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<p>The kinds of special educational needs that are provided for:</p>	<p>We are a mainstream-setting that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). We cater for learners who may have difficulties with:</p> <ul style="list-style-type: none"> • cognition and learning, • communication and interaction, • social, emotional and mental health • sensory and/or physical disability <p>We make reasonable adjustments to comply with the Equality Act (2010). We regularly invest time and money in training our staff to improve the quality of provision for all pupils including those with special needs or disability. Teaching assistants have been trained to deliver specific interventions. Staff have also received training from outside agencies. We have ELSA trained members of staff who offer support for emotional and social Skills.</p>
<p>Policies for identifying children with SEN and assessing their needs:</p>	<p>The Inclusion Lead (Mrs Annie Scott) is a qualified teacher who has completed the mandatory national SENCO award. The progress of pupils is monitored once a term by all class teachers and the Leadership team using standardised assessments, so that if a child is not making the expected progress in an area of learning then the need for additional support can be identified. We use the cycle of</p> <ul style="list-style-type: none"> • assess • plan • do • review <p>(as outlined by SEND 2015 Code of Practice) and Surrey County Council’s <i>Ordinarily Available Provision</i> document which guides a graduated approach, to look at the actions needed to support a learner towards their target outcomes. Our expected outcomes in English and Maths follow the current curriculum (2014) and are age-related. Decisions are then made as to the most appropriate steps to take to support the learner. The conversation between staff and the Inclusion Lead in relation to pupil progress ensures all staff are aware of the needs of individual pupils. 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 (Inclusion Lead). The school’s full SEN policy is available on the website. The Inclusion Lead Mrs Annie Scott works part-time (usual working days Mon-Thurs) based primarily at the Brockham site. Email address: senco@northdowns.surrey.sch.uk We also have a Home School Liaison Worker 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 Inclusion Lead.</p>
<p>Arrangements for consulting parents of children with SEN and involving them in their child’s education:</p>	<p>The school liaises closely with parents and has an open-door policy. Parents are encouraged to speak to their child’s teacher or Inclusion Lead if they have any concerns about the overall progress of their child. There are termly parent meetings with the class teacher. Teachers will feed back any concerns with progress after termly pupil</p>



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	<p>progress meetings; if it is felt a child is not achieving the expected outcomes for their learning.</p> <p>There are termly parent consultation meetings where the progress of children is shared with parents. Parents of children who have been identified as needing additional support are invited to meet with the class teacher at termly to discuss their child’s progress and strategies for supporting the child at home will be shared with parents and carers.</p> <p>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. The Pastoral team produce a termly newsletter with information for all parents.</p> <p>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. Each pupil’s targets are shared with parents in the end of year report and at termly parent evenings.</p> <p>Parents are encouraged to volunteer in school to share their skills and are asked for their feedback on school life via a parental questionnaire which is completed on an annual basis.</p> <p>Parents are invited to attend whole school events, sports events, Sports Day class assemblies, and Christmas productions. Class representatives encourage a school social network and act as an alternative information link between classes, teachers and parents.</p> <p>We have an active parent teacher association (FONDS) who welcomes new volunteers to become involved in school life and fundraising activities.</p> <p>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/classes in the school and visit lessons during the year. There is also a link SEN governor.</p>
<p>Arrangements for consulting children with SEN and involving them in their education:</p>	<p>We adopt a graduated response in line with Surrey’s guidance using The Surrey Guidance document - Ordinarily available Provision (September 2022). (When the school identifies the need for additional support to enable a pupil to make expected progress, the parents/carers will be invited to a meeting at the school with the Inclusion Lead and class teacher/s to discuss an outline of support.</p> <p>The school has an inclusive approach and wherever possible a pupils’ needs are met within the classroom. Provision described on 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.</p> <p>Interventions are managed so as to minimise the impact and disruption of the 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).</p>



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	<p>The SEN policy details the range of interventions in place in our school which will be used where we identify children who will benefit from these interventions. The impact of the provision in place will be reviewed on at least a termly basis and the school will monitor the impact of the provision on the progress made by the pupils receiving the additional support. Governors receive reports from the INCLUSION LEAD on the progress of pupils with SEND.</p> <p>If the decision is made to put your child on the SEN Register, they will have a SEN Support Pupil Passport to provide a clear overview of the whole child. We feel it is important to have input from the child so they can feel involved in their learning.</p> <p>Some children with a higher level of need (e.g. with extensive additional support from outside agencies) may have SEN Support Arrangements which give more detailed explanations 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.</p> <p>Children with an Education and Health Care Plan will be involved in their Annual Review by giving their opinions on their experiences of learning and progress during the year. 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.</p>
<p>Arrangements for assessing and reviewing children's progress towards outcomes, including the opportunity to work with parents and children as part of this review:</p>	<p>During our assess, plan, do, review cycle, we look at the actions needed to support a learner towards their expected outcomes and highlight what the teacher, teaching assistant, parent, child and Inclusion Lead can do to make a positive contribution.</p> <p>Age related expected outcomes are outlined by the National Curriculum (2014) for English and Maths, and for those with SEN, additional support as part of their SEN Support Plan. 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 by school staff at the Review. These are also listed on their termly SEN Pupil passport</p> <p>We also have a Home School Link Worker who can make recommendations on how they can positively engage with their child's learning and all round development.</p> <p>Children with support from external agencies, e.g. speech and language therapy, may have specific targets set for their support.</p>
<p>Arrangements for supporting children in moving between phases of education and in preparing for adulthood:</p>	<p>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.</p> <p>Every child spends a day with their new teacher for the following academic year in the summer term. Class teachers also meet to share good practice that will support the child in an easier transition to the next year group</p>



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	<p>For transition for children with special needs from a different school, e.g. those joining at Year 3, the Inclusion Lead liaises with the previous school's SENCo to discuss their current provision and what enables them to learn.</p> <p>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.</p> <p>Nursery age children are also invited to visit weekly to familiarise with the setting.</p> <p>We have very good relationships with the schools our children move on to and 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 Induction Day. Heads of year from local feeder 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 an Education and Health Care Plan who may need additional support with transition to secondary, a graduated integration to the new school may be planned. Some children with SEN have SEN Support Arrangements. This will usually be those children who have extensive additional support from outside agencies. This documents their needs in more detail and can be shared with outside agencies or a new setting. Parents are invited to include theirs and their child's aspirations for the future as well as relevant background family information.</p>
<p>The approach to teaching young people with SEN</p>	<p>We have an inclusive approach to teaching children with SEN. All teachers in school are teachers of SEN and use Quality First teaching. The School Offer available 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 INCLUSION LEAD will advise based on the child's needs and specific advice from external agencies where relevant.</p> <p>Staff differentiate approaches and resources to suit the needs of different learners, not just those with SEN. We take a holistic school approach to supporting learners with pastoral support from the class teacher, teaching assistants, head teacher, playground supervisors, Inclusion Lead, Home School Link Worker and ELSA staff. The school also encourages outdoor learning for all pupils which offers an additional style of teaching of benefit to those with additional needs.</p>
<p>How adaptations are made to the curriculum and the learning environment of children with SEND</p>	<p>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. Those not meeting age related expectations will work on the same curriculum but with adaptations and differentiation to the content, task or support given.</p> <p>Half termly pupil progress meetings are held with class teachers and a member of the Leadership Team to monitor the attainment of all pupils and reflect on the next steps for each pupil.</p>



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	<p>We make reasonable adjustments within the school setting to meet the needs of pupils. If for example, a child has Speech, Language and Communication Needs, teachers will use simplified language and non-verbal cues such as visual prompts. If a child has ASD (Autistic Spectrum Disorder) then teachers may use task boards, reduced school days, simplified language and visual prompts to enable the child to access the learning.</p> <p>Where pupils with SEND are involved in sports events, school trips or events within school, where appropriate, parents can have discussion with Inclusion Lead and class teacher regarding reasonable adjustments to meet the SEN or physical needs of the child.</p> <p>Additional resources are provided where necessary to suit individual needs e.g. changing screen or paper colour backgrounds and font size/type to support pupils with dyslexia, or specific equipment to meet the needs of physical disabilities as well as strategies to support concentration such as movement breaks.</p> <p>The school has an accessibility plan which describes how adaptations are made to the built environment and the curriculum and how information is accessed by parents and children. There are disabled changing and toilet facilities at the Brockham site. The Leigh site is fully accessible, but the Betchworth site is not accessible to wheelchair users. Parents would be invited to visit the school to see the facilities to enable them to make the decision about how suitable the school would be for their child's needs. However, this would also be taken in to consideration when making decisions about the most appropriate site for pupils to attend.</p> <p>The school has access to support from staff at Raising Ethnic Minority Achievement (REMA) supporting pupils with EAL at the school. They can also work with parents e.g. translation for parents evenings.</p> <p>The school liaises with relevant outside agencies to secure the necessary resources are available for children with hearing or visual impairment, physical conditions or special educational needs.</p>
<p>The expertise and training of staff to support children with SEN including how specialist expertise will be secured:</p>	<p>Teachers request external support for a child after discussion with parents and/or the Inclusion Lead or on advice from a child's consultant or paediatrician. The school has strong links with the Specialist Teachers for Inclusive Practice - STIP Team. We also have access to an Educational Psychologist advice following a referral process .</p> <p>Speech and Language therapy is available for children following a referral process and the service has provided training for staff in school. Outreach support is also available via referral for children with or undergoing an ASD or ADHD diagnosis from Freemantles. Our Home School Link Worker provides support for parents, staff and children one day a week. 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 morning a week from a charity-run counselling service. Staff have also attended Occupational Therapy workshops run by East Surrey Hospital and use resources provided by the OT service as well as access to a twice weekly helpline for specific advice.</p> <p>Individual training needs to suit the needs of a particular child will be sought when deemed necessary and staff are kept up to date with good</p>



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	<p>practice for particular needs e.g. autism, dyslexia and speech and language needs.</p> <p>The external services available and other related support organisations are outlined in the Surrey Local Offer: https://www.surreylocaloffer.org.uk/</p> <p>Where it is deemed that external support is necessary, parents are informed and we gain written consent before proceeding with any referrals. Parents are provided with copies of any reports from an outside agency.</p>
<p>Evaluating the effectiveness of the provision made for children with SEN</p>	<p>The school aims to ensure value for money so all interventions are costed and evaluated using our provision management system. This information is then used to allocate our budget towards resources, support staffing and intervention programmes.</p> <p>Some of the funding the school receives may go towards funding in-house training so that in-house provision is more targeted at specific needs. The Inclusion Lead and leadership team carry out learning walks and lesson observations reviewing how provision is delivered and helps maintaining standards through quality assurance.</p> <p>Our provision management looks at the impact of intervention on learning and the impact on the progress of an individual learner.</p>
<p>How children with SEN are enabled to engage in activities available with children who do not have SEN</p>	<p>The school has a policy of inclusion and no child is ever prevented from taking part in an activity. Reasonable adjustments to events/activities away from the school site are considered to include all pupils based on accessibility or special educational needs.</p> <p>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 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 in advance preparation for residential trips can also 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.</p>
<p>Support for improving emotional and social development. Listening to the views of children with SEN and measures to prevent bullying</p>	<p>The school pastoral care system is very effective. In the first instance, every child has a class teacher or teaching assistant who they can share any concerns. 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. We provide have social skills support for children both inside and outside the classroom. We have an ELSA trained staff who can offer support to those with particular social or emotional needs. There is also access to Learning Space (art therapy), and Home School Link Worker for children with a higher level of need.</p> <p>Assembly themes and PSHE programme of study often promotes pastoral care, e.g. how to deal with bullying or issues of self-esteem. Staff model appropriate behaviour through their interactions with pupils and other staff and staff support individual pupils 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 lunchtimes to support their SEN needs.</p>



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	<p>Relevant staff are trained to support medical needs and we have a Medical Needs Policy in place. 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.</p> <p>Attendance is monitored regularly and letters are sent home to parents if attendance falls below 90%. The school works with the Inclusion Officer from Surrey CC to support where attendance is an issue. Parents are also required to phone the school on the first day of a child's absence.</p> <p>The school makes reasonable adjustments where necessary to support a child's behaviour in school. However in the case for the need for an external exclusion, this follows guidance from relevant colleagues at Surrey CC and the Area School's Officer and there would be a reintegration meeting with the head teacher involving both the parents and the child to agree behaviour expectations.</p> <p>We believe pupil voice is important and have an active School Council to enable us to find out the views of learners. We also ask the children to complete a pupil questionnaire on an annual basis and the findings are shared with staff and Governors.</p>
<p>How the school involves other bodies, including health and social care bodies, local authority services and voluntary sector organisations in meeting children's SEN needs and supporting their families.</p>	<p>As a school we are concerned with the overall development of our children as learners, which may at times need the support of outside agencies.</p> <p>Termly planning meetings are held with individual outside agencies e.g. speech and language and Specialist Teaching team (STIP) to plan for support and advice for individual pupils. All external agency support is made via a referral system with written parental permission. In some individual cases where support from a range of different agencies is required, the parent and child are invited to attend where the meeting offers support for a "Team around the Family" meeting with support from the Home School link Worker and outside agencies relevant to the individual case.</p> <p>During the academic year we work directly with CAMHs, Inclusion Officer, social care workers, Surrey Young Carers, medical practitioners, paediatricians, School Nurse and GPs, family support workers and mental health professionals.</p> <p>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 Inclusion Lead 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.</p>
<p>How the school involves other bodies, including health and social care bodies, local authority services and voluntary sector organisations in meeting children's SEN needs and supporting their families.</p>	<p>As a school we are concerned with the overall development of our children as learners, which may at times need the support of outside agencies.</p> <p>In some individual cases where a high level of support from a range of different agencies is required, an Early Help Assessment is needed. The parent and child are invited to attend where the meeting offers support for a "Team around the Family" termly meeting with support</p>



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	from the Home School link Worker and outside agencies relevant to the individual case.
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