



# Clarendon Primary School SEN Information Report

## 'Doing our best to achieve our best'

	Questions	School Response
1	<b>What areas of Special Educational Needs are provided for at Clarendon School?</b>	<p>Our school is a mainstream, inclusive school with a nurturing ethos that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). We have a Family Centre attached to the school as well as a nursery facility. Our aim is to address children's needs and support their development, recognising that they are individuals with their own unique skills and qualities. We celebrate effort alongside achievement, creating opportunities for each child to reach their full potential. Our school's <b>SEN policy</b> document is available on our school website.</p> <p><b>Support is provided for SEN/D pupils by:</b></p> <ul style="list-style-type: none"> <li>• making reasonable adjustments to our practices so as to comply with the Equality Act (2010);</li> <li>• using a variety of teaching strategies and catering for the different learning styles (visual, auditory and kinaesthetic (active/practical));</li> <li>• giving children tasks that they can access at their ability;</li> <li>• providing more targeted approaches through specific interventions;</li> <li>• deployment of trained adults to facilitate learning in a variety of groupings e.g. individual, paired or small group, and to cater for learners who may need additional/different provision and who may have difficulties with:</li> </ul> <p>Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Sensory and/or Physical</p>
2	<b>How do we identify and assess pupils with Special Educational and/or Disability (SEND) Needs?</b>	<p><b>Pupils are identified as having SEND and their needs are assessed by:</b></p> <ul style="list-style-type: none"> <li>• meeting with professionals who already know the children well prior to starting Clarendon, and using the information already available to aid us in identifying and managing each child's needs within our setting. This could be information passed on from our nursery or another nursery setting/pre-school or from other primary settings as part of a child's transition;</li> <li>• using Surrey's SEND Profiles Of Need (both Early Years and Reception Year to Year 6) as well as 'A Graduated Response' (using the assess-plan-do-review cycle) for identifying children who require SEN Support, Specialist SEN</li> </ul>

		<p>Support and those children to be considered (with professional advice sought) for a statutory assessment which could then lead to an Education Health and Care Plan;</p> <ul style="list-style-type: none"> <li>• baseline testing; assessment against the Early Learning Goals; KS1 SATs results; the use of diagnostic assessment tools, such as tests that give standardised scores, (e.g. reading/spelling ages); information that identifies to what extent a child is meeting 'age-related expectations' (reported to parents/carers during parents evenings and their child's end of year report) and information relating to the rate of progress they are making (discussed at pupil progress meetings termly);</li> <li>• regular monitoring by class teachers (regular on-going class teacher assessment, and information collected from pupil observations) and the senior leadership team through effective data tracking systems (see the <b>Assessment policy</b> on our website);</li> <li>• identifying and monitoring children not making expected progress in particular areas of learning and reviewing their learning needs, as well as putting plans in place to support learning and improve progress and involving parents/carers and children, when appropriate, through this process.</li> </ul> <p>If a parent/carer has any concerns about the progress or attainment of their child, they are encouraged to speak to the class teacher in the first instance. The class teacher will then, if necessary, follow this up with the Special Educational Needs Coordinator (SENCo). Should support from an outside agency e.g. Speech and Language Therapy or a Specialist Teacher be agreed upon, after a child's needs are mapped out as being within mainly the SEN Specialist Support within the SEND Profiles of Need, the SENCo will work with parents/carers and the class teacher to gather the relevant evidence to process a referral.</p>
3	<p><b>What is the name of our Special Educational Needs Coordinator (SENCO), the SEN governor</b></p> <p><b>How can they be contacted?</b></p>	<p>Our school SENCo is Miss Sarah Robinson, who is available mainly on a Monday, Tuesday and Wednesday.</p> <p>Mrs. Sian Overton is Clarendon School's SEN governor.</p> <p>They can be contacted through the school office on 01784 253379 or via email: <a href="mailto:clarendonschool@googlemail.surrey.sch.uk">clarendonschool@googlemail.surrey.sch.uk</a></p> <p>The admin team will pass on emails on the working day it is received to the relevant adult, who will endeavour to respond in a timely manner.</p>

4	<p><b>What is our approach to teaching pupils with SEN?</b></p>	<p><b>Provision for SEND pupils includes:</b></p> <ul style="list-style-type: none"> <li>• a holistic school approach, taking into consideration each child's strengths and interests and involving them in making decisions about their learning;</li> <li>• our staff making reasonable adjustments or adapting practice to help include all children;</li> <li>• adopting a graduated approach to meeting need, through quality first teaching for all learners;</li> <li>• additional support within the classroom (Universal) with differentiated learning, a variety of strategies and appropriate scaffolding to aid full access to the learning;</li> <li>• using approaches that guide and facilitate in order to promote independent learners, such as breaking tasks down into smaller steps, modelling how to start a writing task or providing children with key vocabulary to include in sentences;</li> <li>• our second level of additional support, may involve more focused intervention which is often delivered in small groups, following a specific targeted intervention programme);</li> <li>• personalised provision for specific learning needs, potentially with support secured from specialists or advisors.</li> </ul>
5	<p><b>How will the curriculum be matched to meet a child's needs?</b></p>	<p><b>The curriculum/ learning environment may be adapted by:</b></p> <p>All teachers being provided with information outlining the needs of individual children. This information is used to plan learning support for individuals and groups in order to facilitate full access to the curriculum for every child in a class. This is achieved through:</p> <ul style="list-style-type: none"> <li>• planning based on prior learning and differentiated according to need;</li> <li>• clear learning objectives and success criteria which are verbally and visually shared with the children;</li> <li>• use of a variety of teaching styles so that learners who 'hook' into learning in different ways, (e.g. visual, auditory, or kinaesthetic) are catered for;</li> <li>• effective questioning, modelling and explanation from the teacher in order to enhance pupil engagement;</li> <li>• choosing appropriate and motivational texts, topics and materials. These are sourced to suit the age and interest of the pupils and helps to ensure the maximum level of engagement, enjoyment and motivation;</li> <li>• flexible groupings that support children who have similar targets or gaps in their learning and if needed an individual learning area provided, dependent on a child's specific need;</li> <li>• pupils having access to a range of resources to help support them within all lessons, for example word banks with high frequency words or topic words, practical mathematical equipment (Dienes, unifix, hundred squares, number lines etc.);</li> <li>• pupil talk and ongoing assessment for learning;</li> <li>• encouragement and facilitation of tasks with a focus on the process and specific praise given to our children 'doing their best';</li> <li>• reviewing learning daily, picking up and changing misconceptions and sharing next steps with children;</li> </ul>

		<ul style="list-style-type: none"> <li>• deploying additional adult support during specific learning experiences such as: trips, (outlined in the individual risk assessment), outdoor learning activities, specific courses and for activities that require a high level of organisational processing (e.g. cooking/ D.T.).</li> </ul> <p>If, for example, a child has language and communication needs, the class teachers and teaching assistants will carefully consider the language they use and incorporate recommended strategies such as using short instructions and limiting key words. Teachers are clear on the expectations of 'Universal' provision (quality first teaching) and this is regularly monitored by the leadership team.</p> <p>Extra time can be requested for SEN children for statutory assessments at the end of Key Stage 2 (N.B. - When these assessments are administered, teachers are sensitive to the needs and challenges for individual pupils, therefore adapting test papers where needed, reading questions (in line with identified guidelines), providing a distraction free space and sometimes by acting as a scribe (if this is the usual practice in lessons).</p> <p>Our school's <b>Accessibility Plan</b> outlines adaptations made to support particular needs (available on the school website)</p>
6	How do we consult pupils and involve them in their own learning?	<p><b>Children with special educational needs and/or disability will be involved by:</b></p> <ul style="list-style-type: none"> <li>• sharing their views with their class representatives for the school council (which is made up of a cross section of pupils);</li> <li>• being part of mentoring meetings with a familiar adult to share: what they like about themselves; what is important to them and how best to support them. This information then informs the child's 'One Page Profile' (OPP);</li> <li>• talking to a child with an Education Health and Care Plan (EHCP) about his/her story and future wishes before a review meeting and including this information in any subsequent plan;</li> <li>• inviting a child with an EHCP to their annual review meeting by giving them the opportunity to join part of the meeting to hear a summary of their achievements and to share their thoughts. This can involve using their OPP if they wish or a pre-recorded video clip if they prefer;</li> <li>• children receiving feedback on their learning, verbally and through the marking of their work and through dialogue between your child and the adults working in their class;</li> <li>• asking the children about what they think about how they are doing and what helps them to learn so that they feel valued and because their thoughts matter to the adults working with them.</li> </ul>

**How do we consult parents/carers of children with SEN and involve them in their child's learning?**

**How parents will be consulted and involved in their child's learning:**

- endeavouring to meet parents/carers face to face or virtually, in line with the family centred approach; (The class teacher should be consulted, with the SENCo overseeing provision for a child's needs)
- sharing outcomes, (school and home) and discussed with parents to inform agreed targets recorded in a support plan for children requiring a higher level of support.
- communicating with parents/carers achieved via: telephone, letter, email, zoom/teams; or the use of a home school contact book (this will be after a discussion with the class teacher, as it may be useful to have more regular communication to help during times when there is an impact on learning);
- providing access to information about SEND on our school website.
- offering consultation meetings with the class teacher(s), which are held during the Autumn and Spring, (as well as Summer term at the parents request) to discuss your child's learning behaviour, progress and next steps and how they can be helped at home and a further meeting in the Summer term is this is felt necessary;

(If there are any specific concerns raised at this meeting these are recorded and discussed with relevant members of staff)

- inviting parents with children on the SEND register to be a part of generating the child's outcomes and targets each term, and jointly discuss next steps and possible outcomes for their child going forward;
- offering support to parents when completing referral forms if required by the SENCo, as well as providing help with reading and understanding reports from professional services when requested;
- sharing updates on the curriculum through our newsletters and/or website. Furthermore, we forward any useful information to parents/carers about local support groups or courses.
- inviting parents/carers into school to attend learning workshops or forums which offer updates on teaching methods, interventions, national initiatives or changes to school policies;
- encouraging parents to come in and support pupils with learning, such as hearing children read, as we continually promote reading in the school;
- involvement in an active Parent Teacher Association (PTA) - a fun way to get more involved in the life of the school;
- enabling ease of contact, so that if you have concerns about your child, a meeting can be arranged directly with the class teacher, either via email or verbally when seeing the teacher at the end of the day, or via the school office.

Our parent governors take an active role in the school by visiting the school to take part in learning walks, as well as joining sub committees to oversee financial management, curriculum development, standards and whole school improvement. If you are interested in finding out more about the role of the governors please speak to either Mr. William Neale (Headteacher), Karen Handley or Matt Edwards (Joint Chairs of Governors)

		<p>If you are able to offer your time on a voluntary basis, and subject to any external checks, any enquiries about helping in school can be made to the Deputy Headteacher, Mrs. Louise Stondzik.</p> <p>For enquiries about being involved with the PTA, please contact the chair of the PTA via the school office.</p>
8	How do we support pupils with their emotional and social development?	<p>All children are supported with their social and emotional development through the curriculum (particularly through the PSHE curriculum), assemblies and during unstructured times, with a higher level of support given if there is a specific social interaction/physical need that requires this.</p> <p><b>Pupils are also well supported by:</b></p> <ul style="list-style-type: none"> <li>• having a Welfare Officer who the children are confident to visit when they need some attention and/or First Aid. Mrs. Anne-Marie Bough supervises the administering of any prescription medicines and works in partnership with parents where there are welfare issues or concerns.</li> <li>• having an attendance officer (Mrs Caroline Newman) to monitor pupil's attendance and work with families where there are concerns about attendance.</li> <li>• regular inclusion of pupils' well-being and strategies to support specific pupil needs are discussed at teacher staff meetings and lunchtime/teaching assistant meetings;</li> <li>• identification of staff to be trained to support medical needs and when needed relevant staff receiving additional training (eg. Epi pens);</li> <li>• access to social skills group provision, for those children identified as needing additional intervention in this area;</li> <li>• providing 1:1 intervention support for the development of Emotional Literacy (delivered by one of our trained Emotional Literacy Support Assistants – Mrs. Jeni Constantinou or Mrs. Sabah Shah) and use of reflection time;</li> <li>• implementing approaches, such as the use of a 'worry book/box' or a 'WOW' book, to help build resilience and reduce anxiety, after discussions with parents;</li> <li>• disseminating targeted mental health training to staff to enable staff to effectively support the management of pupils with an anxiety disorder or heightened anxiety levels;</li> <li>• the school council sharing their discussions with children in their class and asking for their input on future areas to be discussed, ensuring all pupils have a voice in school;</li> <li>• talking to children with SEND about their needs any concerns and how to support them in order to update their one page profiles;</li> <li>• reviewing the anti-bullying policy on a three year cycle, which is overseen by the governors and upheld by all teaching and non-teaching staff, with guidance and monitoring by the Headteacher, Deputy Headteacher and SENCo;</li> </ul>

		<ul style="list-style-type: none"> <li>• promoting an active approach to address the causes of bullying as well as dealing with negative behaviours, throughout the year as well as during the anti-bullying week when we have assemblies and lessons focusing on empowering the children;</li> <li>• incorporating emotional and social development through our PSHE programme;</li> <li>• using a whole school approach called 'The Zones of Regulation' to help children to identify how they are feeling as well as provide strategies to aid them to move into the 'Green Zone' where they can focus better and are more able to socialise meaningfully with others.</li> <li>• one of the Emotional Literacy Support Assistants, who is trained in other therapeutic approaches providing 1:1 sessions with targeted children for 'Drawing and Talking' therapy after talking to parents/carers and deciding if the therapy could potentially have a positive impact.</li> <li>• communicating with the Primary Mental Health Worker linked to the school, who can work with children in the school (when a child's need meets the criteria for referral);</li> <li>• managing pupil behaviour in accordance with the school's behaviour policy (<b>please see our Behaviour Policy</b>). Where patterns of behaviour indicating wrong choices are identified, strategies and approaches are put in place to help change the pattern, e.g. support aides for concentration, managed movement breaks, specific positive feedback and personalised reward systems. Advice can be sought through referral to the Specialist Teacher for Inclusive Practice who is linked to Clarendon, if this is agreed upon with the parent/carer and the threshold for support is reached.</li> </ul>
9	<b>What specialist services and expertise are available at or accessed by the school?</b>	<p>We liaise with a range of outside agencies on an individual pupil level and for staff development through clinics and workshops and have established a strong working relationship with external professionals.</p> <p>We have a particular duty in ensuring that Looked After Children are given appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher (Mr. William Neale at 01784 253379) meets with the social services and the virtual school to ensure the child's wider needs are met. A personal education plan (PEP) is produced termly to help each child develop holistically.</p> <p><b>Support is accessed from:</b></p> <ul style="list-style-type: none"> <li>• North East Area Specialist Teachers for Inclusive Practice (STIPS team)</li> <li>• Surrey Educational Psychologist Service</li> <li>• Speech and Language Therapy – Service for the Early Years, as well as a link therapist for the school.</li> <li>• Paediatric Occupational Therapy</li> <li>• Paediatric Physiotherapy</li> <li>• Physical and Sensory Support Service (PSS)- Advisory Teachers for Visual/Hearing Impairment and Advisory Teachers for Physical Development</li> </ul>

		<ul style="list-style-type: none"> <li>• Child and Adolescent Mental Health Service (CAMHS one stop)</li> <li>• School Nurse</li> <li>• Primary Mental Health Worker</li> <li>• ADHD Nurse –(Attention Deficit/ Hyperactivity Disorder)</li> <li>• Developmental Paediatricians at Goldsworth Park</li> <li>• REMA - Race Equality and Minority Achievement service</li> <li>• Jigsaw 4 U (bereavement support)</li> <li>• Visual Impairment Support Services</li> <li>• Hearing Impairment Support Services</li> <li>• Outreach @ Freemantles (supporting schools for children on the Autistic Spectrum)</li> </ul> <p>The website on the Surrey Local Offer provides a wealth of contact details and services available.  <a href="https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page">https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page</a></p>
10	<p><b>What training or expertise do staff have to support pupils with SEN?</b></p>	<p>The School SENCo, Miss Sarah Robinson, qualified as a teacher in Primary Education, and has had experience of being a headteacher in a different school.</p> <p><b>There is an audit of staff expertise in SEN undertaken annually:</b></p> <ul style="list-style-type: none"> <li>• The SENCo has attended a new to SENCO role course and has had induction support from another local SENCO within our partnership of schools.</li> <li>• The Headteacher has extensive SEN experience (previously as a SENCo and as the teacher in-charge of a Special Needs Unit that supported children with complex physical and Communication and Interaction needs. As part of his previous roles Mr. Neale completed a range of specialist training courses including the TEAACH and Nurture Group training programmes. He has also taken part in the ASD lead project, which began in the Spring Term 2017 and the Compassionate Schools Programme (2021-2022).</li> <li>• Representatives from CAMHS team trained staff in the Spring Term 2016 in Targeted Mental Health (Everybodies Business one day course). The SENCO oversees mental health provision within school and meets regularly with our ELSA trained staff.</li> <li>• The NE area specialist teaching team has provided courses such as: a workshop to staff with the focus on behaviour management; Positive Touch training to relevant staff and training for Teaching Assistants in Colourful Semantics. (This was in about 2017/2018 so do you want to include this?)</li> </ul>



**Training for staff supporting SEND children has included:**

- First Class at Number
- Managing Behaviour – Early Years provision (Early Years staff)
- Supporting learning for Spelling, Punctuation and Grammar
- Managing non-compliance in children
- Strategies for supporting autistic children in the mainstream setting
- Developing speaking and listening and reading for EAL learners
- ELKLAN training (TA)
- Positive Touch
- Network/borough meetings for SENCos
- SEN Governor training
- Everybodies Business (nursery and school staff)
- Fischer Family Trust training
- Freemantles 'Finding out about Autism and managing children with ASD'
- Phonics training for the whole school (Summer 2022)
- Benchmarking reading
- Guided reading
- Precision Teaching
- Lego Therapy
- Colourful Semantics
- ASD lead project (TA and HT)
- ASD refresher training (2 TAs)
- Literacy for All (TA)
- Emotional Literacy Support Assistants training (Autumn Term 2020 2 x TAs)
- Drawing and Talking Training (TA)
- Training in Bereavement support (TA)

We have opportunities for regular INSET delivered by our staff and outside specialist services. We identify training needs with all teaching and support staff and ensure our School Development Plan includes appropriate training opportunities.

Staff at Clarendon are informed and updated on SEN matters on a regular basis through staff meetings, teaching assistant meetings (lead by the Deputy Headteacher) and individual meetings with the SENCo.

11	<b>How do we enable pupils with SEN to engage in activities with other pupils?</b>	<p>At Clarendon, we believe in an inclusive approach for all pupils. The requirements of all our pupils are considered and any needs that require specific support are implemented in a discrete and sensitive manner.</p> <ul style="list-style-type: none"> <li>• Trips and activities are planned so that they meet the needs of all the children. If one to one support is considered appropriate, then this is provided, in addition to standard adult pupil ratios.</li> <li>• Offsite activities are supported and differentiated using the same approaches as those used in school.</li> <li>• Our Accessibility Plan promotes involvement/inclusion of all our learners. Where there are concerns about safety and access, the parents/carers are consulted and further thought and consideration is given and adaptations are put in place to ensure needs are met. Every effort is made to ensure that all pupils are able to access all the opportunities that are available to them.</li> <li>• We carry out risk assessments and put in place procedures to enable all children to participate.</li> <li>• If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent/carer may also be approached to consider accompanying their child during the activity in addition to the usual school staff.</li> <li>• We ensure all staff are aware of a child's needs.</li> </ul>
12	<b>How are facilities and equipment secured to support children with SEND?</b>	<p><b>Equipment and facilities are secured through:</b></p> <p><b>Educational Support Services such as:</b></p> <ul style="list-style-type: none"> <li>• The Educational Psychology Service (EP), Specialist Teachers for Inclusion (STIPs), English as an Additional Language Service (REMA), Speech and Language Therapy (SALT), Physical and Sensory Support Service(PSS) and Specialist Teachers for Visual/ Hearing Service.</li> <li>• Freemantles school (ASD) provides courses and an outreach service to help staff to utilise strategies to manage children on the Autistic Spectrum.</li> <li>• Speech and Language Therapists advise staff on resources to use and social skills programmes to follow and there is a link therapist assigned to our school. There are also Speech and Language Assistants who come into school to support TAs to deliver interventions.</li> </ul> <p><b>Non-Educational Support Services such as:</b></p> <ul style="list-style-type: none"> <li>• Occupational Therapy (OT), Physiotherapy, Child and Adolescent Mental Health Service (CAMHS) and Developmental Paediatricians.</li> <li>• There is an Occupational Therapist linked to the school and Occupational Therapy assistants come into school to support TAs in using the most appropriate equipment and approaches to aid the development of a child's functional and physical needs.</li> <li>• Referrals to specific services are made after an assessment of a child's needs or following recommendations made by a paediatrician.</li> </ul>

		<ul style="list-style-type: none"> <li>• Early Help Assessments (EHA) can be completed with the family to supplement information for an EHCP request or as part of Early Intervention support for families.</li> <li>• The School Nurse, and social services (such as social worker for children with disabilities) are also available on meeting referral criteria.</li> </ul> <p><b>Securing a range of services in the area provided by:</b></p> <ul style="list-style-type: none"> <li>• The Local Authority</li> <li>• Community or voluntary organisations</li> <li>• Charities or trusts</li> <li>• Private Organisations</li> <li>• Other local education providers, including teaching schools (e.g. Gosden House and Philip Southcote)</li> </ul> <p>In accordance with the Accessibility Plan, we make all reasonable adjustments to enable pupils to access the full curriculum. For example, by taking into consideration a child's physical need when allocating classrooms.</p> <p>SEN has a specific budget heading for staffing and resources. Expenditure is carefully monitored by the Headteacher, SENCo, Business Manager and Governors. Resources are allocated according to pupil need and to meet statutory obligations.</p> <p>Equipment and facilities to support children with SEN are available e.g. a quiet area for a child with a diagnosis of ASD to use as a calming place, provision of equipment e.g. sensory cushions, fiddle toys, theraputty etc. and implementation of strategies e.g. sensory/movement breaks for children with specific sensory needs.</p>
13	How will the school prepare and support my child to transfer to a new setting / school or the next stage of education and life?	<p><b>We support the transfer of pupils from Nursery / Pre-School into our Foundation Stage Reception Class and pupils from Key Stage 2 (Junior) to their new Key Stage 3 (Secondary) provision. For children with SEND this will be undertaken by:</b></p> <ul style="list-style-type: none"> <li>• welcoming visits for parents/carers of any child joining our school;</li> <li>• inviting parents/carers to an introductory meeting in the Summer term prior to the children starting followed by two introductory mornings to visit the school and their new classroom. (If required, children with SEND can be accompanied by a key worker or adult support worker and parents/carers are welcome to stay during these sessions);</li> <li>• ensuring that senior leaders, including the SENCo, are available during planned introductory and transition meetings;</li> </ul>

		<ul style="list-style-type: none"> <li>• where possible, the reception class teacher or Early Years Leader visiting or making contact with each child's current nursery / pre-school educational provider during the Summer term before they start school. This will be to observe / discuss them in their current setting, gain key information and discuss your child's needs;</li> <li>• the SENCo, Nursery teacher and Early Years Leader liaising with schools, pre-schools and nurseries to ensure there is appropriate provision planning;</li> <li>• sharing relevant SEND information about individual children with their Secondary SENCo or Inclusion Leader. This is usually when the child is on SEN support/Specialist SEN Support/children in receipt of an EHCP, but there may be discussions with children not on the SEN register who are classed as more 'vulnerable';</li> <li>• the SENCo attending the annual review meeting of potential new-starters to ensure the best possible transition for a child with an Education Health and Care Plan;</li> <li>• inviting the SENCo from the new secondary school/specialist setting to attend the child's last primary school annual review meeting for children with an EHCP;</li> <li>• providing children, identified as SEND or with heightened anxiety about transition, additional opportunities to visit their new school (when this is available);</li> <li>• informing parents of the local secondary school Open Days and providing additional information about applying for places;</li> <li>• ensuring all children attend their secondary school induction days. (N.B – If necessary, children with SEND may be supported by a familiar teaching assistant);</li> <li>• building in transition programmes as part of PSHE lessons and additional group sessions being made available when pupils require more help with a move and additional information would be beneficial;</li> <li>• utilising assemblies as a forum to explore changes and prepare children for transitions;</li> <li>• offering social stories for children who respond to these, as well as booklets with photographs so that children with communication and interaction needs have a visual aid to refer to.</li> </ul>
14	<p><b>What are our arrangements for assessing and reviewing the progress of children with SEN?</b></p>	<p><b>These arrangements include:</b></p> <ul style="list-style-type: none"> <li>• specified outcomes, with targets linked to these, for children classed as 'SEN Support' or 'Specialist SEN Support' and with an Education Health and Care plan (EHCP) being reviewed at least termly and achievements being shared with the child's parents/carers at scheduled meetings with involvement from the child prior to this to gain their thoughts about outcomes wherever possible;</li> <li>• outcomes and progress being reviewed, discussed and shared at the end of the programme for some children, (e.g. those taking part in an intervention with the class teacher or teaching assistant);</li> <li>• children with an Education Health and Care plan having an annual review, (that is timetabled during school hours) to review outcomes set out in the EHC plan. All relevant staff working with the child will be invited to join the meeting. Supporting external professionals will be invited to attend and contribute either verbally or by providing a written</li> </ul>

		<p>report. Parents are also encouraged to share their views verbally or in writing about what they feel will be important to focus on in order to meet agreed outcomes and targets.</p> <ul style="list-style-type: none"> <li>• before an annual review, children will talk to the SENCo about what is going well for them/not so well as well as share their short/long term aspirations. They will also discuss how they would like to take part in their review meeting. This could be by either coming along for part of it, by making a video if they prefer or by an adult sharing information for them e.g. by sharing 'what is important to them' from their one page profile;</li> <li>• tracking how well children with SEND are meeting the age-related expectations for their year group. This will be monitored by the class teachers as well as the Senior Leadership Team (Headteacher, Deputy Headteacher, SENCo, Key Stage and EYFS leaders) and interventions put into place to help to narrow any learning gaps. Pupils' progress is discussed at termly progress reviews with the class teachers, Headteacher, Deputy Headteacher and SENCo;</li> <li>• observations of children, either from staff in school or other professionals from an outside agency (such as the Specialist teachers for Cognition and Learning and Communication and Interaction/ Social and Emotional Mental Health - STIPs). These are used to help build a picture of the child's needs as well as identify recommendations and strategies that the school will then endeavour to implement in order to help enable the child to reach their potential. Behaviour or learning observed by the specialist teacher is also followed by a discussion with staff and following this a report may be written and shared. The SENCo will provide verbal or written feedback to parents/carers.</li> </ul> <p>Our school's <b>Assessment Policy</b> outlines the range of assessments regularly used throughout the school.</p>
15	How do we evaluate the effectiveness of provision for pupils with SEN?	<p><b>The effectiveness of provision for SEN pupils is evaluated by:</b></p> <ul style="list-style-type: none"> <li>• tracking the achievements of SEND pupils regularly and discussing the rate of progress at termly pupil progress meetings between the class teacher(s), Headteacher, Deputy Headteacher and SENCo;</li> <li>• use of generated reports from the assessment tool used by the school 'Target Tracker' as part of whole school; tracking of data for monitoring purposes and progress monitoring is evaluated by the Senior Leadership Team;</li> <li>• reviewing provision and arrangements on a support plan as part of a child's SEND Support Arrangements, monitored by the SENCo;</li> <li>• assessment information is recorded before an intervention (entry data) and at the end of the intervention (exit data);</li> <li>• regularly reviewing additional adaptations or adjustments made to provision as a result of discussions held at pupil progress meetings or after discussions with the SENCo, or other supporting professionals and/or parents/carers;</li> <li>• interventions being monitored and evaluated to review their impact on the progress of children with additional needs;</li> <li>• the Governor, with responsibility for monitoring the effectiveness of provision in place for children identified with SEND, is provided with an overview of pupil progress at the Full Governing Body meeting as well as when meeting with the SENCo;</li> </ul>

		<ul style="list-style-type: none"> <li>the SEN Governor meets regularly with the SENCo to discuss ongoing SEN school priorities in addition to monitoring interventions and SEN provision on learning walk.</li> </ul>
16	<b>What are the arrangements made relating to the handling of complaints from parents of children with SEN concerning the provision made at the school?</b>	<p>We will always endeavour to resolve concerns as quickly as we can and at as low a level as possible, which would be the best way forward for everyone involved. Our procedure can be found in more detail under 'Responding to Parents Concerns - SCC Brief Guide' on our website and the key procedures would be:</p> <ul style="list-style-type: none"> <li>The complaint is shared with the class teacher(s), who listens carefully and makes notes. Points raised will be addressed and any actions agreed so that the complainant feels that the matter has been dealt with thoroughly.</li> <li>If the matter raised remains unresolved, you may find it helpful to discuss this with the SENCo (Miss Sarah Robinson) or Deputy Head teacher (Mrs Louise Stondzik)</li> <li>The next point of contact, if it was felt that there had been no resolution, would be to meet with the Headteacher, Mr. William Neale</li> <li>If the complainant feels that the matter has not been resolved sufficiently, then they would need to put this in writing to one of the Chairs of Governors. The Governing Body will deal with the matter through their agreed complain resolution procedures.</li> <li>In the unlikely event that the matter is still not resolved, the parent can take the complaint to the Local Authority.</li> </ul>
17	<b>What are the contact details of support services young people and parents of pupils with SEN can contact if they have concerns?</b>	<p>All support services can be accessed by talking to the SENCo, Miss Sarah Robinson, as well via the following websites:</p> <ul style="list-style-type: none"> <li>Surrey Local Offer - <a href="https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page">https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page</a></li> <li>SEND Advice Surrey - <a href="https://www.sendadvicesurrey.org.uk/about">https://www.sendadvicesurrey.org.uk/about</a></li> <li>Surrey Learner's Single Point of Access (L-SPA) - <a href="https://www.surreylocaloffer.org.uk/lspa">https://www.surreylocaloffer.org.uk/lspa</a></li> <li>Surrey Mindworks - <a href="https://www.mindworks-surrey.org/">https://www.mindworks-surrey.org/</a></li> <li>National Autistic Society - <a href="https://www.autism.org.uk/">https://www.autism.org.uk/</a></li> <li>Speechlink Parent Portal <a href="https://speechandlanguage.info/parents">https://speechandlanguage.info/parents</a></li> </ul>
18	<b>Who can I contact for further information?</b>	<ul style="list-style-type: none"> <li>In the first instance, parents/carers are encouraged to talk to their child's class teacher(s) or the Nursery teacher.</li> <li>Further information and support can be obtained from the SENCo (Miss Sarah Robinson), the Deputy Headteacher (Mrs. Louise Stondzik) or the Headteacher (Mr. William Neale).</li> </ul> <p>Contact can be made via the school office and on the telephone no: 01784 253379</p>
19	<b>Where can the LA's Local Offer be found?</b>	<ul style="list-style-type: none"> <li>The website on the Surrey Local Offer provides a wealth of contact details and services available. <a href="https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page">https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page</a></li> </ul>