



WEST BYFLEET INFANT SCHOOL SEN

INFORMATION REPORT



Last updated March 2016

	Questions	School Response
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>	<ul style="list-style-type: none"> ◆ At West Byfleet Infant School we take our approach to the education of children who have Special Educational Needs or Disabilities (SEND) directly from the Special Educational Needs and Disabilities Code of Practice (DfE, 2014). ◆ We define a child as having Special Educational Needs when they are unable to make progress at a similar rate to their average achieving peers and when teaching has to be adapted in such a way that the child is unable to access that which is delivered to the whole class as part of High Quality Teaching. A child is described as having SEN(D) when their learning needs require teaching that is additional to or different from that of their peers. This definition is taken from Surrey County Council Guidance – <i>The Right Provision at the Right Time</i> (2014) (https://www.surreycc.gov.uk/data/assets/pdf_file/0013/32251/SEND_The-Right-Provision-at-The-Right-Time_120814.pdf) ◆ As a school we value each child as an individual and as such, take their unique starting point into account when planning learning opportunities. We recognise that not all children learn in the same way and that not all children will make progress at the same pace. Through taking time to get to know each child and family we aim to take an individual, personalised approach to identifying any concerns. ◆ The progress of all pupils is formally monitored on a termly basis by Subject leaders, the Senior Leadership Team and the Special Educational Needs Co-ordinator. Class teachers have day-to-day responsibility for the progress of all children in their class and monitor and evaluate frequently in order to fill any gaps in learning and ensure progress. ◆ Through this careful monitoring and detailed knowledge of each child as an individual, teaching staff rigorously assess the needs of the whole-child, taking into account academic progress, social and emotional wellbeing and attitude to work. This enables teachers to feel confident in planning for the needs of all of the children in their care. ◆ This rigorous, child-centred approach also allows for early identification of pupils who are not making expected progress in particular areas and the need for additional support. ◆ We also recognise the importance of working in partnership with parents and do all that we can to take

parents' views into consideration.

- ◆ Parents and Carers have regular opportunities to discuss their child's progress at parent teacher evening. In addition to these 'formal' meetings, we have an 'open door' policy and parents are encouraged to meet with class teachers and the Special Educational Needs Co-ordinator (SENCO) to discuss any concerns as often as they need.
- ◆ When a concern is noted, Parents and Carers will be consulted, initially by the class teacher. At this stage, it is assumed that the child's needs can be met through high quality, whole class teaching and small 'top-up' sessions run by the Teacher or Teaching Assistant.
- ◆ If the child does not make expected progress as a result of these in class interventions, the class teacher may consult the SENCO to seek additional advice. At this point, Parents and Carers will be invited to attend a review meeting to discuss the approaches used so far and te concerns that remain. At this point, the SENCO may observe the child in class, carry out informal assessments or decide to consult an external supporting agency for more advice.
- ◆ In order to support identification of additional or special educational needs, we have the option of contacting a range of support services. These support services are contacted on a case-by-case basis and following referral, come to work with the child in school to carry out in depth assessments.
- ◆ At present, the school has access to the following supporting agencies:
 - Speech and Language Therapy
 - Occupational Therapy
 - Physiotherapy
 - Learning and Language Support
 - Behaviour Support
 - Educational Psychology
 - Physical and Sensory Support Service
 - REMA (Race Equality and Minority Achievement)
- ◆ Colleagues from these services support the school in making the appropriate provision for the needs of individual pupils and will contribute to the setting of targets. They will also invite the parents into school to share any feedback and discuss options regarding targets and next-steps.
- ◆ We are committed to working in partnership with external agencies to ensure we plan appropriately for the needs of all of our pupils.
- ◆ If Parents and Carers have concerns about the progress or attainment of their child they should in the first instance speak to the class teacher to discuss their concerns. They may also speak to our SENCO or Head Teacher.

2	<p>How will school staff support my child?</p>	<ul style="list-style-type: none"> ◆ When the school identifies the need for additional support through the rigorous monitoring procedures described above, Parents and Carers will be invited to a meeting to draw up a plan of support. ◆ This initial meeting will be requested by the Class Teacher who will discuss their concerns with you and suggest some actions that they feel will help your child make rapid progress. ◆ Following this Initial Concern meeting, you will be invited to attend a review meeting with your child's teacher to evaluate progress since the Initial Concern was raised. If progress has not been made, it is usually at this point that the SENCO will become involved to give additional advice. ◆ In consultation with Parents/Carers, Class teachers and Teaching Assistants the SENCO will set targets by considering is working well for your child and establishing what the barriers are that prevent learning from taking place. Following this child-centred discussion, commonly agreed targets will be set and recorded on a Provision Map. ◆ A Provision Map is a simple table that demonstrates the support your child receives on a weekly basis. It details who is carrying out the support, how often it takes place and what the expected outcome of the support is. ◆ Where children have multiple or complex needs, their support will be recorded on a Personal Support Plan where there is space to detail the nature and complexity of their needs. ◆ A Personal Support Plan will include the same details as a Provision Map but allows space for contextual descriptions of the children's needs and takes into account the views of the child, the Parents/Carers and the school staff. Where a Personal Support Plan is in place, Parents/Carers will be invited to termly reviews to monitor progress against targets set. ◆ To facilitate and support progress at WBIS, we use a range of interventions which have been evidence-based nationally. Partnership with parents plays a key role in ensuring children receive the best possible support to achieve their potential, both in school and at home. ◆ Our Whole School Provision map shows the range of interventions in place in our school for pupils with additional needs. This is updated termly to include progress data and intervention reviews, ensuring the continued effectiveness of all interventions. This information can be found on the SEN(D) section of our Website under the heading 'SEN(D) Interventions' and 'Whole School Provision Map'. ◆ Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with Special Educational Needs & Disability (SEND) and they will receive a termly report from the SENCO on the progress of pupils with SEND. ◆ There is a link governor who liaises regularly with the SENCO to monitor provision, and a SEN Team to ensure guidelines are being met & policies improved.
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3	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> ◆ At West Byfleet Infant School, we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all of our pupils, whatever their needs or abilities. Our guiding principle is one of Inclusion and we strive to celebrate individual differences. ◆ Our school is well regarded for its approach to SEN(D). We share a collective belief that all children have the right to learn and as a result, train all Teachers to adapt their teaching in a variety of ways that will enable children of all abilities to make progress. ◆ Differentiation is the process of meeting the needs of all children by providing tasks and teaching styles that match and complement the child's unique starting point. ◆ All teachers are responsible for providing a range of differentiated learning opportunities within the curriculum to ensure that learning is accessible to all pupils in their class. ◆ This Whole Class, High Quality Teaching is described as 'Wave One' provision and is closely monitored by the Senior Leadership Team. ◆ Some children will require support which is, 'in addition to and different from' this differentiated learning. This will be detailed, following consultation with parents and supporting agencies where appropriate, on a Provision Map or Personal Support Plan. ◆ We have very highly trained and experienced Teaching Assistants who are used to support children's learning in class under the guidance of the Class Teacher or by carrying out Programmes of Intervention under the guidance of the SENCO. ◆ All Teachers work closely with our SENCO and other specialist agencies to discuss the needs of individual pupils so that the appropriate support and additional resources can be used most effectively. In some cases additional adult support may be required for part or all of the child's time in school. ◆ SEN(D) is seen as a whole school priority with the SENCO as its Champion. The SENCO is a member of the Senior Leadership team and as such ensures that the needs of children with SEN(D) are kept high on the list of the Leadership Team's agenda.
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>	<ul style="list-style-type: none"> ◆ All Parents and Carers are treated as partners and are encouraged to play an active and valued role in their child's education. ◆ Parents and Carers can make an appointment to speak to their child's teacher at any time to discuss progress and any concerns they may have. ◆ We offer regular opportunities to support parents in becoming active participants in their child's learning. These opportunities are as follows: <ul style="list-style-type: none"> ▪ Parent Workshops – recent topics have been phonics, writing and number ▪ Curriculum Evenings – to familiarise parents with changes to the curriculum and teaching

		<p>methods</p> <ul style="list-style-type: none"> ▪ Welcome to Year-group Meetings - held in September each year to help parents familiarise themselves with the curriculum, approaches, expectations and routines of their child's new year group in school ▪ Parent Helper Training – for those parents who are able to offer time to volunteer in school as a helper <ul style="list-style-type: none"> ◆ We also offer regular communication through weekly newsletters, home-learning letters and updates to the school website. ◆ The Parents and Carers of ALL children will be invited to termly Parent/Teacher consultation meetings to discuss the support that the school are providing and how they can help their child at home. Written reports are provided at the end of each school year. ◆ Parents of children who have additional or special educational needs will be invited to regular meetings in addition to these termly Parent/Teacher consultations. ◆ These additional meetings are very child-centred and we will spend time with you sharing ideas on how your child is doing, what is working well and what, if anything, is not working well. We will set targets for the short-term future by considering what is important to your child for now and what is important for their future. Where applicable, we will also invite Professionals from supporting agencies to attend these meetings to ensure that everyone involved in your child's education has a voice. ◆ Parents are invited to review meetings with our supporting agencies to discuss how they can support their child at home. Written reports are provided detailing any assessments, strategies, targets and recommendations. ◆ In some cases a home/school diary may be used as a communication book to record any concerns, report on progress, celebrate achievements or pass on news. ◆ Our children's success is regularly celebrated in a wide range of ways. The children are all very keen to earn Star Pupil Awards, Head Teachers' Awards and 'WOW" slips! We also reward children's efforts in more intrinsic ways with adults in school giving out thumbs up, whooshes, pats on the back, silent cheers and claps!
5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> ◆ We are a very welcoming school and strive to support the child and their family with all aspects of life. ◆ The staff embody our caring, child-centred ethos and are experienced in doing all that they can to support children and families. ◆ Children in our school are also encouraged to act in a kind, caring and considerate nature. We achieve this in a number of ways: ◆ Our whole school behaviour policy is based on positive choices and children taking responsibility for their

		<p>actions. This approach includes guidance on expectations, rewards and sanctions and ensures consistent boundaries and approaches and is understood by all staff and children. Our motto is 'catch them being good'!</p> <ul style="list-style-type: none"> ◆ Children's achievement and successes are celebrated in a number of ways. We have celebration assemblies, stickers, whooshes, wristbands, sharing work, headteacher awards, star pupil, star of the day to name but a few! ◆ We recognise that effort is as important to recognise as achievement and that children learn best when in a positive and encouraging environment. ◆ Our School Council gives children a 'voice' which is used to help plan and evaluate school routines and practices. Giving children responsibilities encourages confidence and a sense of contributing to the school, to which they feel an integral part. ◆ Our school ethos is underpinned by a PSHE and Values curriculum which complement each other and ensure that children are given regular and well-planned opportunities to talk about their emotional well-being and that of their peers. During these sessions topics such as 'belonging', 'getting on and falling out', 'good to be me' and 'relationships' are talked about in a very age-appropriate and context driven way. ◆ All of our staff are regularly trained to provide a high level of pastoral support. ◆ Where children have additional physical or medical needs, school draw up a healthcare plan in liaison with healthcare professionals to ensure that the pupil's needs are known by all staff. If appropriate, medical alert cards will be used to prioritise the pupil's well-being and safety in school. ◆ Our staff monitor children's social interaction as a matter of routine to identify vulnerable pupils. A range of support can then be provided, such as playground buddies or a social skills group to help children who find social interaction challenging. ◆ We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • We are fortunate to have a highly experienced and qualified team of staff who receive regular training. • All of our teachers are experienced in teaching children with a range of abilities and from a range of backgrounds. Each teacher has a planned programme of continuing professional development as part of required teacher standards and much of this training will focus on providing strategies to support the needs of children in their class/cohort. • Many of our Teaching Assistants have received specialist training, enabling them to deliver key interventions such as ELS and the Fischer Family Trust Wave 3 Literacy Intervention. We also have

staff with huge experience in specific areas, from working 1:1 with ASD children, to delivering speech therapy or an Occupational Therapy programme.

- Our SENCO, Annalisa Charman, has a high level of expertise and was awarded her SENCo qualification in 2012.
- We have a number of established relationships with a wide range of professional agencies that support pupil's needs. If we feel a child may benefit from this support we will discuss our views with parents and ask for their permission to involve external agencies. There is a referral process that needs to be followed and most agencies operate a system of criteria for their involvement.
- West Byfleet Infant School has access to the following agencies:

Local Authority Specialist Teaching Team including:

- Learning & Language Support
- Behaviour Support
- Educational Psychology Services
- Speech & Language Therapy Services

Health & Social Care Agencies including:

- School/Specialist Nurse
- Community Paediatrician
- CAMHS (Child & Adolescent Mental Health Services)
- Occupational Therapy Services
- Paediatric Physiotherapy Services
- Physical & Sensory Support
- Moving & Handling Advisor
- Home School Link Worker
- Education Welfare Officer
- Social Services

Other Specialist Partners:

- Freemantles Autism Outreach services
- Race Equality & Minority Achievement service (REMA)

		<ul style="list-style-type: none"> • Traveller Services • All external partners 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.
7	What training are the staff supporting children with SEND had or are having?	<ul style="list-style-type: none"> ◆ All staff at our school undergo regular and targeted training relevant to their role ◆ There is a programme of Continuing Professional Development in place for all teaching and support staff. ◆ We invest time and money in training our staff to improve wave 1 provision delivery and develop enhanced skills & knowledge to deliver wave 2 and 3 interventions. This training may be delivered by the SENCO, Specialist Teachers, SEN Governor or specific partner agencies as required. ◆ We have weekly staff meetings in which all staff are updated on matters of SEND.
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> ◆ We are committed to giving each child at our school every opportunity to achieve the highest of standards, to foster an attitude of caring for learning and enabling the opportunity for every pupil to shine. This is outlined in our Inclusion Policy and is in line with the Equality Act 2010. ◆ Our inclusion policy promotes the involvement of all our children in all aspects of the curriculum including activities outside the classroom such as school trips, library visits and swimming lessons. ◆ Risk assessments are carried out for all trips with specific emphasis on individual children. Pre-visit checks will be done to evaluate facilities and risks, and appropriate arrangements made, such as extra adult supervision or an adapted route or task. We only use our own experienced employees to accompany children on trips. ◆ If a child has anxiety about a trip, our staff will use social stories and support to alleviate the concerns, and ensure they have a high level of supervision out of school. Parents will always be consulted in this situation.
9	How accessible is the school environment?	<ul style="list-style-type: none"> ◆ The school has a full Accessibility Plan in place and we consider our environment to be fully accessible. Our policy adheres to the Single Equality Act 2010 ensuring all public service providers ensure their establishments are accessible to all potential users including those with SEND. We regularly review our accessibility plan and are vigilant about making reasonable adjustments. ◆ We will take specialist advice from partner agencies such as OT and Physical and Sensory Support about specialist furniture, equipment and access requirements for pupils with specific physical needs. If required we will also refer to ICT for specialist provision.

		<ul style="list-style-type: none"> ◆ We can put a Personal Care Plan into place if a child requires a high level of assistance with toileting. ◆ We monitor the languages spoken by families at home, and when required, translators are asked to attend meetings. Our school buys in to the REMA service for support in this area. If a child has high EAL (English as an Additional Language) needs, we will implement the appropriate support and resources to help them ◆ Each class has a Visual Timetable which is used by all children and is accessible to all languages. ◆ Our school nurse attends school for health screenings and our School Link Worker is available for assistance.
10	<p>How will the school prepare and support my child to join the school and transfer to a new school or the next stage of education and life?</p>	<ul style="list-style-type: none"> ◆ Choosing your child’s first school is one of the hardest decisions that parents can make. There are many questions you will want to ask at this time. To make the most informed choice about placement we would encourage you to visit our school and see it in action! ◆ Our Co Heads, Mrs Shirley James ad Mrs Sarah Smithers carry out school tours in December and January each year each of which is preceded by a short presentation about our school. Parents are advised to make contact with the school office to book a place on a tour. ◆ If you are a parent to a child who has additional needs, we would encourage you to make contact with our SENCO, Annalisa Charman. Annalisa will arrange a mutually convenient time for you to come into school; talk through your child’s needs with you and answer any questions you may have. Annalisa will show you around the school and direct you to the school website which contains a wealth of information about the services that our school offers to parents and children with additional or special needs. ◆ When a parent has accepted a place at our school, we will provide details of our induction programme. ◆ We have an extensive Induction programme in place for welcoming new children to our school. We will contact nurseries/previous childcare settings to gain information about your child to help us settle them into school most effectively. In addition, we offer open mornings and welcome evenings in the July and September of commencing school. ◆ Personalised transition programmes are put into place for children with SEND and may involve a meeting involving key staff such as Head Teacher, SENCO, key worker, support staff and parents. There may also be a series of transition visits arranged for the pupil where appropriate. ◆ We aim to make the transition to junior school as smooth as possible and have a programme organised with West Byfleet Junior School. Pupils in Year 2 visit West Byfleet Junior School for assemblies, playtimes,

		<p>‘moving up’ day, and there is a very popular buddy system in place between Year 5 and Year 2.</p> <ul style="list-style-type: none"> ◆ Pupil files are shared with new schools with details of the provision offered and progress records, allowing the receiving school to put the appropriate provision into place to allow children to settle more easily into their new school. ◆ In addition we make additional special arrangements for pupils with SEND or anxiety depending upon their individual needs. This may also apply to children who are transferring to other local junior schools.
11	How are the school’s resources allocated and matched to children’s special educational needs?	<ul style="list-style-type: none"> ◆ Our school receives a set amount of funding allowing us to provide for children with additional needs. These finances are monitored regularly by the Finance Team of the Governing Body, the school bursar and the co-head teachers. This budget is planned for and used in the most cost-effective way to meet the needs of individuals and groups across a range of areas. ◆ The funding is used for staffing, resources and training. Wave 2 and 3 interventions are costed and evaluated regularly to ensure value for money in terms of overall impact. ◆ When a child has a statement of Special Educational Needs, an element of funding will be available for a more specialised longer term approach, such as additional adult support or specific resources.
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> ◆ Termly progress reviews and ongoing monitoring allows us to identify children who are not making expected progress in a particular area. We will also take into account the views of parents and the recommendations of our partner agencies. ◆ We will meet with parents to discuss additional support or intervention programmes their child may benefit from. ◆ The majority of our intervention programmes are designed for specific entry levels based on nationally set levels, and are run for a set period of time. ◆ We aim to ensure children receive regular and balanced interventions, whilst still accessing all elements of daily school life. ◆ Where children have an EHCP, additional funding may be made available by the LEA for a more personalised approach.
13	How are parents	<ul style="list-style-type: none"> ◆ Partnership with parents plays a key role in enabling children with SEND to achieve their potential.

	<p>involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> ◆ We recognise that parents hold key information and have knowledge and expertise to contribute to the shared view of a child’s needs and the best way of supporting them. ◆ We pride ourselves on our open door policy and take every opportunity to strengthen dialogue, listen to parent concerns, and involve parents in school life. ◆ We provide workshop and information meetings for parents, and training for parents who wish to volunteer to help in our school. ◆ Each class has a Class Rep who keeps parents informed of any opportunities to support the school and we have a very active PFA who organise a number of events throughout the year. ◆ The school website and weekly newsletters provide information to parents about how they can help their child’s learning and be involved in school events. ◆ Our governing body includes parent governors who provide a valuable contribution towards the running of our school.
<p>14</p>	<p>Who can I contact for further information</p>	<ul style="list-style-type: none"> ◆ In the first instance Parents and Carers are encouraged to talk to their class teacher. In addition our school office may be able to answer any queries or pass on concerns to the relevant staff members. ◆ Further information & support can be obtained from: <ul style="list-style-type: none"> • Mrs Shirley James and Mrs Sarah Smithers– Co -Head Teachers • Mrs Annalisa Charman – SENCO • Miss Stacey Webber – Deputy Head Teacher • Mrs Angela Woods – Chair of Governors ◆ The school website contains a wealth of information about our school and our approach to meeting the needs of all children and can be located at <p style="text-align: center;">http://www.west-byfleet-infant.surrey.sch.uk/</p> ◆ Our school office is staffed by Mrs Sue Dackham and Mrs Gill Davies, both of whom are very knowledgeable and highly regarded by our parents. For any initial queries re: contact, are school office can be reached on <p style="text-align: center;">01932 343260</p>

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