



Ottershaw Church of England Infant and Junior Schools

SEND Information Report

2018-19

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?

The school has a SEND policy which can be found on the school website
<http://www.Ottershawcofeschools.surrey.sch.uk/>

If you think your child may have special educational needs, we would invite you to make an appointment to see your child's teacher to discuss your concerns. If your child has not yet joined our school, please do not hesitate to make an appointment with me, the Inclusion Leader (Mrs Lisher). Appointments with any member of our schools staff can be made via the school office.

Children may have an identified learning difficulty on entry to school, or may develop a need requiring special educational provision at any time throughout their school career. Where incoming pupils are known to have significant needs, their parent(s)/carer(s) are invited to meet with us. We recognise that parents have a unique knowledge of their children and it is our aim that they are fully involved in the process.

Identification of a special educational need/disability may include the use of professional assessment materials, which can be administered by the Inclusion Leader to help pinpoint children's difficulties. Decisions are made as to the most appropriate steps to take in order to support the pupil, which tie in with the school's graduated approach to meeting needs.

How will staff support my child?

Ottershaw Infant and Junior school is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). All staff have been trained so as to be able to cater for pupils who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

We adopt a graduated approach to meeting needs through quality first teaching and our staff make reasonable adjustments to help include all children not just those with SEND.

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

Our staff are skilled at identifying the possible barriers to learning which children may have and will do what they can to remove or minimise these barriers. This may involve differentiating tasks, providing alternate means of recording, changing where a child sits, pre-teaching vocabulary, etc.

Where pupils have been assessed by outside agencies, e.g. Speech and Language Therapy or Educational Psychologist, teachers ensure that the recommendations made by these practitioners are implemented, as far as possible.

How will both you and 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 speak to the class teacher, in the first instance, and then the Inclusion Leader should they have concerns about the overall progress of their child.

As part of our assess, plan, do and review cycle we look at the actions needed to support a child towards their outcomes and the actions needed to be taken by those involved in the child's education to make a positive contribution. These are reviewed termly with parents.

The school also has a regular reporting cycle where parents are informed of progress: Parents' Evenings take place in the autumn and spring terms and a report is sent in the spring and the end of the summer term. The school hosts a range of curriculum events to assist parents in supporting their child's learning at home. There are regular updates on the school website, through the newsletter and through the class pages.

What support will there be for my child's overall well-being?

As a school, we fully recognise that a child's emotional and social needs are as important as their academic ones. The school has very high expectations of behaviour and bullying or other intolerant behaviour is regarded as completely unacceptable. Members of staff are available to support children and play an active role in upholding the Behaviour and Anti-Bullying Policy which includes guidance on expectations, rewards and sanctions. Staff have been trained in restorative approaches. All children participate in PSHE (personal, social and health education) lessons, which aim to develop them socially and emotionally.

Our office team manage the administration of medicines and provision of personal care. Staff members are trained to administer emergency aid to pupils with specific medical needs as well as being first aid trained. The school has an up to date Medical Policy in place.

We have a school council which is made up of democratically elected children and is very active in listening to the views of peers and putting forward their views and ideas.

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

We aim to ensure that all staff working with pupils who have SEND possess a working knowledge of the child's needs in order to support them in accessing the curriculum. Training in SEND

regularly forms a part of staff meetings. The Inclusion Leader attends the local authority SENCO network meetings in order to keep up to date with local and national agendas.

All staff have received training in restorative approaches, Inference skills and Drawing and Talking. We also have staff within the school who have been trained in a number of interventions including Lego Therapy, ELS (Early Literacy Support), Fischer Family Trust (Early Reading Support), Phonics, Success @ Arithmetic and Talk Boost. We have two trained ELSAs (Emotional Literacy Support Assistant), one at the Infant and one at the Junior school.

Where it is felt that external support is necessary we discuss any referrals with parents first and gain full consent before proceeding. The school works with many agencies in supporting the needs of the children e.g. Educational Psychology, Learning and Language Support, Behaviour Support, Physical and Sensory Support, Race Equality and Minority Support, Speech and Language Therapy, Occupational Therapy, CAHMS and Social Care. Referrals to these agencies will only be made with the permission of parents/carers.

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

Our school promotes involvement of all our children 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 the needs are met. Where applicable parents/carers are consulted and involved in planning. We always produce very thorough risk assessments of all off-site activities.

How accessible is the school environment?

We have an Accessibility Plan in place and consider our environment to be fully accessible. We are vigilant about making reasonable adjustments. Our policy and practice adheres to the Equality Act 2010. Both schools are equipped with a disabled toilet, ramps and other specialist equipment.

Additional support resources are bought for children with special needs and stored in a centralised area unless specific to the individual child. If it is specialised equipment it will be kept in the child's classroom. Class teachers tailor their classroom layout/displays depending on the needs of the children.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

Children who join us in their Reception year have a full induction programme. This includes a presentation for parents, visits by the children to the school, visits by the staff to the nurseries and home visits just before they join as well as 'tea and tissues' morning for parents in the September their children begin at Ottershaw school.

We have a robust transition programme in place for the whole school moving up to their new year group. In the summer term, the children have the opportunity of meeting their new teacher and spending a day in their new classroom. This enables them to make a smooth transition. Children moving up to year 3 are provided with a 'buddy' to take them on a tour of the school pointing out

key areas e.g. the toilets, play areas, etc. An information meeting is held in the summer term for the parents of all year 2 children moving to year 3 in the following September.

When children join us from other schools, the Inclusion Leader will contact the previous school for additional notes on the child. Where necessary, a member of school staff (Inclusion Leader or class teacher) visits the previous school to ascertain what resources and teaching strategies are in place for a particular child, in order to ensure a smooth transition.

Very similar arrangements exist for our year 6 pupils, who are transferring to secondary school. Written handover forms, completed by the Inclusion Leader and year 6 class teachers, are forwarded to all relevant secondary schools in the summer term prior to transfer. All year 6 pupils spend at least one day in their new schools. When considered necessary to ensure a successful transition, the Inclusion Leader will also arrange for SEND and/or other vulnerable pupils to make additional visits to their new secondary schools. The Inclusion Leader also attends the annual secondary transfer event organised by the secondary feeder schools, where primary and secondary SENCOs meet face to face to discuss each SEN/vulnerable pupil in detail.

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

The Inclusion Leader monitors and reviews how provision is delivered so that high standards are maintained, and then termly, looks at the impact that each provision has had on the progress of the children accessing it. 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.

The school has very effective tracking and monitoring systems in place and staff are constantly reviewing the provision for all pupils, including those with SEND. Class teachers meet termly with parent(s)/carer(s) to review and update the SEND provision map, assessing progress against desired outcomes. The completed paperwork is monitored by the Inclusion Leader.

Resources are allocated according to the needs of the child. Some of the funding the school receives may go towards training so that the in-house provision is targeted to the specific needs of the children. When a child needs additional resources e.g. a writing wedge or a sensory cushion, we use our SEND budget to make these resources available.

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

If the class teacher is concerned about a child in their class they will monitor their progress and then discuss it with the Inclusion Leader to decide what the next steps should be. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the child. Children are then spoken to regarding their progress/concerns and a One Page Profile is completed as we feel it is important to have the views of the child so that they feel involved in their own learning.

We use whole school provision mapping to plan for the needs of the children. The children with the most need benefit from the most provision but many children in our school receive additional support for a term without having an Individual Provision map or a SEND Support Arrangement document to close the gap between them and their peers.

If your child has an EHCP (Education, Health and Care plan), we will provide the level of support listed in the document.

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

We have an open door policy where parents are invited to come in and speak to the Inclusion Leader should they have concerns about the overall progress of their child. Parents are encouraged to participate in regular parent questionnaires and give feedback on what they feel we are doing well and what we could do to improve.

We have a parent teacher association (PTA) where parents can become involved in school life. We also have parent governors who can take an active role in the overall strategic development of the school.

To help in developing reading we have parent volunteers who come in to school and support pupils with their reading.

Parents are encouraged to support their children during school trips.

Reading record books are also used as a means of communication between home and school and notes are exchanged with parents and staff. In addition, staff will contact parents either by telephone or in person if they feel there is something that they need to know.

Parents are invited to attend the Annual Reviews for pupils with EHCPs to discuss the needs of their child. When outside agencies are involved, parents are invited to discuss their child's difficulties with the professional and a copy of the report is always sent home with the child.

Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher if they have a concern. If additional help is required, parents/carers are most welcome to contact the school's Inclusion Leader.

The Inclusion Leader is Mrs Lisher, telephone number **01932 872323** and email is **alisher@ottershawcofeschools.surrey.sch.uk**