

# SEN/D Information Report

Updated December 2018

**School Name:** St Lawrence C of E (Aided) Junior School

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**Ofsted link:** [St Lawrence C of E \(Aided\) Junior School](#)

**Head teacher:** Mr. D. Tucker

**Inclusion leader:** Mrs A. Uwai

**Date completed:** 17.12.13

**Last updated:** December 2018

**Next Update:** December 2019



|   | Question  | Response  | Examples of good practice in our setting   |
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| 1 | <p><b>How does the setting / school / college 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?</b></p> | <p>We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. Our staff members are vigilant at supporting and raising any concerns. We use data and other forms of assessment to identify additional needs and celebrate achievement. Parents and carers are encouraged to speak to the class teacher about any concerns they have.</p> <p>We have in-house specialist expertise in a number of areas of special educational needs and this is recorded on our Provision Map.</p> | <ul style="list-style-type: none"> <li>• Pupils follow a transition program from feeder schools</li> <li>• SEN/D information from feeder schools is discussed thoroughly in advance by the Inclusion Leader and Class Teachers and used when planning classes</li> <li>• Rigorous assessment process followed by all members of staff</li> <li>• Class teachers meet termly with SLT to discuss pupil progress</li> <li>• Training in identifying SEN/D is available to all staff</li> <li>• Inclusion Leader monitors all SEN/D pupils closely and meets regularly with all staff</li> <li>• SEN/D documents are ordered, filed and used as working documents</li> <li>• The school SEN/D register is updated termly following assessments and discussions with class teachers and the Inclusion Leader</li> <li>• All teaching assistants are trained regularly in areas of SEN/D and many are experts in different SEN/D fields</li> <li>• School operates an open-door policy – parents can speak to members of staff informally at the end of school and formally by appointment</li> <li>• The school SEN/D policy is visible on school website</li> <li>• Parents can meet with SENCo and class teacher to discuss concerns</li> <li>• All staff are aware of support available from the</li> </ul> |

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|   |   |   | Inclusion Leader and Outside Agencies (where applicable)   |
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| 2 | <b>How will early years setting / school / college staff support my child/young person?</b> | Our governors play an active role in monitoring the quality of our special educational needs provision as does the Head Teacher, senior leadership team and SENCo. All interventions we put in place are research informed and evidence based and are measured to monitor impact & attendance against expected rate of progress. Where we feel something isn't working, we are quick to respond and 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. | <ul style="list-style-type: none"> <li>• Intervention groups are planned, delivered, measured and evaluated thoroughly termly by support and teaching staff</li> <li>• Intervention programs are monitored by the Inclusion Leader</li> <li>• The school day is maximised to offer a wide variety of intervention programs</li> <li>• Parents are informed about which intervention programs their child will be attending and further information is available on the school website</li> <li>• All staff promote inclusion and plan, deliver and monitor lessons and activities to measure their impact on children with or without SEN/D</li> <li>• The SEN/D governor meets bi-annually with the Inclusion Leader and is informed of regular updates though weekly meetings with the Head Teacher and termly reports from the Head Teacher</li> <li>• Outside agencies play an active role in supporting children and parents in the school</li> </ul> |
| 3 | <b>How will the curriculum be matched to my child's/young person's needs?</b>               | Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum and regular Learner Progress Meetings help us to monitor this and reflect on the next best steps. All our teachers are clear on the expectations of Wave 1 provision and this is monitored regularly by the leadership team.   | <ul style="list-style-type: none"> <li>• Pupil progress meetings are held termly with teaching staff and SLT enabling progress to be monitored closely</li> <li>• SLT monitor Wave 1 provision through learning walks, formal observations and work scrutiny</li> <li>• Differentiation has formed part of the school development plan in recent years</li> <li>• Planning reflects inclusion and pupils' different</li> </ul>   |

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|   |  |   | <p>learning styles</p> <ul style="list-style-type: none"> <li>• The school has a large amount of SEN/D resources that are utilised fully for additional needs</li> <li>• Support staff provide personalised support for individuals whilst promoting independency</li> <li>• Target Tracker Steps-expected attainment are set for all children in Reading, Writing, Maths, SPaG, Science and RE</li> </ul>  |
| 4 | <p><b>How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b></p> | <p>We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents and 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 support the learning at school. This is also reinforced by generic updates on the curriculum which we share through our newsletter and website. We host a number of curriculum evenings and learning events to help families understand what learning is expected and how they can best support their child or young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</p> <p>We believe in supporting the development of parenting skills and as such deliver workshops on site and work in collaboration with other agencies.</p> | <ul style="list-style-type: none"> <li>• Each child on the SEN/D register has a Surrey SEND Support Arrangement document which details their needs, history and provision. It includes all IEPs.</li> <li>• IEPs are reviewed and updated termly providing opportunities for parents and staff to discuss support strategies, progress and interventions</li> <li>• Parent evenings are held bi-annually providing opportunities for parents to discuss progress and home support</li> <li>• Home learning support /resources and school information is provided for parents via the Virtual Learning Platform and school website</li> <li>• Each child has a Home–School communication book</li> <li>• School operates an open-door policy – parents can speak to members of staff informally at the end of school and by appointment</li> <li>• Information on the school website details the school curriculum and advises parents in how best to support their child in all subjects</li> </ul> |

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| 5 | <p><b>What support will there be for my child's/young person's overall well-being?</b></p> | <p>All our staff members are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and some cases all staff receive training. We have a medical policy in place. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and upheld by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this encouraged in a variety of ways and regularly.</p> | <ul style="list-style-type: none"> <li>• Children's medical needs are met by trained first-aid staff and when necessary by teaching and support staff as well</li> <li>• All classes hold a medical box with relevant medicines for individuals</li> <li>• Information about children with allergies is prominently displayed in various private locations in school</li> <li>• The school behaviour policy is displayed throughout the school and adhered to by every member of staff. It is also on the school website for parents to view</li> <li>• Rewards and sanctions form part of the behaviour policy and children respond well to them</li> <li>• Attendance is monitored and consistent lateness and poor attendance is managed by SLT and reported to the Education Welfare Officer (EWO)</li> <li>• A Home-School Link Worker is available to support pupils and families with difficulties via weekly drop-ins and referrals which are managed by the Inclusion Leader</li> <li>• 'Designated Adult' pastoral care is available through Pupil Premium funding</li> <li>• A school counsellor is available to support children with difficulties – referrals are managed by the Inclusion Leader</li> <li>• Emotional Literacy Support Assistants (ELSAs) are available to support individuals throughout the school – referrals are managed by the Inclusion Leader</li> <li>• PSHE lessons are delivered weekly by the class teacher who monitors the overall well-being of</li> </ul> |
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|   |  |  | <p>every child in their class</p> <ul style="list-style-type: none"> <li>• There is a 'worry box' in each class and a whole school male/female 'worry box' system where children can report their worries and ask questions anonymously</li> <li>• Pupils can request to see the Home School Link Worker directly for support</li> <li>• Year 3 pupils are well supported in adapting to their new school and surroundings by their Year 6 learning partner – curriculum time is dedicated to running this support program in the Autumn term</li> <li>• DBS checks are carried out on all staff and volunteers who work directly with children</li> <li>• School operates an open-door policy – parents can speak to members of staff informally at the end of school and by appointment regarding the well-being of their child(ren)</li> <li>• Pupils and parents complete annual questionnaires to offer their views about school – this is analysed and acted upon by SLT where possible</li> <li>• Pupils adhere to the e-Safety curriculum which includes Safer Internet training</li> </ul> |
| 6 | <p><b>What specialist services and expertise are available at or accessed by the setting / school / college?</b></p> | <p>Our staff received regular training and our teachers all hold qualified teacher status. We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. All the external partners we work with are vetted in terms of safe guarding and when buying in additional services, we monitor the impact of any intervention against cost to ensure a value for money service.</p> | <ul style="list-style-type: none"> <li>• All teaching staff hold QTS</li> <li>• Training is offered weekly to all teaching staff</li> <li>• Training is offered termly to all support staff</li> <li>• The costs of all training and agency visits is monitored by SLT to ensure value for money and impact</li> <li>• Outside agencies visit pupils and liaise with the Inclusion Leader and class teachers (Occupational</li> </ul>   |

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|   |   |   | <p>Therapy, Speech &amp; Language Services, Educational Psychology Services, Behaviour Support Services, Language &amp; Learning Support Services &amp; Linden Bridge ASD Outreach Services)</p> <ul style="list-style-type: none"> <li>• A School counsellor is available for pupils</li> <li>• A Home-School Link Worker Is available for pupils and families</li> <li>• Emotional Literacy Support Assistants (ELSAs) are available to support individuals throughout the school – referrals are managed by the Inclusion Leader</li> <li>• Health and Social Care professionals are involved in supporting pupils with SEN/D</li> <li>• All staff are encouraged to attend training courses and pay visits to leading schools including special schools</li> </ul> |
| 7 | <p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p> | <p>Our Special Needs Co-ordinator (SENCo) has completed the mandatory National SENCo Award and is a qualified teacher. We regularly invest time and money in training our staff to improve Wave 1 provision delivery and develop enhanced skills &amp; knowledge delivery of Wave 2 and 3 interventions. At every staff meeting, our staff are updated on matters pertaining to special educational needs and disability.</p> | <ul style="list-style-type: none"> <li>• The Inclusion Leader has completed the National SENCo award in the Leadership &amp; Management of SEN/D and is a qualified teacher with an ongoing teaching commitment</li> <li>• Staff training is planned carefully for the year to cover all areas of SEN/D and an audit of skills is taken into account when new staff join the school</li> <li>• Staff support each other in developing their own practise by taking part in peer observations (teaching &amp; support staff)</li> <li>• Support staff are observed delivering intervention groups and supporting SEN/D pupils in class</li> <li>• National SEN/D updates are shared regularly with all staff, Governors and Parents</li> </ul>                          |

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| 8 | <p><b>How will my child/young person be included in activities outside the classroom including school trips?</b></p> | <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 and carers are consulted and involved in planning.</p> | <ul style="list-style-type: none"> <li>• The curriculum is wide and varied taking into account the new school grounds, activities outdoors and school journeys – inclusion is promoted throughout the curriculum</li> <li>• Activities outside of the classroom are carefully planned for with inclusion being a prime objective</li> <li>• Assigned adults support SEN/D children during activities outside of the classroom</li> <li>• Children are individually assessed and personalised support is put in place where possible</li> <li>• A risk assessment of any activities outside of the classroom is carried out</li> <li>• Parents and carers of SEN/D children are included in the planning process for residential trips – some attend the trips when necessary</li> </ul> |
| 9 | <p><b>How accessible is the setting / school / college environment?</b></p>  | <p>Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.</p>   | <ul style="list-style-type: none"> <li>• New school build is fully accessible to all - including level access, accessible toilets, a shower/ hygiene room and a lift to the first floor</li> <li>• Pupils’ needs are respected at all times; the Equality Act 2010 is fully adhered to</li> <li>• ‘Sound field’ microphone systems are available in all classrooms therefore the needs of children with hearing impairments can be met as they move from Y3 to Y6</li> <li>• School information and newsletters are mostly delivered by email but can be distributed to parents and carers as paper copies if necessary</li> <li>• Adjustments in the classroom can be made to suit the SEN/D of individuals where necessary, e.g. booster seats/steps/ ramps</li> </ul>                |

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| <b>10</b> | <b>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?</b> | <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 and young people learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings children and young people move onto.</p> | <ul style="list-style-type: none"><li>• A successful transition program is run every year for new learners and school leavers</li><li>• Extra visits are made to our school by new learners with SEN/D</li><li>• Extra visits are made to secondary schools by school leavers with SEN/D – some visits are attended by support staff when necessary</li><li>• Parents and staff are fully involved in the transition process to ensure that pupils are confident and calm about their transition</li><li>• All new learners attend an induction morning before they join the school</li><li>• All SEN/D pupils have a ‘transition passport’ created with a member of staff before they move on to their next year group/ school</li><li>• Secondary school transition is supported by pupils attending Focus Skills intervention groups in spring and summer term</li><li>• Year 6 Learning partners are assigned to all new Year 3 pupils to support their induction</li><li>• The Inclusion Leader liaises with feeder and secondary schools to plan for transition</li><li>• Prospective parent evenings and open evenings are held to inform parents and carers</li><li>• Open mornings are held</li><li>• Year leaders deliver an open morning giving information about induction to the new year group every September</li></ul> |
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| <p><b>11</b></p> | <p><b>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</b></p> | <p>Budgets are closely monitored and aligned to the school improvement plan of the school.</p>  | <ul style="list-style-type: none"> <li>• Pupils' needs are assessed by outside agencies and the Inclusion Leader; resources are allocated and matched to all pupils with SEN/D needs</li> <li>• Specialist school equipment is distributed to pupils where needed (on loan)</li> </ul>  |
| <p><b>12</b></p> | <p><b>How is the decision made about what type and how much support my child/young person will receive?</b></p>                                    | <p>Quality First inclusive Practice (Wave 1) is clearly 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, the learner and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the SEN/D Governor.</p> | <ul style="list-style-type: none"> <li>• Inclusion Leader and teachers work closely to monitor and observe pupils where additional support may be required</li> <li>• Referrals are made to outside agencies to seek advice and support about the type and amount of support</li> <li>• Parent concerns are acted upon by teachers &amp; Inclusion Leader</li> <li>• Progress data is analysed termly by the Inclusion Leader &amp; SLT</li> <li>• Termly multi-agency meetings assess the progress and needs of pupils to ensure transparency and cooperation</li> <li>• Parents are kept informed of updates and changes through termly IEP meetings</li> </ul> |

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| 13 | <b>How are parents involved in the setting / school / college? How can I be involved?</b> | We regularly involve parents and families in discussions about their child or young person’s learning. We welcome feedback.  | <ul style="list-style-type: none"> <li>• Parents are involved in completing SEND Support Arrangement documents (SSA) and by updating IEPs termly with teachers and pupils</li> <li>• Progress and assessment data is shared with Parents at Parent -Teacher consultations</li> <li>• Parents encouraged to take on an active role</li> <li>• Home-School contact book</li> <li>• The Virtual Learning Environment (VLE) is available for every pupil and parent to access at home</li> <li>• School operates an open door policy and staff are available at the end of the day to meet informally or formally by appointment</li> <li>• Parents are kept well informed by Parentmail, Social media and information on the school website</li> <li>• Parent volunteers who are DBS checked are welcome to support school in various ways</li> <li>• The Governing body has several parent representatives</li> <li>• Curriculum meetings for parents are well attended</li> <li>• The PTA works collaboratively to support school in many ventures</li> </ul> |
| 14 | <b>Who can I contact for further information?</b>   | <p>In the first instance, parents and carers are encouraged to talk to their child’s class teacher.</p> <p><b>Further information and support can be obtained from the school’s Inclusion Leader, Mrs A. Uwai, who can be contacted via the school office.</b></p> |  |

**Any other comments: Details of provision for all pupils can be found under ‘Waves 1, 2 & 3 Provision’ under the same section on our school website.**

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| Is there any additional provision you have developed during the year? | All detailed above. |
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