progress review meetings in consultation with the school leadership team to track the academic progress of all pupils. We use data and other forms of assessment to identify additional needs and celebrate achievement.
- All our staff are vigilant in both raising and supporting concerns whether relating to learning progress, social, emotional and wellbeing needs or parental concerns about their child and are able to discuss these concerns with the SENCO.
- We have staff with experience and specific training in supporting children with special needs.
- Staff also use a **flow chart document** developed by the KS1 Deputy Head with the SENCO to identify strategies and resources within the school to support children with SEND and next steps in seeking support from the SENCO or specialist agencies.
- If parents or carers have concerns about their child's progress or attainment, they are encouraged to make an appointment to talk to the class teacher initially to discuss their concerns. Alternatively, they can make an appointment to meet with the SENCO. This is encouraged through the fortnightly newsletter.

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

- Quality First teaching and inclusive practice is clearly defined in our school. We expect all teaching staff to deliver this.
- Should additional support be required, this is undertaken after consultation with relevant teaching staff, the SENCO and the child's family, using the Surrey Graduated Response (Profile of Need) as guidance. We inform and discuss the process with parents if a child is to be listed on the SEN register and if it is felt this support is no longer needed.
- The SENCO oversees all additional support and regularly shares updates with the SEN Governor.

How will the curriculum be matched to meet my child's needs?

- We have an inclusive approach to teaching children with SEN. All teachers in school are teachers of SEN and use Quality First teaching.
- We are a mainstream setting that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). We provide additional support for learners who may have difficulties with:
 - cognition and learning (including dyslexia or difficulty with concentration and focus (ADHD)),
 - speech language and communication (including ASD),
 - social, emotional and mental health
 - sensory and/or physical disability
- We make reasonable adjustments to comply with the Equality Act (2010).
- Differentiation is embedded into our teaching and learning, not just for those with SEN.
- Those not meeting age related expectations will work on the same curriculum but with adaptations and differentiation to the content, task or support given.

- The full SEN Policy available to view on our website outlines how the school caters for the different needs and learning styles of our children.
- Strategies to support those with SEN within Quality First teaching are shared with staff and the SENCO will advise based on the child's needs and specific advice from external agencies where relevant.
- The teaching staff are clear on the expectations of universal provision and strategies to provide SEN support. This is monitored regularly by the leadership team.
- Interventions are managed so as to minimise the impact and disruption of a child being out of the classroom. Interventions are planned as a short term input and will vary in length according to need from 6 weeks to 2 terms (in exceptional circumstances).
- All teachers are provided with information on the needs of individual pupils with SEN in their class to ensure that all pupils are able to make progress and that the teaching is matched to meet the needs of every child.

How will school staff support the needs of my child?

- The school has an inclusive approach and wherever possible we meet a child's needs within the classroom.
- Our SENCO, head teacher, leadership team, and governors play an active role in monitoring the provision of the quality of our special needs provision.
- A child on the SEN register will have a **SEN Support Pupil Passport** to provide a clear overview of the whole child. We feel it is important to include input from the child so they can feel involved in their learning. The SEN Pupil Passport details support in place and strategies that the child and staff feel are specific to supporting the needs of that child. Parents are encouraged to respond to the document with any additional information they feel is relevant to include about their child's needs. Teachers (overseen by the SENCO) review these passports termly.
- Some children with a higher level of need (those with extensive additional support from outside agencies) may have an **SEN Support Arrangements document**. This gives a more detailed explanation of their needs based on external agency advice/assessment as well as family background information, theirs and their family's aspirations for the future relevant for understanding their needs and how best to support their learning. This will be compiled for the small number of children where there is consideration for requesting an EHCP from the Local Authority.
- Children with an Education Health Care Plan (EHCP) also have an **(EHCP) SEN Passport** that summarises their needs, personalised strategies to support (including pupil and parent voice), the outcomes listed on their EHCP and the support given in school.
- Interventions to support a child are monitored in terms of impact against expected rate of progress. Where we feel something is not working, we will find alternatives. All of our additional support programmes are overseen by the SENCO.
- We have a particular duty that Looked After Children are given the appropriate support and care to help with their progress and engagement within the learning environment. Our designated teachers (the SENCO and Head Teacher) meet with social services and

virtual school to ensure the child's wider needs are met. A personal education plan (PEP) is produced termly to support the child's needs holistically.

What support is in place for the wellbeing of my child?

- The school pastoral care system is very effective. Staff are trained to provide a high standard of pastoral support and we ensure all pastoral information is shared with all relevant staff members.
- We take a holistic school approach to supporting learners with pastoral support from the class teachers, teaching assistants, playground supervisors, head teacher, SENCo, Home School Link Worker and ELSA staff.
- We have two ELSA trained staff who can offer support to those with particular social or emotional needs. Our pastoral team meet regularly to monitor the wellbeing of children and any additional pastoral provision. There is also access to Learning Space (art therapy), and Home School Link Worker for children with a higher level of need.
- We have a clear and comprehensive behaviour policy and a zero-tolerance approach to bullying. The policy is followed by all staff and is available to view on the website. Our behaviour policy is regularly updated, which includes guidance on expectations in our school which are understood and upheld by all members of staff.
- Relevant staff are trained in supporting specific medical needs and all staff receive regular first aid training. We have a medical policy in place and some children have a specific care plan to support their needs.
- If children need to take medication they go to the school office where they are supervised. Support for particular medical needs that require more adult help is outlined in an individual care plan for that pupil which is reviewed annually with input from specialist outside agencies or the 0-19 team (School Nurse) where necessary and parents.
- The school encourages outdoor learning for all pupils which also offers an additional style of teaching of benefit to those with additional needs.
- We regularly monitor attendance with support from our Inclusion Officer at Surrey to prevent prolonged absence from school.
- Staff model appropriate behaviour through their interactions with children in school and other staff.
- Staff support individual children at break times to initiate positive and safe interaction with other children through team games, peer mentoring or access to quiet areas. Some pupils have access to quieter areas for some or part of breaks or lunchtimes to support their SEN.

What specialist services and expertise are available or accessed by the school?

- All our teaching staff hold qualified teacher status and all our staff receive regular training.
- Individual training needs to suit the needs of a particular child is sought when deemed necessary and staff are kept up to date with good practice for particular needs e.g. autism, dyslexia and speech and language needs.
- Teachers request external support for a child after discussion with the SENCo or sometimes on advice from a child's consultant or paediatrician.

- Where it is felt external support is necessary, parents are informed and we gain written consent before proceeding with any referrals. Parents receive copies of any reports provided by an outside agency.
- The school has strong links with the Behaviour Support service and Language and Literacy Support service provided by Surrey County Council (Specialist Teachers in Practice - STIP). We also have access to Surrey's Educational Psychology Service and Occupational Therapy for advice.
- Speech and Language therapy is available for children following a referral process and the service has provided training for staff in school.
- Outreach support from Linden Bridge is also available via referral for children with or undergoing an ASD diagnosis.
- Physical and Sensory Support advice can be sought for pupils with hearing or visual impairments and for those with sensory needs.
- The school also has access to a Home School Link Worker one day a week who can support parents and make recommendations how they can positively engage with their child's learning and development. This support can be requested via referral from the Head Teacher or SENCo
- We have ELSA trained staff in school (emotional literacy) to provide emotional support for vulnerable children. In addition, we employ a Learning Space therapist for one afternoon a week from a charity-run counselling service.
- In some individual cases where support from a range of different agencies is required, an Early Help Assessment is completed where the meeting offers support for a "Team around the Child Family" meeting with support from the Home School link Worker and outside agencies relevant to the individual case
- During the academic year we work directly with CAMHs, our Inclusion Officer, social care workers, Surrey Young Carers, medical practitioners, paediatricians, School Nurse and GPs, family support workers and mental health professionals.

How Accessible is the School Environment?

- The school has an accessibility plan which adheres with the Equality Act (2010). This describes how adaptations are made to the built environment across our three sites and the curriculum and how information is accessed by parents and children. We are vigilant about making reasonable adjustments where possible.
- We monitor the languages spoken by families in our settings.
- School has access to support from staff at Raising Ethnic Minority Achievement (REMA) supporting pupils with EAL at the school. Where possible, we also ensure home setting communications are available in relevant languages and when required, translators are asked to attend meetings.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Parents are encouraged to speak to their child's teacher or the SENCo if they have any concerns about the overall progress or other needs of their child. This is also encouraged through the school's fortnightly newsletter.

- The achievement and progress of all pupils is monitored every half term by the class teachers in consultation with a member of the Leadership Team.
- There are termly parent consultation meetings with class teachers. This meeting discusses their child's progress and strategies for supporting the child at home. Parents of children on the SEN register are also given the opportunity to have an additional parent consultation meeting with the SENCO.
- At the beginning of the academic year, parents are invited to meet the teachers of their child's year group and the curriculum expectations are shared with the parents. This is followed by fortnightly updates on the curriculum coverage for each year group via Learning Letters. Updates are also provided through the school newsletter and on the school website.
- Communication with parents is also provided by Parent mail. All children have a reading diary where parents can record any messages or express any concerns, alternatively parents can email concerns to the class teacher or SENCO.
- Children with an **EHCP** have long and short term outcomes written on their EHCP monitored via the **Annual Review** process, with new short term targets set at the Review. These are also recorded on their EHCP Pupil Passport.
- For children with an EHCP, parents are invited to the Annual Review to share their views on their child's progress and any changes to needs. Preparation and discussion is also included in Year 2 for transition to juniors (KS2) and Year 5 Annual Reviews consider applications and transition to secondary school. These children contribute to their EHCP Pupil Passport that summarises their needs, EHCP outcomes and support in school.

What training courses have the staff supporting children with SEND had or having?

- The SENCO is a qualified teacher and has completed the mandatory National SENDCo Award.
- Teaching assistants have been trained to deliver specific interventions in line with Surrey SEN guidance and recommendations.
- Teaching and teaching assistants have also received training from outside agencies in specific learning difficulties or needs to support specific children such as those with ASD or ADHD. This training is regularly updated as part of our staff professional development programme.
- We have ELSA trained members of staff who offer support for emotional and social skills. They have regular supervision training as part of their role, supported by Surrey's Educational Psychology Service.
- We have members of staff who are trained as "Speech Champions" who support with advice for children with speech and language needs.

How will the school prepare and support my child to join the school or transfer to a new school?

- The school has a robust induction procedure and all children are invited to spend time in their new classroom with their new teacher before they start.
- Every child spends a day with their new teacher for the following academic year in the summer term. Class teachers and SENCO also meet to share good practice that will support the child in an easier transition to the next year group.

- For transition for children with special needs from a different school, e.g. those joining at Year 3, the SENCo liaises with the previous school's SENCo to discuss their current provision and what enables them to learn
- Children with special needs who may find change more difficult may have a tailor made programme to help them with their transition between year group/site. Nursery age children are also invited to visit weekly to familiarise with the setting
- As an active member of the Dorking Schools Partnership, we have very good relationships with the local secondary schools our children move on to. The Year 6 children take part in a transition project during the summer term before they move on to secondary school which is led by the class teachers. This programme may be adapted or modified and extended as appropriate, depending on the needs of the children, including extra visits prior to induction days.
- Year 6 pupils also visit their new Secondary schools for an Induction Day. Heads of year from our two local secondary schools visit North Downs to extend this process and meet with the class teachers for information that will help with the transition to secondary school. For those pupils with special needs who may find joining the new school overwhelming, a graduated integration to the school is planned.
- Our SEN Passports for pupils with SEN are shared with any new school to allow the staff there to understand strategies for support that are successful for that particular child.

How are the school's resources allocated and matched to children's special educational needs?

- We monitor our finances regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.
- We seek to ensure value for money service, so all our interventions are costed and evaluated and monitored by SEN governors with a view to value for money.
- The SENCo and leadership team carry out learning walks and lesson observations reviewing how provision is delivered and helps maintaining standards through quality assurance.
- Our budget is allocated according to our provision management system.
- Some of the funding the school receives may go towards funding in-house training so that in-house provision targets specific needs.

How will my child be included in activities outside the classroom including school trips?

- The school has a policy of inclusion and promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.
- Reasonable adjustments to events or activities away from the school site are considered to include all pupils based on accessibility or special educational needs.
- All activities outside the classroom have a comprehensive risk assessment and where there are concerns for safety and access further thought and consideration is put in place to ensure any additional needs are met.

- Activities may be adapted for children with physical disabilities or special educational needs and staff liaise with parents when planning activities and may produce a personalised risk assessment where needed.
- Additional visits as advance preparation for residential trips can be organised for those pupils with a high level of need. We also encourage parents to use the “virtual tour” offered on the residential centre websites.

How are parents and carers involved in the school?

- The school liaises closely with parents and has an open-door policy.
- Parents are invited to attend whole school events, sports events, Sports Day, class assemblies, and Christmas events.
- Class representatives encourage a school social network and act as an alternative information link between classes, teachers and parents.
- We have an active parent teacher association (FONDS) who welcomes new volunteers to become involved in school life and fundraising activities.
- We have parent governors who take an active role in the overall running of the school, including financial management, curriculum development and whole school improvement.
- Governors work with link teachers in the school and visit lessons during the year. There is also a link SEN governor.
- We host regular parent focus groups in order to listen to any parental concerns.

Who can I contact for further information?

- In the first instance, parents are encouraged to talk to their child’s class teacher.
- Further information can be obtained from the school’s SENCO, Mrs Annie Scott.
- SENCO email address: senco@northdowns.surrey.sch.uk (usual working days Tuesday-Thursday)
- The full SEN Policy, available to view on our website, outlines how the school caters for the different needs and learning styles of our children.
- The external services available and other related support organisations are outlined in the Surrey Local Offer:
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>