



'Doing our best to achieve our best'

Clarendon Primary School SEN Information Report

	Questions	School Response
1	<p>What areas of Special Educational Needs are provided for at Clarendon school?</p>	<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 Children's 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 SEN policy document is available on our school website (http://www.clarendon.surrey.sch.uk/)</p> <p>Support is provided for SEN/D pupils by:</p> <ul style="list-style-type: none"> • making reasonable adjustments to our practices so as to comply with the Equality Act (2010); • using a variety of teaching strategies and catering for the different learning styles (visual, auditory and kinaesthetic (active/practical)); • giving children tasks that they can access at their ability; • providing more targeted approaches through specific interventions; • 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: <p>Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Sensory and/or Physical</p>
2	<p>How do we identify and assess pupils with Special Educational and/or Disability (SEND) Needs?</p>	<p>Pupils are identified as having SEN and their needs are assessed by:</p> <ul style="list-style-type: none"> • 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; • using Surrey's criteria for SEN – 'A Graduated Response' (using the assess-plan-do-review cycle) for identifying children who require SEN Support and those children to be considered (with professional advice sought) for an Education Health and Care Plan;

		<ul style="list-style-type: none"> • 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 on the mid-year and end of year report) and information relating to the rate of progress they are making (discussed at pupil progress meetings termly); • 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 Assessment policy on our website); • 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. <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 an Educational Psychologist be agreed upon, the SENCo will work with parents and the class teacher to gather the relevant evidence to process a referral.</p>
3	<p>What is the name of our Special Educational Needs Coordinator (SENCo), the SEN governor and Home School Link Worker (HSLW)?</p> <p>How can they be contacted?</p>	<p>Our school SENCo is Mrs. Elizabeth Harrow, who is available on a Tuesday, Wednesday and Thursday.</p> <p>Mrs. Karen Handley is Clarendon School’s SEN governor.</p> <p>Our Home School Link Worker, Mrs. Suzanne Cale, is available on a Monday.</p> <p>They can be contacted through the school office on 01784 253379 or via email: clarendonschool@googlemail.surrey.sch.uk</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>What is our approach to teaching pupils with SEN?</p>	<p>Provision for SEN pupils includes:</p> <ul style="list-style-type: none"> • a holistic school approach, taking into consideration each child’s strengths and interests and involving them in making decisions about their learning; • our staff making reasonable adjustments or adapting practice to help include all children; • adopting a graduated approach to meeting need, through quality first teaching for all learners; • additional support within the classroom (Wave 1) with differentiated learning, a variety of strategies and appropriate scaffolding to aid full access to the learning; • using approaches that guide and facilitate in order to promote independent learners, such as breaking tasks down

		<p>into smaller steps, modelling how to start a writing task or providing children with key vocabulary to include in sentences;</p> <ul style="list-style-type: none"> • Our second level of additional support (Wave 2) may involve more focused intervention which is often small group work following a specific intervention programme; • personalised provision for specific learning needs, potentially with support secured from specialists or advisors (Wave 3).
5	<p>How will the curriculum be matched to meet a child's needs?</p>	<p>The curriculum/ learning environment may be adapted by:</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"> • planning based on prior learning and differentiated according to need; • clear learning objectives and success criteria which are verbally and visually shared with the children; • 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; • effective questioning, modelling and explanation from the teacher in order to enhance pupil engagement; • 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; • 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; • 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 (e.g. dienes, unifix, hundred squares, number lines, numicon etc.) and a 'help desk' to encourage independence when learning; • pupil talk and ongoing assessment for learning; • encouragement and facilitation of tasks with a focus on the process and specific praise given to our children 'doing their best'; • reviewing learning daily, picking up and changing misconceptions and sharing next steps with children; • deploying additional adult support during the 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.). <p>If, for example, a child has language and communication needs, 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 Wave 1 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.</p>

		<p>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 Accessibility Plan outlines adaptations made to support particular needs (available on the school website)</p>
6	<p>How do we consult pupils and involve them in their own learning?</p>	<p>Children with special educational needs and/or disability will be involved by:</p> <ul style="list-style-type: none"> • sharing their views with their class representatives for the school council (which is made up of a cross section of pupils); • 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); • 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; • 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 one page profile, if they wish, or a pre-recorded video clip; • 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; • 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.
7	<p>How do we consult parents/carers of children with SEN and involve them in their child's learning?</p>	<p>How parents will be consulted and involved in their child's learning:</p> <ul style="list-style-type: none"> • endeavouring to meet parents/carers face to face, in line with the family centred approach; <p>(The class teacher should be consulted initially, with the SENCo becoming involved in dialogue with the teacher and overseeing provision for a child's needs)</p> <ul style="list-style-type: none"> • sharing outcomes, (school and home) and discussing these with parents to inform agreed targets which are recorded in a plan for children requiring a higher level of support (please see Wave 2/3 documents which can be found on our school website under SEND14 provision); • communicating with parents/carers achieved via: telephone, letter, email or use of a home school contact book (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. (This can be found under 'statutory information'); • offering consultation meetings with the Class teacher, which are held during the Autumn and Spring, to discuss your child's learning behaviour, progress and next steps and how they can be helped at home; <p>(If there are any specific concerns raised at this meeting these are recorded and discussed with relevant members of</p>

		<p>staff)</p> <ul style="list-style-type: none"> • inviting parents with children on the SEN register to review their child’s outcomes and targets each term, with the class teacher, and jointly discuss next steps and possible outcomes for their child going forward; • liaising with parents about potential involvement of the Home School Link Worker and deciding if a referral is the best way forward; • offering support to parents when completing referral forms if required (SENCo or HSLW), 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 Association (PA) - 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 with the Class Teacher directly or via the school office. <p>Our parent governors take an active role in the school by visiting the school to take part in learning walks, as well as join sub committees to oversee that 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) or Graham Coldman (Chair of Governors)</p> <p>If you are able to offer your time on a voluntary basis, and willing to complete 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 PA, please contact the chair of the PA, Gemma Edwards, via the school office.</p>
8	<p>How do we support pupils with their emotional and social development?</p>	<p>All children are supported with their social and emotional development through the 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>Pupils are also well supported by:</p> <ul style="list-style-type: none"> • having a full-time Welfare Officer who the children are confident to visit when they need some attention and/or First Aid. Mrs. Newman supervises the administering of any prescription medicines, monitors attendance and works

with families where there are concerns about attendance or other welfare issues;

- regular inclusion of pupils well-being and strategies to support specific pupil needs are discussed at teacher staff meetings and lunchtime/teaching assistant meetings;
- identification of staff to be trained to support medical needs and when needed relevant staff receiving additional training (eg. epi pens);
- access to social skills group provision, for those children identified as needing additional intervention in this area;
- providing 1:1 intervention support for the development of Emotional Literacy (delivered by a trained Emotional Literacy Support Assistant – ELSA from Spring Term 2018) and use of reflection time;
- 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;
- disseminating targeted mental health training to staff (such as resources/approaches shared from Targeted Mental Health network meetings TaMHS) to enable staff to effectively support the management of pupils with an anxiety disorder or heightened anxiety levels;
- 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;
- talking to children with SEN/D about their needs any concerns and how to support them in order to update their one page profiles;
- 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, SENCo and Home School Link Worker;
- promoting an active approach addressing the causes of bullying as well as dealing with negative behaviours, throughout the year. During the anti-bullying week we also have assemblies and lessons focusing on empowering the children;
- incorporating emotional and social development through our PSHCE programme;
- running a ‘Pyramid Club’ annually (the SENCo identifies children from lower KS2 from and offers this opportunity to the children who will benefit the most) aimed to develop self-esteem and confidence;
- the HSLW providing 1:1 sessions with targeted children using, e.g. ‘drawing and talking’ therapy after talking to parents/carers and deciding if the therapy could potentially have a positive impact;
- communicating with the Specialist school nurse for the Community Emotional Wellbeing and Mental Health Nursing Service, who can work with children in the school (when a child’s need meets the criteria for referral);
- managing pupil behaviour in accordance with the school’s behaviour policy (**please see our Behaviour policy**). 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. Specialist teacher advice can be sought through referral to the Behaviour Support Service if this is agreed upon with the parent/carer and the threshold for support is reached.

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

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.

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.

Support is accessed from:

- North East Area Specialist Teachers for Inclusive Practice (STIP), such as: Learning and Language Support (LLS) Teachers, Behaviour Support (BS) Teachers and Behaviour Support Assistants
- Surrey Educational Psychologist Service
- Speech and Language Therapy – Service for the Early Years, as well as a link therapist for the school.
- Paediatric Occupational Therapy
- Paediatric Physiotherapy
- Physical and Sensory Support Service (PSS)- Advisory Teachers for Visual Impairment Information, Communication Technology and Advisory Teachers for Physical Development
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse and Specialist school nurse for the Community Emotional Wellbeing and Mental Health Nursing Service
- ADHD Nurse –(Attention Deficit/ Hyperactivity Disorder)
- Developmental Paediatricians at Goldsworth Park
- White Lodge – Multi-agency Child Assessment Service
- REMA - Race Equality and Minority Achievement service
- Jigsaw 4 U (bereavement support)
- Visual Impairment Support Services
- Outreach @ Freemantles (supporting schools for children on the Autistic Spectrum)
- Outreach @ Philip Southcote (supporting schools with their SEN provision and training)

During this academic year we have worked with Social Services, Child and Adolescent Mental Health teams, Independent Supporters and the specialist school nurse for the Community Emotional Wellbeing and Mental Health Nursing Service.

The website on the Surrey Local Offer provides a wealth of contact details and services available.

		<p>http://www.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/</p> <p>Information is also available from the Surrey SEND Information, Advice and Support Service (SSIAS) (which was formerly called the Surrey Parent Partnership and Partnership with Parents). Please speak to the SENCo/HSLW for details or look at the following website: https://www.sendadvice.surrey.org.uk/</p> <p>There is also a service for parents to help them with the Education Health and Care process – this is called ‘Independent Support’. http://www.coreassets.com/what-we-do/independent-support-service/</p> <p>Parents can also call the referral team on: 08000 288 455</p>
10	<p>What training or expertise do staff have to support pupils with SEN?</p>	<p>The School SENCo, Mrs. Elizabeth Harrow, qualified as a teacher in 1995, and has had experience of being a SENCo since 2005.</p> <p>There is an audit of staff expertise in SEN undertaken annually:</p> <ul style="list-style-type: none"> • The SENCo has attended: the New SENCO course for information on SEND14; meets regularly for network meetings with the Spelthorne Confederation network of SENCOs and attends the annual SEN conference. • The SENCO has a Level 2 certificate in Child Counselling (Place 2 Be). • The Headteacher also has extensive SEN experience (previously as a SENCO and as the head of a Special Needs Unit that supported children with complex physical and Communication and Interaction needs. As part of his previous role as SENCO 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. • The HSLW has attended courses in: communicating with services; Early Help training (to complete the Early Help Assessment); advanced ‘Drawing and Talking’ therapy; ‘Everybodies Business two day course, First Aid for Mental Health and has also attended the Family Workforce conference; • Representatives from CAMHS team trained staff in the Spring Term 2016 in Targeted Mental Health (Everybodies Business one day course), • The NE area specialist teaching team has provided courses such as: a workshop to staff with the focus on behaviour management (Autumn 2014); Positive Touch training to relevant staff (Summer Term 2015) and training for Teaching Assistants in Colourful Semantics (Spring Term 2017). • The Educational Psychology Service trained TAs and Teachers in Precision Monitoring (Autumn Term 2015) <p>Training for staff supporting SEND children has included:</p> <ul style="list-style-type: none"> ▪ First Class at Number (One Higher Level Teaching Assistant and one Teaching Assistant) ▪ Managing Behaviour – Early Years provision (Early Years staff)

- Supporting learning for Spelling, Punctuation and Grammar
- Effective Communication (HSLW)
- Managing non-compliance in children
- Strategies for supporting autistic children in the mainstream setting
- ELKAN training (Higher Level Teaching Assistant)
- Helping children with visual impairment and specialist ICT equipment (2 HLTAs and 1 TA)
- Developing speaking and listening for EAL learners. (1 TA)
- Positive Touch (2 Senior Leadership Team/3 Class teachers and 3 Teaching Assistants)
- SEN Conferences 2015,2016,2017 (SENCo)
- Network/borough meetings for SENCos
- SEN Governor training
- TaMHs network meetings (SENCo)
- Everybodies Business (nursery and school staff)
- Fischer Family Trust training (1 teacher and 2 TAs)
- Freemantles Finding out about Autism and managing children with ASD
- Autism Happiness (SENCo)
- Phonics training in KS1
- Benchmarking reading
- Guided reading
- Precision Monitoring (SENCo/3 HLTA 10 TAs/ all Class teachers/HT/DHT)
- Lego Therapy (HLTA and TA)
- Spelthorne Confederation Training e.g. Occupational Therapy
- Colourful Semantics (10 TAs/ SENCo)
- ASD lead project (HLTA and HT)
- Training for one of our HLTAs to be an Emotional Literacy Support Assistant (Autumn Term 2017)

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.

We aim to ensure that all staff working with learners who have SEN/D possess a working knowledge of the difficulty to help them in supporting pupil access to the curriculum.

11	<p>How do we enable pupils with SEN to engage in activities with children in the school who do not have special educational needs?</p>	<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"> • 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. • Offsite activities are supported and differentiated using the same approaches as those used in school. • 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. For instance, on recent residential trips (2017), additional staff accompanied children with SEN. • We carry out risk assessments and put in place procedures to enable all children to participate. • 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. • Registers are taken for all school activities and we actively monitor the engagement of learners across the school. • We ensure all staff are aware of children’s needs.
12	<p>How are facilities and equipment secured to support children with SEND?</p>	<p>Equipment and facilities are secured through:</p> <p>Educational Support Services such as:</p> <ul style="list-style-type: none"> • The Portage Service, Educational Psychology Service (EP), Behaviour Support Service (BSS), Learning and Language Support Service (LLS), English as an Additional Language Service (REMA), Physical and Sensory Support Service(PSSS) and Specialist Teachers for Visual/ Hearing / IT Service. • White Lodge provides a service to coordinate early intervention and assessment of children. Freemantles school (ASD) provides courses and an outreach service to help staff to utilise strategies to manage children on the Autistic Spectrum. <p>Non-Educational Support Services such as:</p> <ul style="list-style-type: none"> • Speech and Language Therapy (SALT), Occupational Therapy (OT), Physiotherapy, Child and Adolescent Mental Health Service (CAMHS) and Paediatricians. • 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. • The Educational Psychologist liaises with the SENCo, observes/ assesses children and reports on appropriate recommendations to follow. • Referrals to specific services are made after an assessment of a child’s needs or following recommendations made by a paediatrician. • Early Help Assessments (EHA) are completed with the family to supplement information for an EHCP request or as

		<p>part of Early Intervention support for families – our lead professional to guide families through this holistic process is Suzanne Cale (HSLW).</p> <ul style="list-style-type: none"> • The School Nurse, Specialist nurses and social services (such as social worker for children with disabilities) are also available on meeting referral criteria. <p>Securing a range of services in the area provided by:</p> <ul style="list-style-type: none"> • The Local Authority (e.g. Nurture Groups) • Community or voluntary organisations (e.g. Beanstalk readers) • Charities or trusts (e.g. the Pyramid Trust) • Private Organisations • Other local education providers, including teaching schools (e.g. Gosden House and Philip Southcote) <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	<p>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>	<p>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.</p> <p>For children with SEND this will be undertaken by:</p> <ul style="list-style-type: none"> • welcoming visits for parents/carers of any child joining our school; • 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 an adult support worker and parents/carers are welcome to stay during these sessions); • ensuring that senior leaders, including the SENCo are available during introductory and transition meetings; • where possible, the reception class teacher visiting each child’s current nursery / pre-school educational provider during the Summer term before they start school. This will be to observe the child in their current setting, gain key information and discuss any needs; • the SENCo and Nursery manager liaising with schools, pre-schools and nurseries to ensure appropriate provision planning (usually at the Spelthorne ‘Marketplace’ event organised by the Spelthorne Schools Together);

		<ul style="list-style-type: none"> • in conjunction with the School, Clarendon Children’s Centre running the ‘Steps into School’ Programme for those children that would benefit from extra support; • sharing relevant SEN information at the ‘Cluster Group’ (SST) about individual children with their Secondary SENCo. This is usually when the child is on SEN support but there may be discussions with children not on the SEN register; • 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; • inviting the SENCo from the new secondary school to attend the child’s last primary school annual review meeting for children with an EHCP; • providing children identified as SEND, or who have heightened anxiety about transition, additional opportunities to visit their new school; • informing parents of the local secondary school open days and providing additional information about applying for places; • ensuring all children attend their secondary school induction days. If necessary, children with SEN/D may be supported by their Teaching assistant; • building in transition programmes as part of PSHCE lessons and additional group sessions being made available when pupils require more help with a move and additional orientation is deemed to be beneficial; • utilising assemblies as a forum to explore changes and prepare children for transitions; • offering social stories for children who respond to these, as well as booklets with photographs, so that children with significant communication and interaction needs have a visual aid to refer to.
14	<p>What are our arrangements for assessing and reviewing the progress of children with SEN?</p>	<p>These arrangements include:</p> <ul style="list-style-type: none"> • specified outcomes, with targets linked to these, for children classed as ‘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; • 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); • children with an Education Health and Care plan having an annual review, (that is timetabled during school hours) to review objectives 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 wither verbally or by providing a written report. Parents are also encouraged to share their views verbally or in writing about what they feel will be important future focuses required in order to meet agreed outcomes; • 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 video footage or by an adult sharing information for them e.g. by sharing ‘what is important to them’ from their one page profile; • tracking how well SEN/D children are meeting the age related expectations for their year group. This will be

		<p>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 and Deputy Headteacher;</p> <ul style="list-style-type: none"> • observations of children, either from staff in school or other professionals from an outside agency (such as the Specialist teachers from Behaviour Support or the Learning and Language Support Service). 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 them to reach their potential. Behaviour or learning observed by the specialist teacher is also usually followed by a discussion with parents, including feed-back to staff and following this a report is written and shared. <p>Our school's Assessment policy outlines the range of assessments regularly used throughout the school.</p>
15	<p>How do we evaluate the effectiveness of provision for pupils with SEN?</p>	<p>The effectiveness of provision for SEN pupils is evaluated by:</p> <ul style="list-style-type: none"> • tracking the achievements of SEND pupils regularly and discussing the rate of progress at termly pupil progress meetings between the Class teacher, Headteacher and Deputy Headteacher; • 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; • reviewing provision and arrangements on a support plan as part of a child's SEND Support Arrangements, monitored by the SENCo; • assessment information is recorded before an intervention (entry data) and at the end of the intervention (exit data); • 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; • interventions being monitored and evaluated to review their impact on the progress of children with additional needs as part of a provision map; • annually reviewing the needs of a cohort (year group) to see if there is a change in the overall make-up of the school and decisions are then made as to whether any additional support and interventions need to be put in place. • 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; • the SENCo carrying out learning walks and observations of individuals to review how provision is delivered, which helps to monitor new initiatives and advise on adjustments to be made or approaches that need to be implemented; • the SEN Governor, who has professional skill and knowledge related to SEN provision, meeting regularly with the SENCo to discuss ongoing SEN school priorities in addition to monitoring interventions and SEN provision on learning walks;

16	<p>What are the arrangements made relating to the handling of complaints from parents of children with SEN concerning the provision made at the school?</p>	<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"> ❖ The complaint is shared with the Class teacher, 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. ❖ If the matter raised remains unresolved, this is then escalated to either the SENCo or a senior leader. ❖ The next point of contact, if it was felt that there had been no resolution, would be to meet with the Headteacher. ❖ If the complainant feels that the matter has not been resolved sufficiently, then they would need to put this in writing to the Chair of Governors. The Governing Body will deal with the matter through their agreed complaint resolution procedures. ❖ In the unlikely event that the matter is still not resolved, the parent can take the complaint to the Local Authority.
17	<p>What are the contact details of support services young people and parents of pupils with SEN can contact if they have concerns?</p>	<p>Family Information Service: Email surrey.fis@surreycc.gov.uk Telephone 0300 200 1004 (Monday to Friday 8am to 6pm)</p> <p>SOS! SEN is a national charity aiming to empower parents and carers of children with SEN. The free, impartial services they provide include: a telephone helpline, information sheets on many topics and monthly drop in advice centres. www.sossen.org.uk Address: Fontenay, 11a Creek Road, East Molesey, KT8 9BE Tel no. 0208 538 3731</p> <p>Autistic Spectrum (AS) Support Group (01784 444233) A support group for parents of children with Autistic Spectrum Disorder. Meets regularly for mutual support and information. Carers Support Spelthorne, Spelthorne Borough Council, Knowle Green, Staines upon Thames Middlesex TW18 1XA</p> <p>Dyslexia Action: www.dyslexiaaction.org.uk</p> <p>Helen Arkell Dyslexia Centre Helen Arkell is a registered dyslexia charity providing learning and skills support for all ages and professional training for educators. Address: Arkell Centre, Frensham, Farnham, GU10 3BL Tel no. 01252 792400</p>

18	Who can I contact for further information?	<ul style="list-style-type: none">• In the first instance, parents/carers are encouraged to talk to their child's Class teacher or the Nursery teacher (Miss Stacie Willis)• Further information and support can be obtained from the SENCo (Mrs. Elizabeth Harrow), the Deputy Headteacher (Mrs. Louise Stondzik) and the Headteacher (Mr. William Neale). <p>Contact can be made via the school office and on the telephone no: 01784 253379</p>
19	Where can the Local Authority's Local Offer be found?	<ul style="list-style-type: none">• The website on the Surrey Local Offer provides a wealth of contact details and services available. http://www.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/