



All Saints C of E Infant School, Tilford



Questions	School Response		School self-evaluation
			<i>RAG rating</i>
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>We have rigorous monitoring in place that tracks the progress our learners make in key areas of the curriculum. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher about any concerns they have. We have some in-house expertise in special educational needs. This is recorded on our provision map.</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>Regular Pupil progress meetings where progress is assessed and discussed between class teacher, headteacher and SENCo</i> • <i>Pupil progress meetings, teacher email.</i> • <i>Target setting and outcomes monitored with pupils.</i> • <i>Dyslexia (Level 7) qualified Higher Learning Teacher Assistant (HLTA)</i> 	
2	<p>How will school staff support my child?</p>	<p>Our SENCo and Headteacher play an active role in monitoring the quality of our special educational needs provision. Having identified needs, we seek to match provision to need. We monitor the impact of interventions through regular meetings and tracking of pupil progress. All interventions we put in place are measured to monitor impact & attendance against expected rate of progress. Where we feel something isn't working, we find alternatives through dialogue with the learner and their families. All our additional support programmes are overseen by the SENCo and all our teachers are teachers of inclusion and special educational needs.</p>	

		<p>Example:</p> <ul style="list-style-type: none"> • Wave 1 high quality first teaching in all classes. • Interventions are short and highly focussed, with entry and exit data designed to accelerate learning. <p>Cognition and Learning (e.g. dyslexia/dyspraxia) – Surrey phonology and phonics interventions, AcceleRead/AcceleWrite. Speech, Language and Communication – specific interventions designed to improve receptive and expressive language using the ELKLAN programme. Physical and Sensory – Jump Ahead for gross, fine, motor memory and concentration. Social, Mental and Emotional Health – social skills and emotional literacy programmes such as Circle of Friends and Time to Talk.</p>	
3	<p>How will the curriculum be matched to my child's needs?</p>	<p>We adapt our curriculum to meet the needs and interests of our pupils. We have regular Pupil Progress Meetings to help us monitor this and reflect on the next best steps. In our small school we work as a very close knit team and are able to share experience and expertise freely to support a child's needs. Our teachers are clear on the expectations of Wave1 provision and this is monitored by the Headteacher and Senco.</p> <p>Example:</p> <ul style="list-style-type: none"> • Wave 1 provision map published on school website and forms an integral part of class teacher planning. • Use of our excellent outdoor facilities (woods, storytelling circle, stage, pond and allotment) when planning for different needs and interests. • Pupil Voice is considered through Pupil Learning Passports. 	
4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Learner feedback is part of our established learning culture. This includes informing families of next steps and what they can do to help/support their child's learning. 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. This is also reinforced by generic updates on the curriculum which we share though our newsletter and/or website. We host a number of curriculum</p>	

		<p>evenings/learning events to help families understand what learning is expected and how they can best support their child need.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Literacy evening, reading evening, maths evening • Fronter (school's virtual Learning platform) • Pupil Progress meetings • SEND Parent Forum • Signposting to parent support groups 	
5	<p>What support will there be for my child's overall well-being?</p>	<p>As a small school our pupils are cared for and supported in a family atmosphere. All teachers support all pupils. When needed, relevant staff are trained to support medical needs. We have an 'administering medicines policy' in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood by all staff and children. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this is encouraged in a variety of ways and regularly.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Pupil Learning Passports – all pupils are supported to talk about their likes, dislikes, hopes, targets and outcomes. Pupils are encouraged to be part of the decision making process. • School Council, members voted by each other. 	
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Our staff received regular training and our teachers all hold qualified teacher status. Some of our staff are trained to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge. We have a number of established relationships with professionals in Health and Social Care and these are recorded on our provision map. All external partners we work with are vetted in terms of safe guarding.</p> <ul style="list-style-type: none"> • Surrey Specialist Teaching teams support staff and pupils • Outreach by specialist schools in Surrey. • Access to Virgin Care, Occupational Therapy service and Speech and 	

		Language service.	
7	What training are the staff supporting children and young people with SEND had or are having?	<p>Our Special Needs Co-ordinator (SENCo) has completed the mandatory National SENCo Award and is a qualified teacher. We build special educational needs into our strategic training programme and invest time and money in training our staff to improve Wave 1 provision delivery. Every staff meeting, our staff are updated on matters pertaining to special educational needs and disability.</p> <p>Examples of INSET:</p> <ul style="list-style-type: none"> • What is Inclusion? • Strategies to develop the Pupil Voice and the communication friendly classroom • Dyspraxia and handwriting 	
8	How will my child be included in activities outside the classroom including school trips?	<p>Our Inclusion 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.</p>	
9	How accessible is the school environment?	<p>At All Saints we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. As part of our accessibility plan we constantly review our environment and resources. We create effective learning environments for all; ensuring that classrooms are organised to meet the needs of all learners.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Soundfield systems in classrooms to support all pupils but especially those with a hearing impairment. • We have a ramp to provide wheeled access to the main building. • Classroom resources such as writing slopes and computer packages to 	

		<p>support writing.</p> <ul style="list-style-type: none"> • Visual and audio aids to support communication. 	
10	How will the school prepare and support my child to join the school transfer to a new school?	<p>We have a robust Induction programme in place for welcoming new learners to our setting. Our Provision Management systems records what aspects of our environment help children learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings children move onto.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Reception teacher visits early year's settings and offers home visits to all families. • Staggered entry and induction visits for Reception pupils • Shared sports/ arts events with feeder junior school. • Shared monitoring and assessment opportunities with feeder junior schools. • SENCo meets relevant junior staff of all pupils with SEN and/or d. • SENCo creates transition plans with relevant Junior school staff for vulnerable pupils • Transition visits to feeder Junior school with Home School Link Worker 	
11	How are the school's resources allocated and matched to children's special educational needs?	<p>Our budgets are closely monitored and aligned to the School Development Plan. We utilise resources to support the strategic aims of our setting as well as meeting individual learner needs. We seek to ensure a value for money service, by costing and evaluating intervention programmes. Our budget is allocated accordingly:</p> <ul style="list-style-type: none"> • Pupils are identified at pupil progress meetings and a time bonded intervention put in place. • Pupils on the special needs register are allocated resources based on their identified need. • Interventions are evaluated against impact and costed to ensure value for money. 	
12	How is the decision made about what type and how much support my child will receive?	<p>Quality First Teaching (Wave 1) is defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff and their families. All interventions are monitored for impact and outcomes and are defined at the start of any</p>	

		intervention. Our SEN offer covering Waves 1, 2 and 3 are on our website enabling parents/carers to have access to key information to give them a better understanding of the types of support available. The SENCo oversees all additional support and shares updates with the SEN Governor.	
13	How are parents involved in the school? How can I be involved?	<p>We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. Our Governing Body includes Parent Governors/representatives.</p> <p>Examples:</p> <ul style="list-style-type: none"> • We hold a termly SEND Parent Forum and Support Group • Parents are offered the opportunity to take part in School Development Plan Meetings • Parent view questionnaires • Published email to contact staff • Parents are welcome to join us for volunteer days, visits and for curriculum support. 	
14	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teacher/tutor. Further information and support can be obtained from the school's SENCo and Headteacher.	