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School Email: school@wvi.tamat.org.uk

Head teacher: Mrs Naomi Ezzard

SENCo (Special Educational Needs Co-ordinator): Mrs C Taylor; Deputy SENCO Mrs Janet Barron senco@wvi.tamat.org.uk

Link Governor for SEN: Ms Nicola Cowell



Special educational needs (SEN)

1) What kinds of special educational needs are provided for at Windlesham Village Infant School (WVIS)?

We are a caring and supportive mainstream infant school which provides support for pupils across the four areas of need, as described in the Code of Practice 2014:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or physical needs**

We comply with the requirements outlined in the Special Educational Needs Code of Practice (2014) and make reasonable adjustments to our practices so as to comply with the Equality Act 2010.

Identifying and assessing special educational needs (SEN) in school

2) How do we identify and assess children with special educational needs?

- We identify children as having SEN in a number of ways: **concerns are raised by key adults** (including; pre-school, parents, class teachers or medical practitioners); there is **less than expected progress**; there is a **change in the child's behaviour and well-being**.
- We work with our children's previous settings to identify those with additional needs transferring to us. We liaise with parents and settings, ahead of children starting with us to ensure that we have a clear understanding of any needs and to enable smooth transitions. Children who are new to school are assessed to gain a baseline for their attainment.
- We encourage parents and carers to raise any concerns by firstly speaking to the class teacher. The class teacher then consults with the SENCo and a decision is made on next steps. Parents can make an appointment by contacting the school office.
- Sometimes a medical practitioner, paediatrician or therapist will bring a child's SEN to our attention. We welcome support from outside agencies in identifying children with SEN, respecting their professional opinion and considering any evidence they have gathered.

- Our class teachers make careful observations of all the children in their class and raise any concerns with regards a child's behaviour and well-being. The class teacher and SENCo/Deputy SENCo will agree on a course of action, involving parents as appropriate.
- The attainment and progress of all our children is regularly monitored by class teachers and the senior leadership team. Class teachers meet with senior leaders for termly review meetings to discuss pupil progress and highlight causes for concern – these are key dates however there is a continual dialogue around pupil progress in school.
- When we are concerned about a child's progress, we will collect evidence to establish their needs and the best way to support them. Evidence is usually collected through focussed observations, key adult discussions and individual tasks with the child. We have several checklists and scales we can use to identify needs e.g. phonological awareness checklist; speech and language checklists and the QCA Behaviour Scale. We have several diagnostic tools in school to support the initial assessment of needs e.g. Phonological Awareness Assessment. With parental consent, we may make a referral to an Educational Psychologist, Specialist Teacher or Therapist. These outside agencies can provide assessments (in their specialism) through observations, discussion and diagnostic tests.
- If a child's behaviour is causing a concern or has changed, we consider any underlying difficulties and talk to parents. Extra classroom and playground observations can be useful in gaining a clearer picture of what is happening in school. We may record the frequency and intensity of behaviours so we can look for triggers and patterns of behaviour.
- We often recommend that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues. We may suggest a visit to the GP to investigate any underlying medical concerns or request an appointment with a paediatrician.
- Having identified needs, we seek to liaise with parents and children where possible to match provision to need. Decisions are made as to the most appropriate steps in order to best support the pupil and this process follows the school's graduated response to meeting needs - the 'assess, plan, do, review' cycle:



Assess the difficulties or barriers to learning
Plan how to support
Provide additional support
Review its effectiveness and impact

3a/b) How does our school assess and review the progress of children with SEN, and how does it evaluate the effectiveness of its provision for these children?

- Pupil progress for all our children is monitored regularly by class teachers and senior leaders through at least termly Pupil Progress Meetings.
- Progress in interventions and through additional support is monitored by the class teacher and SENCo/Deputy SENCo.
- If a child has an Education, Health and Care Plan, then their progress is also reviewed annually at an Annual Review meeting and interim reviews can also be arranged throughout the year, if necessary.
- Pupil progress information is shared and discussed with parents. Class teachers meet with parents at least twice a year at Parents' Consultation Evenings. We offer more frequent Support & Review Meetings when a concern has been raised or closer monitoring is taking place. Parents receive an end of year report and Support and Review documents.
- Outside agencies may also work with us to review a child's progress and they will advise on next steps; parents are involved in this process and permission is always sought.
- Those children identified as benefiting from support are monitored against the progress they make towards outcomes. A judgement is made as to the effectiveness of the intervention and a decision will be made as to whether to try an alternative approach, continue with the current support or if the child has made sufficient progress, that support is no longer necessary.
- Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time and money. Regular adjustments are made to the range of support and intervention we offer as a response to each new cohort of children and new pupils joining us mid-year.

3c/d) What is our approach to teaching pupils with SEN? How do we adapt the curriculum and learning environment?

- We are an inclusive school where all our teachers have a responsibility to special educational needs. We are ambitious for all our children and have high expectations.
- We adopt a graduated response to meeting needs and quality first teaching is at the heart of what we do. This means that lessons are well differentiated to meet the needs of the children in the class and reasonable adjustments are made to help include all children.
- While we provide clear structure and routine, we are also flexible to a child's needs and recognise children learn best in different ways and in different environments. Additional support helps us to cater for a variety of needs in an inclusive way.
- We are concerned with the whole child, as we see that achievement and well-being are strongly linked. Through support and encouragement, our children are given every chance to develop a love for learning and to be happy and confident with who they are.
- Class teachers and learning support assistants use information on the needs of individuals so they can plan and support learning effectively.
- When planning and supporting learning we take into account the interests, motivations and preferred learning styles of individual children to maximise engagement.
- Differentiation is embedded in our curriculum and daily practice; for a child with a high level of need the curriculum is individualised.
- We have an Accessibility Plan which shows how adaptations are made to the physical environment and the curriculum and we make every effort to make reasonable adjustments. We currently have wheelchair access to part of the site and a toilet adapted for disabled users.
- Outside agencies may support us in modifying the learning environment and providing advice on meeting the needs of children with SEN.

3e) What additional support for learning is available to pupils with special educational needs at WVIS?

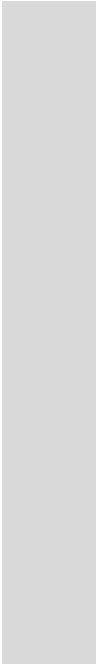
- We aim for all our children to make good progress through high quality first teaching within the classroom.
- Any additional support we may offer is outlined in our school Provision Map.
- These provisions include: additional in-class support (small group or 1:1); intervention group work; personalised provision, resources and curriculum.
- We also work with outside agencies such as STIPs (Specialist Teachers for Inclusive Practice), Freemantles (ASD outreach) and SALT (Speech and Language therapists) when considering the most appropriate support.
- We match provision to need using a graduated response approach.

3f) How do we engage children with SEN in the activities of the school together with children who do not have special educational needs (including physical activities, activities outside the classroom and school trips)?

- We have a whole school approach to inclusion and promote all pupils engaging in activities together.
- We will make appropriate arrangements for all our children to participate as fully as possible in learning, physical and extra-curricular activities.
- Any barriers to this engagement are reviewed and reasonable adjustments made. Where there are concerns over safety and access, further consideration takes place to ensure needs are met, typically through risk assessments and discussion with parents. We seek guidance from outside agencies when needed.

3g) What support is available at WVIS for improving the emotional, mental and social development of pupils with SEN?

- We have developed a safe and nurturing school environment based on our school values. We listen to our children and value what they have to say.
- We have a zero-tolerance approach to bullying in school and address negative behaviours.
- All children are supported with their social and emotional development through the curriculum (particularly PSHE) and at play-time e.g. through Kelso's Choices, Trick Box.
- We provide structure and routine which is proven to promote well-being. We also help our children to manage less structured times.
- We are interested in the children's interests and provide opportunities for creativity. We help our children to express their feelings and emotions.
- We use One-Page profiles with our children with SEN to give them a voice.
- We encourage our children to participate in physical activities and make healthy choices.
- We try to instil confidence in our children by giving praise, celebrating effort and acknowledging their strengths.
- We encourage our children to be resilient and to persevere with things that are difficult.
- We support our children in building and maintaining friendships.
- We have an Emotional Literacy Support Assistant (ELSA) in school who works with targeted children in small groups or 1:1.
- Parents are encouraged to contact the class teacher, SENCo/Deputy SENCo or Head Teacher if they feel their child's well-being is at risk.
- Staff receive first aid training to meet specific needs and we also write individual care plans for children with specific medical needs.
- We monitor attendance and work with families to keep attendance high.
- Our school council is inclusive and representative of our school community and enables the children's voice to be heard.

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- We work with outside agencies such as medical practitioners to support the needs of the whole-child; this might involve supporting parents in gaining a referral, discussing next steps, and reviewing progress.
 - We have a Designated Safeguarding Lead and Deputy who liaise with families and Surrey Children's Services when necessary to support the wellbeing of children.
 - Our school waves of provision map lists further the support we offer for emotional, social and mental development.

4) Who can I contact about special educational needs at Windlesham Village Infant School? Who is the SEN co-ordinator (SENCo/Deputy SENCo)?

- If you are considering our school for your child you should make an appointment with the Head Teacher, Mrs Naomi Ezzard, via the school office on 01276 472212 or via email: school@wvi.tamat.org.uk.
- For more information about SEN, please contact the SENCo (Claire Taylor) /Deputy SENCo (Janet Barron) via the school office or via email at senco@wvi.tamat.org.uk
- Ms Nicola Cowell is the school's link governor for SEN. She can also be contacted via the school office.
- For urgent enquiries please contact the Head Teacher.

5) What expertise and training do staff possess in relation to children with SEN? How is specialist expertise secured?

- Our teaching and support staff work collaboratively to develop and share skills, knowledge and understanding of SEN across school.
- All our teachers hold Qualified Teacher Status and receive regular training to enhance their practice; this includes INSET sessions and staff meetings focussed on SEN. We work with external partners to continually improve our SEN knowledge, skills and understanding.
- Our Link Governor for SEN has attended training specific to the role and is a qualified teacher and Headteacher.
- Our Emotional Literacy Support Assistant trained through the Educational Psychology Service and attends at least termly supervision sessions with an Educational Psychologist. We are also developing the role of Communication Champion in school with a member of staff who has recently completed the ELKLAN Speech and Language Course.
- Individual teachers and support staff are encouraged to attend training relevant to the current needs of children they are working with. Training needs are identified during our Performance Management process. Training flyers are also displayed in our staffroom for all to consider.
- Some of our most recent training with key staff members has been:
 - ACES;
 - ELKLAN;
 - ASD training.
 - Regular speech and language therapy training takes place via a 'modelling' approach with our link-speech therapist.
- Staff receive general first aid training and more specialised training to meet specific medical needs e.g. the use of EpiPens.
- Sometimes a pupil may need more expert support from an outside agency such as the Children's Therapy Team or Learning & Language Support. Referral forms are then completed in conjunction with parents and forwarded to the most appropriate agency.
- We access support from local special school outreach services and educational charities. We work with the schools in The Alliance Multi-Academy Trust (TAMAT) as well as other local schools through SEN Networks, where good practice is shared and training is provided.

6) How equipment and facilities to support children with special education needs is secured

- We have a selection of equipment and facilities currently in school for SEN. Further equipment and facilities will be acquired on a needs basis and within the available delegated budget for SEN.
- The school's delegated budget for SEN also assists with the employment costs of the support staff and SENCo/Deputy SENCo.
- Support and resources for children with Education, Health and Care Plans are in accordance with the plan.
- Outside agencies and support services may assist in the loan or acquisition of resources. Resources which are new to school should represent value for money and ideally come with a recommendation from other schools, parents or specialist agencies. As an academy we 'buy-back' into certain Local Authority services.

7) *How do we consult parents of children with SEN and involve them in their child's education (including assessment and review)?*

- At WVIS we value honest and respectful two-way communication. We operate an open-door policy where parents are welcome to come in and speak to the class teacher and/or SENCo/Deputy SENCo should they have concerns regarding the overall progress of their child. To ensure adequate time is given to a concern, we request that an appointment is made beforehand.

Sharing and reviewing progress:

- Class teachers meet with all parents at least twice a year. We organise more frequent Support & Review Meetings when a concern has been raised or closer monitoring is taking place for a child. We welcome feedback from home, including contributions to One-Page Profile support documents.
- ILPs (Individual learning plans) are shared with parents after termly reviews.
- A few children may need daily or weekly dialogue between school and home and this is supported by a home-school communication book and/or emails.
- If a child has an Educational Health and Care Plan, then their progress is also reviewed annually at an Annual Review meeting.
- All children receive a written end of year report which includes assessment data. An explanation of what this data means is available at the same time.

Sharing information:

- We share information through topic-webs, home-learning, family learning days and curriculum information sessions. We share information about our curriculum and how parents can further support their child.
- Additional information is shared through our parent email system, school website, end of week update and monthly newsletter.
- Class teachers greet and dismiss the children daily from the school gate where quick messages may be exchanged (this time is to be treated respectfully and we request an appointment is made for longer conversations).
- We encourage parents to alert the class teacher about any emotional issues outside of school which may impact on their child's well-being and focus at school. This sharing of information will enable us to respond accordingly and we can agree with parents on an appropriate approach and discuss any short-term support needed for the child or family.

Sharing specialist advice:

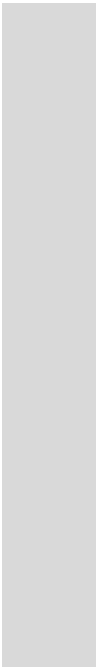
- We work in collaboration with other agencies and signpost parents to support groups and organisations. We gain parental support before making a named referral to an outside agency and promote information sharing between all parties.

Getting involved:

- Parents are invited to contribute to our school community in a number of ways; as a voluntary parent helper; as a member of the *Friends of Windlesham Infant School*; or as a school governor.
- We encourage parents to come and talk to us about any of these roles or how they can get involved with school life. Regular invitations go out to parents/families to support at specific school events including school performances and special assemblies.

8) *How do we consult young people with SEN and involve them in their education?*

- We are a small school and our families become well known to us. As siblings pass through school, we often know our children long before they start school – this not only helps with transition but means we see our children as individuals that we get to know well.
- We listen to what our children tell us and value what they have to say.
- We learn about their families, interests and favoured activities and use this information to build good relationships and support learning.
- We consult learners using one-page profiles and the key areas: 'Likes and Interests', 'Challenges', 'Dislikes and Triggers' and 'How best to support me'.

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- Parents are also consulted when the profile is being put together so a clear picture of the child and their views is achieved.
 - We share targets with our learners and we encourage them to reflect on their own progress.

9) What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

- In the first instance, parents are strongly encouraged to speak directly to their child's class teacher.
- If the matter cannot be resolved at this stage, then the SENCo/Deputy SENCo and/or Head Teacher 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 Windlesham Village Infant School website (click 'Policies' on the home page and then click 'Complaints Policy') - a paper copy can also be requested from the school office. This will outline the formal steps the school will take in handling the complaint.
- When a resolution between parents and school cannot be reached then parents will be advised to seek external support through Surrey SEND Information, Advice & Support Service:

Website: <https://sendadvice.surrey.org.uk/> Telephone: 01737 737 300

Address: Third Floor, Consort House, 5-7 Queensway, Redhill, RH1 1BY Email: SENDAdvice@surreycc.gov.uk

10) How does the school/governing body involve health, social services, local authority support services, and others in meeting the needs of children with SEN and supporting their families?

- When further support and advice is needed, we access specialist services from outside of school. We have established a good network of contacts across the local authority, social services and health. Over the course of a year, we work with numerous outside agencies, including: Educational Psychology; Specialist Teachers for Inclusive Practice; Occupational Therapy; Speech and Language Therapy; paediatricians and outreach services from specialist provisions.
- We may access support directly for a child via a referral process, on which parents are consulted. We may also access support and training for staff as needed.
- We offer support to our families and help them to access medical services; support groups; parenting classes and charitable organisations.
- We have established links with Surrey Children's Services and have access to the Surrey Virtual School. Our Head Teacher is the Designated Safeguarding Lead and our Deputy Headteacher is the Designated Teacher for Children in Care.

11) What are the contact details of support services for the parents of children with SEN?

- Surrey's Local Offer has an online search facility which can be used to gain information and contact details of local services: www.surreylocaloffer.org.uk
- The Surrey Family Information Service also has a self-serve directory which you can use to find information and contact details. If you prefer you can contact their enquiry service and they will search on your behalf: <https://www.surreycc.gov.uk/children/support-and-advice/families/contact/about>
- Family Voice Surrey can be reached at <https://www.familyvoicesurrey.org/>
- Surrey SEND Information, Advice & Support Service can be contacted at: <https://sendadvice.surrey.org.uk/>. This is a statutory support service which offers a range of services including mediation.
- The SENCo/Deputy SENCo or Head Teacher can help families with locating specific information and in signposting parents to support groups and advice services.

12a) What are the school's arrangements for supporting children with SEN in transferring between phases of education?

- We work hard to make our learners and their families feel welcome.
- We work collaboratively with pre-school providers and partner schools - sharing information that will help learners move on and visiting children with SEN in their current settings.
- Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our school.
- Families are invited to visit school and discuss their child's needs. Home visits provide a bridge between home and school for new Reception children and some individuals with additional needs.
- With our partner schools, we arrange transition days which allow all children to experience their new school setting and additional visits are organised for those children requiring more support with transition.
- Through our curriculum we teach, develop and support the skills which are needed for transition.
- We use strategies and resources to support individuals moving to and from us e.g. transition photo books, social stories, visual timetables, and PSHE/Circle Time.
- One-page profiles for our children with SEN summarise the child's needs as a learner for their next teacher and at their next school.

12b) What are the school's arrangements for supporting children with SEN to prepare for adulthood?

- We prepare our children for adulthood by teaching the basic skills so they will be literate and numerate.
- We provide personal, social and health education - enabling individuals to cope with life; be physically and mentally healthy; and build and maintain positive relationships.
- We invite parents and professionals into school to talk about their jobs e.g. firefighters, vets and army personnel.
- Our curriculum is creative and includes opportunities for real-life scenarios and problem solving and we take opportunities to develop life skills, for example, we've had an election week where children learnt about democracy and voting through a real-life 'polling station' experience.
- An individual and personalised curriculum of life skills is possible for children with the highest level of need. This might cover, for example: developing self-help and self-care skills such as toileting independently; and additional work on road safety and 'stranger danger'.

13) Where is the Local Authorities Local Offer published?

- A 'Local Offer' gives children with special educational needs or disabilities and their families information about what support services and provision are available in their local area.
- Surrey's Local Offer can be found at: www.surreylocaloffer.org.uk

WVIS = Windlesham Village Infant School SEN = Special Educational Needs SENCo/Deputy SENCo = Special Education Needs Co-ordinator EHCP = Education, Health and Care Plan
 SEND = Special Educational Needs & Disability TAMAT = The Alliance Multi-Academy Trust