Charlwood Village Primary School Special Educational Need Information Report

Emerging	Established	Embedded
There are examples of good practice across the setting. The setting is committed to providing an inclusive provision and meeting the needs of diverse learners.	*Good practice is fairly consistent across the setting. Staff are trained regularly and through a strategic training programme and there is a commitment to capacity building.*	*Good practice is embedded throughout the setting and as such as the ethos and culture of the setting lends itself to support the needs of all learners.*

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1	**How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**			We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with: ✓ Cognition and Learning ✓ Communication and Interaction ✓ Social, Emotional and Mental Health ✓ Sensory and/or Physical We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). We track the progress of all our learners and as professionals we regularly discuss any concerns we have as well as

				celebrate achievement. We have systems in place to use data to support tracking every half-term for all pupils. Parents are encouraged to speak to the SENCo about any concerns they have. We have some in-house expertise in special educational needs for example we have dedicated Teaching Assistants who are trained to carry out speech and language support, maths support, phonic support and emotional and social skills support. If you believe your child is not doing as well as you would like we are available to discuss any concerns you may have. We will keep you fully informed to ensure your child is given timely and appropriate support.
2	**How will early years setting / school / college staff support my child/young person?**			The school has a SEND policy which can be found on the school website www.charlwoodsurrey.sch.uk . The SENCOs are Mrs Lanham-Sturgess and Miss Vigar. The telephone number is 01293 862302 and e-mail is: office@charlwood.surrey.sch.uk The SENCos and teachers meet regularly to discuss the

				progress, engagement and conduct of learners within the school. Decisions are then made as to the most appropriate steps to take in order to support the learner, these decisions tie in with the school's graduated approach to meeting pupils needs. As a small school we liaise with all of the teaching professionals in the school to identify the best support and intervention for each child. We seek to match provision to need. This process involves the assess, plan, do and review cycle. We closely monitor the impact of interventions through half-termly meetings pupil progress. Our SENCos leads on this aspect. 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 school approach to supporting learners.
3	**How will the curriculum be matched to my**			Adapted learning is embedded in our curriculum and practice.

	child's/young person's needs?			Our regular Pupil Progress Meetings help us to monitor pupil progress and reflect on the next best steps. All our teachers are clear on the expectations of high-quality classroom teaching and this is monitored regularly by the Leadership Team. The SENCos also carry out monitoring visits on intervention groups.
4	**How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**			We regularly share progress feedback with all our learners and their families. The progress shared and feedback given is part of the assess, plan, do and review cycle. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such at meetings (and through other means) we clearly share what can be done by families at home to supporting the learning at school.

5	**What support will there be for my child's/young person's overall well-being?**			The wellbeing of every child is the key priority of our school. All our staff are regularly trained to provide a high standard of pastoral support. We also have a designated Teaching Assistant who is trained to support pupils with any emotional or behavioural challenges. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. Each term we monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. The pupil's voice is central to our ethos and this encouraged in a variety of ways and regularly, for example through our School Council, Sports Leaders, Librarians and Head Pupils. We have a zero-tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our PSHE

				programme also looks to develop emotional and social development. In the first instance every child has a class teacher and teaching assistant who they can talk to in order to share any concerns.
6	**What specialist services and expertise are available at or accessed by the setting / school / college?**			Our staff receive regular training and our teachers are fully qualified. We encourage staff to continually update their skills and knowledge. We have a number of established relationships with professionals in health and social care; for example, Speech and Language Therapists, Occupational Therapists, Social Workers and Play Therapists. All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral. This academic year the school

				has worked with the Specialist Teacher Team, Behaviour Support Service, Occupational Therapists, YMCA and Primary Mental Health Worker. We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person. During this academic year we worked with Children's Services. We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher (Ms Lanham, 01293 862302) meets with Children's Services and the virtual school to ensure the child's wider needs are being met. A

				personal education plan (PEP) is produced termly to help support the child develop holistically.
7	**What training are the staff supporting children and young people with SEND had or are having?**			Both Special Needs Co-ordinators (SENCos) are experienced qualified teachers and have completed their SENCo Accreditation. We regularly invest in training for our staff. SENCo's ensure our staff are updated on all matters pertaining to special educational needs and disability when required. Our designated Teaching Assistants attend training relevant to the interventions they lead. The SENCo and appropriate Teaching Assistant then shares updates with all staff in staff meetings. We have trained staff within the school who have been trained in ELSA (emotional literacy), ELKLAN (speech and language support), literacy, catch up numeracy (numeracy support). We aim to ensure that all staff working with learners who have SEN possess a working knowledge of the difficulty to help them in

				supporting access to the curriculum.
8	**How will my child/young person be included in activities outside the classroom including school trips?**			Our Special Education Needs and Disability Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.
9	**How accessible is the setting / school / college environment?**		We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by learners and their parents. Our Accessibility Plan is robust and we are mindful of the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.	
10	**How will the setting /school / college prepare and support my**			We have robust induction and transition programmes in place for welcoming new learners to our setting. Bespoke

	child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?			programmes are developed for our children and young people with special needs. We have very good relationships with all our feeder settings as well as the schools which pupils move on to. Before starting school our children can experience a half day visits to the school. Our Early Years Team will visit all feeder pre-school's and nurseries. A home visit is also carried out. Where appropriate our pupils have additional visits to their next school to ensure a smooth transition. The SENCO will liaise with the SENCo of the next school to ensure that information is shared and necessary provision is prepared. We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. The SENCO carried out learning walks which include reviewing how provision is delivered and helps in maintaining standards through

				rigorous quality assurance. Our provision cost analysis also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Each year we review the needs of the whole cohort to see if there is a change in the overall make- up of the school. Decisions are then made as to whether any additional interventions need to be put in place.
11	**How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?**			In consultation with our Finance Manager we are made aware of our budgets and funding is allocated to need. We seek to ensure value for money, so all interventions are costed and evaluated each term. Our budget is allocated according to our Provision Maps.
12	**How is the decision made about what type and how much support my child/young person will**	.	In response to data tracking and working with the learner, their families and other staff, the SENCos consider a variety of options for suitable provision	

	receive?		before deciding on a course of action. All interventions are monitored for impact and outcomes are defined at the start of any intervention. Where appropriate referrals are made to outside agencies. Before this however the SENCo or class teacher will have met with parents to discuss and share any concerns.	
13	**How are parents involved in the setting / school / college? How can I be involved?**			We regularly involve parents and families in discussions about their child's learning, needs and aspirations. We seek and welcome feedback at every opportunity. We also have an active PTA and encourage our parents to involve themselves in every aspect of our school. Our Governing Body includes Parent Governors. Parent helpers are welcome in the school.

14	**Who can I contact for further information?**	In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCo. The SENCOs at the school are Mrs Lanham-Sturgess and Miss Vigar, contact details are 01293 862302 or office@charlwood.surrey.sch.uk . In the first

		instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENCOs may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. A copy of the school's complaints procedure can be found on the school website www.charlwood.surrey.sch.uk .The complaints procedure will outline the formal steps the school will take in handling each complaint.
	Is there any additional provision you have developed this year?	We continue to ensure that the intervention programmes that we use have strong research based evidence around them.