

Scott-Broadwood CofE Infant School SEN Information Report Local Offer

	Questions	School Response
1	<p>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>The school SEND policy can be found on the school website at www.scott-broadwood.surrey.sch.uk. The Special Needs Coordinator (SENCO) is Mrs Muat, who can be contacted on 01306 627 234 or via info@scott-broadwood.surrey.sch.uk</p> <ul style="list-style-type: none"> • Parents/carers are encouraged to speak to the class teacher if they have concerns about the progress or attainment of their child. Alternatively they can contact our Special Needs Coordinator (SENCO) directly. • We have rigorous monitoring in place that tracks the progress our learners make. The Head/SENCO monitors the progress of all groups of children. • Termly pupil progress meetings are held with the class teacher and the Head/SENCO. • Weekly 'Base Meetings' at each of our school sites include an agenda item each week for any 'children causing concern'. This is an opportunity for all staff to raise any concern about a child, academic or pastoral. These concerns are followed up by the HT each week. • Our open door policy includes parents and carers bringing all children into their classroom each morning, with the opportunity to chat to class teachers available every day.
2	<p>How will school staff support my child?</p>	<ul style="list-style-type: none"> • We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). • Staff have been trained to support learners who may have difficulties with:

		<ul style="list-style-type: none"> ○ Cognition and Learning ○ Communication and Interaction ○ Social, Emotional and Mental Health ○ Sensory and / or Physical <ul style="list-style-type: none"> ● We adopt a graduated approach to meeting needs. Through quality first teaching our staff make reasonable adjustments to help include all children (not just those with SEND). We take a holistic approach to supporting learners through our strong pastoral care systems. ● When the school identifies the need for additional support, intervention is put in place to support the pupil. ● All staff receive appropriate training to support individual needs, for example support for children on the Autistic spectrum. ● Interventions may include working in small groups with adult support or working one to one in a specific area of learning. ● We monitor the impact of interventions through observations, Pupil Progress meetings and by tracking pupil progress. ● The school governors, Head Teacher/SENCO and Senior Leadership team all take an active role in monitoring the quality of our SEND provision. The designated SEND governor meets regularly with the SENCO to keep updated. ● The school liaises closely with the pre-school settings to ensure that we are fully informed of every child's needs. ● Home visits are offered to all families before a child starts in Reception.
3	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<ul style="list-style-type: none"> ● All teachers are provided with information on the needs of individual pupils so that they can plan to reduce barriers to learning and ensure that all pupils are able to make progress. ● Our teachers and support staff use a Wave 1 approach to ensure a high quality learning environment for all our pupils. ● Teachers differentiate to meet the needs of all pupils by looking at the next steps in their learning. ● Teachers also consider the pupils' learning styles and will aim to deliver lessons that can be easily accessed by all.

		<ul style="list-style-type: none"> • Where a child has specific needs over and above that covered by the differentiation, then individualised programmes are used to enhance learning. • We provide a range of targeted interventions to support those pupils who are making slower progress in a particular area of learning. This is specialist support that is additional to and different from our general provision. • Monitoring takes place to ensure all children have access to the curriculum which takes place both in the classroom and outside in the grounds. • Outside agencies are consulted when more specific adaptations are required.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • We have an open door policy and encourage on-going discussion between teachers and parents/carers. • Parents and carers are welcomed into classrooms each morning with an informal opportunity to speak to their child's teacher every day. • The SENCO holds meetings with parents and carers as required and often outside agencies to discuss progress and to identify the best ways to address a child's needs. • We have a regular reporting cycle and parents are informed of progress through termly consultation meetings and through the end of year written report. • The school holds regular curriculum evenings for parents and carers such as maths and phonics evenings to inform parents of how these subjects are taught and to model strategies such as calculation methods. Parents are given advice on how to help their child with learning at home. • There is a weekly section in the school newsletter that explains what children have been learning about each week. • We have a Home School Liaison worker who can support parents and make recommendations on how they can positively engage with their child's learning.
5	What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> • All our staff provide a high standard of pastoral support. • As a small school, children know all the staff at their base very well, and know that they can share concerns with any adult. • The school has a HSLW who meets regularly with parents and children who have been identified as needing additional support. • A small group of staff are trained to support medical needs and a larger number

		<p>have undergone basic First Aid training.</p> <ul style="list-style-type: none"> • The school has a clear medicines policy. For children who are taking long term medication, this can be administered by the office staff. • Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and used by all staff. • For those who need it we draw up behaviour plans, can refer children for additional support from the home school link worker and if needed provide additional support in class. • Our staff receive annual safeguarding training, provided by the HT/Child Protection Officer • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We work closely with the Education Welfare Officer (EWO).
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • As a school we are concerned with the overall development of the learner and we invite professionals from outside school to discuss pupils who have been identified as needing support above and beyond what the school is able to offer. • Where external support is necessary, parents are consulted and permission sought so that agencies are able to work in supporting the overall development of the child. • We are part of the Dorking Partnership of schools and work together to access support from Educational Psychologists, Language and Learning support, Behaviour Support and CAMHS. • All external partners we work with are vetted in terms of safeguarding. • This academic year the school has worked with Learning and Language Support Service, Behaviour Support Service, Educational Psychologist, Speech and Language Therapy, Linden Bridge Outreach Service, Social Services, Educational Welfare.
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> • We recognise that teaching and non-teaching staff need regular in-school training in SEND in order to ensure good practice. • We invest time and money in training our staff to deliver Quality First Inclusive Teaching.

		<ul style="list-style-type: none"> • We hold regular INSET training on issues related to the curriculum and SEND. • We request training support from our specialist services as required eg. an introduction to mental health in young children. • We have staff who have received training in <ul style="list-style-type: none"> ○ Emotional Literacy Support (ELSA) ○ Positive Touch ○ ELS ○ ASD support ○ Behaviour Support ○ Letters and sounds ○ Child protection ○ First Aid • Training is accessed from the Diocese of Guildford, our local Confederation of schools, Surrey County Council and Babcock 4S. • Staff receive appropriate training to support pupils with medical needs eg asthma, EpiPen.
8	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • All children are encouraged to take part in all elements of school life. Rigorous risk assessments are completed for all activities beyond normal classroom routines, and these highlight measures taken to make sure that all children can fully access all activities. • When appropriate, parents and carers are involved in planning activities to make sure that all children can access our wide range of activities. • Where necessary, appropriate provision is made to allow children to access clubs. • We have weekly Out in the Open sessions, where children have the opportunity to engage in learning in our local area. Reasonable adjustments are made to ensure that all children have access to OTO sessions. • We have an active Parent Committee who fundraise to financially support our school trips, making these events accessible for all.
9	<p>How accessible is the setting / school / college</p>	<ul style="list-style-type: none"> • We have a robust Accessibility Plan, with adaptations made to our buildings to make them as accessible as possible.

	environment?	<ul style="list-style-type: none"> • Our Single Equality Policy is regularly updated and staff and pupils are frequently reminded of the need for equal opportunities for all. • We value and respect diversity and endeavour to make sure that all activities are accessible to everyone in our school community. • Where required and where possible translators will be asked to attend meetings.
10	How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?	<ul style="list-style-type: none"> • We have a robust induction programme in place for welcoming new pupils into our school, which is designed to give children confidence before they start school. • EYFS staff visit pre-school settings prior to the transition days at our school. • The first transition day is a Stay and Play for children accompanied by a parent/carer. There are 2 further visit days when the children stay on their own. • We hold parent induction meetings for parents with children entering Reception. • We have a very good relationship with our feeder pre-school settings. • We have a transition programme to support children as they move on to Year 3. • Children who are identified as vulnerable on transition are provided with extra support during transition, (eg additional transition visits, a known member of staff accompanying on transition visits, photo albums of new settings) • SENCOs of future schools are invited to additional meetings with our SENCO and class teachers do discuss SEND children prior to transfer. • Children joining at a later stage are shown round the school by a peer, parents/carers visit the school and meet the HT prior to the child starting school to discuss any individual needs. • Feedback from parents and independent schools has praised information given by our school to inform transition to independent schools.
11	How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • Resources are allocated to support the aims of the School Development Plan. • We regularly review the needs of learners and aim to put provision in place to cater for those needs. • The school SENCO reviews the needs of each individual child on the SEN register and time and resources are allocated accordingly. • Children with an EHCP are allocated a specific number of hours support as dictated by their EHCP.

		<ul style="list-style-type: none"> • Provision management support the school in being able to evaluate if provision is effective and cost effective. • The SEND governor meets at least termly with the SENCO, they feed back to the full board so that all governors are able to take informed decisions regarding the resources allocated to the school to meet the needs of SEND children.
12	How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> • Most children's needs are met through Quality First Inclusive teaching. • The SENCO meets with key staff where there are concerns about progress or engagement. • Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the learner. • One page profiles are produced in consultation with children and their families so that teaching staff have a clear overview of the whole child. • Outside agencies may be consulted to advise on the type of support needed. • Outcomes are defined at the start of any intervention and interventions are monitored for impact. • The SENCO oversees all additional support.
13	How are parents involved in the setting/school/college? How can I be involved?	<ul style="list-style-type: none"> • We aim for a close working partnership with parents. • All parents and carers are welcomed into classrooms every morning, to settle their child into school and to talk to the class teacher. • Parents and carers are welcome to volunteer in school, taking a variety of roles. • Parents are automatic members of the Friends of Scott-Broadwood and are invited to become involved in school life. • Parents are requested to attend regular Parent Consultation evenings and Parent Workshops. • We send out weekly newsletters which inform parents of the learning happening in class and give information about special events. • Parents with particular skills sometimes come in to share those with a class, if relevant to the topic being studied. • Our Governing Body includes Parent Governors.
14	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.

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| | | <ul style="list-style-type: none">• Further information and support can be obtained from the school's SENCO (Mrs Muat). She can be contacted on 01306 627234 or via info@scott-broadwood.surrey.sch.uk• A copy of the school's complaint procedure can be found on the school's website (www.scott-broadwood.surrey.sch.uk). The procedure outlines the formal steps that the school will take in handling any complaint.• Parents can also seek external advice through SENDIASS (formerly Parent Partnership) Tel: 01737 737300 website: www.surreyparentpartnership.org.uk• Further information about services in Surrey is available from www.sendsurreylo.co.uk |
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