

## **Questions and school responses**

### **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?**

We have rigorous monitoring in place to track the progress our learners make in all areas of the curriculum, using the Assess, Plan, Do, Review cycle. Our staff are vigilant at supporting and raising concerns if they think that a child may require some extra support or have a special educational need.

We use termly assessment data and other forms of assessment to analyse progress and attainment relative to age related expectations. Termly Pupil Progress meetings are used to discuss the outcomes of these assessments and to consider the most appropriate steps to take in order to support our learners. Parents' Consultation Evenings are held in the autumn and spring terms where progress and the overall development of our children are discussed with their parents and there is an opportunity in the summer term for parents to discuss the annual report with their child's teacher.

We operate an 'open door' policy and we are always happy to meet with parents to discuss any concerns. We aim to keep parents fully informed and to give children timely and appropriate support.

### **How will school staff support my child?**

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs and Disability 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) and have staff who have received training in the following areas:

- Reading intervention
- ELSA (Emotional Literacy)
- First Class @ Number 2 (numeracy support)
- Manipulatives training
- Precision Teaching programmes
- Supporting children's learning in the classroom
- ADHD awareness
- Attachment and Anxiety
- Metacognition training
- Mental health awareness
- Supporting families with ASD children

- Speech and Language programme
- SLCN (Speech, Language and Communication Needs)
- Positive touch training

Our staff deliver intervention programmes to individuals and to groups of children. These change to meet the diverse needs of our children. We monitor the impact of interventions through observations, regular meetings, and tracking of pupil progress.

We adopt a graduated approach to meeting needs; through high quality teaching our staff make reasonable adjustments to include all children, not just those with SEN. We take a holistic school approach to supporting learners, which includes all staff trained in using Restorative approaches, our school 'Worry Buster' who is also our Home School Link Worker, Learning Space who support children with a wide range of emotional and social difficulties, and our weekly whole staff Pastoral Care information distribution.

### **How will the curriculum be matched to my child's needs?**

Adaptive teaching is embedded in our curriculum and practice. Staff adapt approaches and scaffold resources so as to support access to the curriculum for all our learners and we review our curriculum regularly. We develop personalised approaches for individuals to ensure that we are as inclusive as possible. All of our teachers are clear on the expectations of high quality classroom teaching and this is monitored regularly by the leadership team. Regular Pupil Progress Meetings and discussions with the SEND team help us to do this and to reflect on the next best steps.

Where necessary the learning environment will be adapted in terms of specialist equipment and resources. Examples of this are: writing slopes, pen/pencil grips, specialist chairs for children with physical disabilities or visual prompt cards for non-verbal communication. Our school has excellent facilities including a nurture room, a lift and disabled toilet facilities both upstairs and downstairs.

### **How will I know how my child is doing and how will you help me to support my child's learning?**

We have an 'open door' policy where parents are invited to come in and speak to their child's class teacher if they have a concern about the overall progress of their child. Our SEND Leaders will also attend these meetings when necessary. We strongly believe that the best outcomes for children occur when parents work in partnership with school.

As part of our assess, plan, do and review cycle we look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution. We use the Ordinarily Available Provision (OAP) to utilise a range of strategies that we can deploy to support learners and refer back to this if the desired progress is not being made. We have a regular reporting cycle where parents are informed of their child's progress and a number of other opportunities where parents can meet with staff. At Parents' Consultation evenings held in the autumn and spring terms, and following the annual end of year report (and through other means,) we clearly share what can be done by families at home to support the learning at school.

Home learning is strongly encouraged in all year groups and our Reading Record Books are a very useful means of communication between home and school, and are a useful way to record reading done at home. This is also reinforced by generic updates on the curriculum which we share through our school website. We host curriculum evenings and SEND Forums to help families understand what learning is expected and how they can best support their child's needs. Should more regular contact be required,

our staff will make suitable arrangements to ensure that this is put in place. The weekly Friday Flyer sent to all parents and carers also includes links to learning being carried out in school.

Our Home-School Link Worker can support parents and make recommendations on how they can positively engage with their child's learning and all round development; they can also, when appropriate, put parents in contact with outside agencies and Parenting Partnership workshops.

Our Home School Link Worker team can be contacted at any time by phone, email or in person via the school office.

### **What support will there be for my child's overall wellbeing?**

The wellbeing of every child is the key priority of our school and all our staff are regularly trained to provide a high standard of pastoral support. Members of staff are readily available for children who wish to discuss issues and concerns.

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. Relevant staff are trained to support medical needs and all staff receive First Aid 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 and consists of 3 rules: "Be Ready, Be Respectful and Be Safe." Pupil voice is central to our ethos and this is encouraged in a variety of ways, including our School Council and annual pupil questionnaires.

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

Our staff receive regular training and all our teachers are fully qualified. We encourage our staff to regularly update their skills and knowledge and have a number of established relationships with professionals in health and social care.

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. 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. 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 will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person. Information is shared with parents to ensure that we can all support the child as effectively as possible. Advice from outside agencies is incorporated into children's SEND Support Arrangements document and intervention programmes.

During this academic year the school has worked with:

- Language and Learning Support Service
- Behaviour Support Service
- Educational Psychology Service
- Speech and Language Therapy Team
- Physical and Sensory Support Service
- ASD Outreach Service

- Learning Space
- Children's Services
- C-SPA
- Early Help
- (CAMHS) The Child and Adolescent Mental Health Service
- Virtual School for Looked After children (LAC)

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 (Mrs Kirsty Morgan) will meet with Children's Services and the Virtual School termly to ensure the child's wider needs are met. An electronic Personal Education Plan (EPEP) is produced termly to help support the child to develop holistically.

### **What training are the staff supporting children and young people with SEND had or are having?**

Our Assistant Head Teachers, undertake regular training and we have staff in school who have been trained in a wide range of areas. These include Emotional Literacy support and Speech and Language Therapy, supporting children who are on the Autistic Spectrum, delivering Speech and Language programmes, Precision Teaching, Phonics and First Class@Number.

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 and review our skills, knowledge and training needs regularly.

The Assistant Head teachers/SEND Leaders ensure that our staff are updated on matters regarding to special educational needs and disability as required.

### **How will my child be included in activities outside the classroom including school trips?**

We have a whole school approach to inclusion which supports all learners engaging in activities together, including outside the classroom. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs.

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. Risk assessments are in place for all day and residential visits, including individual risk assessments when applicable, which may specify one to one support. Registers are taken for all school activities, including after school clubs, and we actively monitor the engagement of learners across the school.

### **How accessible is the school environment?**

We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum and how we can enable information to be accessed by all our learners and their parents. We value and respect diversity in our setting and do our very best to meet the needs of all our learners. We are mindful of the Equality Act 2010 and are vigilant about making reasonable adjustments where possible. Staff differentiate approaches and resources so as to support access to the curriculum.

All ground floor rooms and playground areas are accessible for wheel chair users. Disabled toilets are available and there is a lift providing access to the second floor.

**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?**

We have robust induction and transition programmes in place for welcoming new learners to our school and for supporting the next stage in their education. We have good relationships with our local infant school as well as the secondary schools our children move on to. Transition meetings are held with teachers and SEND Leaders from local infant schools and with secondary schools that our children are moving on to. At these meetings we share an overview of learners who have additional needs and SEN. Good practice is shared so that transition to the next phase is made easier. In some cases, staff from the secondary school come to work with learners to give them a familiar face for when they transfer.

A programme of visits is organised for children before they transfer and additional transition visits are arranged for more vulnerable children. We fully encourage our children to attend induction days at secondary school and where we know that there is likely to be a high level of anxiety we send staff along for parts of the induction day. Bespoke programmes are developed for our children with special needs for the transition process and include environment, resources and curriculum access.

**How are the school's resources allocated and matched to children's special educational needs?**

We review the needs of our learners 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 training so that in-house provision is more targeted at needs. The SEND Leaders rigorously monitor and carry out learning walks, which include reviewing how provision is delivered and helps in maintaining standards through quality assurance.

Our provision maps look at the impact each intervention has had on the progress of each learner. Decisions are then 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. We regularly 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 additional interventions need to be put in place. The SEND Leaders work closely with the School Business Manager and we are made aware of our budgets. These are closely monitored and aligned to the school improvement plan.

**How is the decision made about what type and how much support my child will receive?**

High Quality Teaching is embedded in our setting and implemented by all staff to deliver this. The SEND Leaders liaise with key staff where there are concerns about progress and engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to be put in place for the learner. Learners are spoken to regarding their progress and a one page profile is completed, in consultation with the learner. Staff meet with parents to complete further sections of the SEND Support Arrangements document in order to give a holistic picture of their child's life and aspirations for their future. We feel that it is very important that the views of the learner are taken into account so that they are fully involved in their own learning and that the views of the family ensure the best outcomes for their child.

**How are parents involved in the school? How can I be involved?**

We have an 'open door' policy and we seek and welcome feedback at every opportunity, we regularly involve parents and families in discussions about their child's learning, needs and aspirations and to listen to any parental concerns.

Our Governing Body includes parent governors who can take an active role in the overall running of the school including financial management, curriculum development and overall school improvement. We have an active 'Friends of Yattendon' group (FOY) and we encourage our parents to involve themselves in every aspect of school life. We host parent focus groups in order to listen to any parental concerns.

### **Who can I contact for further information?**

In the first instance, parents are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's Inclusion team members.

A copy of the school's complaints procedure can be found on the school website ([www.yattendon.org.uk](http://www.yattendon.org.uk)). The complaints procedure will outline the formal steps the school will take in handling each complaint.

Where a resolution between the parent and school cannot be reached the parents will be advised to seek external support through SSIASS (Surrey SEND Information, Advice and Support Service) at [ssiass@surreycc.gov.uk](mailto:ssiass@surreycc.gov.uk)