

Responses to the 14 Questions by Meadowcroft Community Infant School

	Questions	School Response
1	<p>How does the school 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?</p>	<p>Children have Special Educational Needs if they have a significantly greater difficulty in learning than the majority of children of the same age; this is in line with the definition in the Special Educational Needs Code of Practice 2014.</p> <p>We track the progress of all our pupils half-termly and class teachers daily monitor the pupils' progress against learning intentions and success criteria. We regularly discuss any concerns we have at staff meetings, pupil progress meetings and as we are a small Infant School, we soon know all the pupils whatever class they are in. We also celebrate their achievements in assemblies and in individual classes.</p> <p>Parents play a vital role in the identification of SEND. The Reception class staff carry out home visits to all pupils starting in Reception and nursery visits are carried out by teacher and SENCo for pupils already identified with SEND. We also receive and ask for information from pupils' previous schools.</p> <p>Parents are encouraged to speak to the class teacher or Head at any time with any concerns that they have and they will liaise with the SENCo when appropriate.</p>

		<p>We have some in-house expertise in some areas of special educational needs and these are recorded on pupil's SEND provision map.</p>
<p>2</p>	<p>How will the school staff support my child/young person?</p>	<p>All of our staff is committed to supporting all pupils, whatever their need.</p> <p>Having identified needs, we seek to match provision to need, either within groupings in class or on a more individual basis.</p> <p>For pupils that require individual programmes, a Surrey's SEND Support Arrangements document will be put together to allow for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which are reviewed formally every half term. The targets, provision, trained staff and timings are identified on the plan and then reviewed.</p> <p>As well as reviewing the individual targets, the SENCo and class teacher track against age related expectations. However, if we feel that provision is not working during the six week program, we make changes as soon as possible and consult with parents in this process.</p> <p>The SENCo may make referrals to agencies and call on expertise, if needed, in agreement with parents. The SENCo will also ensure any training for staff or ordering of any additional resources is carried out, where appropriate. The Head teacher shares the SEND provision with governors at termly meetings as part of the Head teacher's report or in curriculum meetings or as part of the SENCo's annual report.</p> <p>Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCo.</p>

3	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p>Differentiation when appropriate is embedded in our school curriculum and practice and this is evident in the pupil's SEND plans. Every class uses groupings for different lessons, but these are flexible according to the lesson planned and prior learning. All pupils share in the learning intentions.</p> <p>We track the pupil's progress half-termly. We have regular pupil progress meetings which help us to highlight individual children and discuss next steps. All of our staff are clear on the expectations of progress using Target Tracker assessment tool and this is closely monitored by the Head teacher, SENCo and governors.</p>
4	<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<p>We share progress and set new targets with all learners during lessons. We hold parents evenings twice a year and a report is sent to parents at the end of the academic year. However we operate an open door policy and encourage families at any time to speak to the class teacher, Head or SENCo. The pupils recognised as having additional needs will have their targets reviewed half-termly so there are opportunities to discuss progress then too.</p> <p>Every term each class sends out a learning web to parents and these are also available on our website. We send out weekly newsletters for parents and have an open evening at the end of the year with staff, parents and governors.</p>
5	<p>What support will there be for my child's/young person's overall well-being?</p>	<p>All pupils are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. We have regular circle times in each class and some pupils take part in groups for social support.</p> <p>All of our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs, such as monitoring insulin for diabetes, and in some cases all receive training, such as epipen training. We have a medical policy in place. Our behaviour policy, which sets out guidance for expectations, rewards and sanctions, is followed by all staff,</p>

		<p>although each class teacher has the flexibility of setting up whole class or individual reward systems, as appropriate. All policies are discussed with staff and governors before being agreed. We regularly monitor attendance and this is shared and discussed with governors. We have a system in place to encourage children to regularly attend and we monitor children with prolonged absence and offer support to the families, if needed.</p> <p>We have a school council, with representative from all classes. They are appointed by their classmates and have opportunities to share views and put forward new ideas. Each term, the children complete questionnaires to do with their well-being in school, such as happiness or safety. The Head collates responses and staff follows up any concerns raised or build on positive responses too.</p> <p>Our school values teach children to tell the truth, be respectful, be friendly and preserve. This are fed through our classrooms and during assemblies.</p>
6	<p>What specialist services and expertise are available at or accessed by the setting / school / college?</p>	<p>Our staff receive regular training and our teachers all hold qualified teacher status. Some Teaching Assistants are also Higher Level Teaching Assistants. Many of our staff are trained in specialist areas of special educational needs, including Fischer Family Trust, 1st Class @ Numbers Numicon, Early Literacy Support (ELS) and Socially Speaking.</p> <p>We have a number of established relationships with professionals in health and social care and these are recorded on children's SEND plans. All external partners we work with are vetted in terms of safe guarding.</p> <p>Educational outside agencies include: Educational Psychologist (EP); Behaviour Support (BS); Learning and Language Support (LLS); Raising Ethnic Minority Achievement (REMA), which includes English as an Additional Language and Traveller Support.</p>

		<p>Specialist health services include: Speech and Language Therapy (SALT); Physical and Sensory Support Services (PSSS), including Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS), other health professionals.</p> <p>We work with Social Services, Community Police and other agencies to support families.</p>
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>We regularly invest time and money in training our staff to improve provision for all pupils and to develop enhanced skills and knowledge to deliver interventions.</p> <p>All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs receive appropriate training to best support our pupils with SEND.</p> <p>Our SENCo has completed the mandatory National SENCo Award and is a qualified teacher. She oversees all aspects of SEND and has designated time each week for this role. She regularly attends other training for SEND, network meetings and keeps updated with changes through bulletins and circulars. The SENCo holds regular staff meetings to keep all staff informed on changes and to organise INSETs for all staff, when needed. We plan training opportunities for staff appropriate to the needs of our children in school.</p>
8	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>Our SEND policy promotes involvement of all our pupils 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; including vigorous risk assessments, which include all children's medical needs and this is overseen by our trained Educational Visit Co-ordinator and Head. Where applicable, families are consulted and involved in planning and this could include inviting them along.</p>

9	<p>How accessible is the setting / school / college environment?</p>	<p>We have an Accessibility Plan in place and when feasible make reasonable adjustments to improve the accessibility of our environment, such as the use of ramps. Our policy and practice adheres to The Equality Act 2010.</p> <p>We monitor the language used by our families and we link parents who speak the same language. We use a buddy system for pupils coming to our school with EAL. We endeavour to arrange a translator to attend meetings when necessary.</p>
10	<p>How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?</p>	<p>We have a robust Induction programme in place for welcoming new pupils to our setting, including home visits for those starting in Reception. The class teacher and/or SENCo liaise with nurseries and sometimes make visits to ensure smooth transition in place. We invite families of pupils with SEND to make as many visits as they need before starting with us.</p> <p>We also have systems in place to ensure a smooth transition to their next school, by inviting representatives from the next school to come in and observe and meet the pupils and encourage the pupils to attend Induction Days at their next school.</p>
11	<p>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</p>	<p>The Head Teacher, governors and bursar oversee all matters of finance. Our finances are monitored/audited regularly and we utilise resources to support the aims of our school as well as individual pupils' needs.</p>

12	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>Quality First Inclusive Practice is clearly defined in our school and we expect all our staff to deliver this.</p> <p>Should additional support be required, this is undertaken after consultation with the relevant staff, the pupil and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of the intervention.</p> <p>The SENCo oversees all additional support and regularly shares updates with the SEND Governor.</p> <p>If a request for a formal assessment for an EHC Plan (Education Health Care Plan) is made for a child the The Local Authority looks at the evidence and decides whether the extra support and funding is needed to help the child in school. The Education Health and Care Plan will describe the specific difficulties and set out objectives. It will also outline the provision for the support to achieve these objectives. We will endeavour to meet these objectives and ensure all staff working with the child is familiar with the Plan and its contents. The Plan is reviewed annually and a meeting is held, organised by the SENCO. The SENCO will invite the parents, the child (or include the child's views) as well as any outside agencies involved with the child.</p>
13	<p>How are parents involved in the setting/school/college? How can I be involved?</p>	<p>We work in partnership with parents to support each pupil's well-being, learning needs, progress and aspirations.</p> <p>We operate an open-door policy to allow parents to contact staff. Staff are available before and after school to talk to parents. We hold two parent evenings for all parents and more for pupils that have additional needs.</p> <p>We keep parents informed regularly through newsletters, our website, providing a termly Field of Learning which is an overview of learning taking place in each class.</p>

		<p>We regularly seek parents' opinions through questionnaires and coffee mornings.</p> <p>Parents are invited to become involved in school-life through the Friends Association and New Parents Mornings play sessions in Reception class.</p> <p>Our Governing Body includes Parent Governors/representatives.</p>
14	<p>Who can I contact for further information?</p>	<p>In the first instance, families are encouraged to talk to their child's class teacher, who may consult with the SENCo and/or Head Teacher. We operate an open-door policy at our school, which means that we welcome parents/carers at all times to discuss children's needs or issues that arise that may affect the child in any way. We believe very much in a partnership between parents and school in order to do the best for the children.</p> <p>For pupils already identified as having additional needs, parents can liaise directly with the SENCo Mrs Moon.</p>