

# Prior Heath SEN Information Report

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Our SEN and Inclusion Policy adheres to The equality Act 2010. The school's SEN and Inclusion Policy can be found on the school website:

<http://priorheathinfant.co.uk/parents/parentsspecial-needs-provision/>. The SENCO is Miss Laura Clarke who can be contacted via the school office.

All teachers are teachers of special educational needs and each term they complete a provision map for their class. Quality First Teaching (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. We have in-house training in some areas of special educational needs and this is recorded on our provision mapping. In addition we have staff within the school who have been trained in Talk Boost (speaking and listening support) and Positive Touch (behaviour support). Our additional support programmes are overseen by the SENCO and class teachers plan interventions based on children's individual needs. All interventions we put in place are measured to monitor impact against expected rate of progress. Where we feel something isn't working, we are quick to respond and find alternative approaches. We have pupil progress meetings termly to discuss the progress, engagement and conduct of learners within the school. Decisions are then made as to the most appropriate steps to take in order to support the learner, these decisions tie in with the school's graduated approach to meeting individual's needs. Our SENCO leads on this aspect and the head teacher shares this information with governors termly through the Head teachers report and the SEN Governor link report. The SEN Governor participates in an annual Learning Walk, in the Summer Term, with the SENCO to look at Special Needs provision across the school.

Prior to a child starting at the school we provide opportunities for parents to discuss their child's individual needs to ensure that the appropriate provision is set in place for when they start. At Prior Heath we use the assess, plan, do and review cycle so we use rigorous monitoring that tracks the progress our learners make in all areas of the curriculum and identifies children who require additional support or who may have special educational needs. The SENCO liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information decisions are made as to the most appropriate type of support to put in place for the learner. Learners are then spoken to regarding progress/concerns with a one page profile being completed, parents are also consulted when the profile is put together.

SEN profiles are produced in consultation with learners so that teaching staff have a clear overview of the whole child. We feel that it is important to have the views of the learner so that they feel involved in their own learning. Our staff are vigilant at supporting and raising any concerns. This information is shared on transition between year groups. Parents/carers are encouraged to speak to the class teachers about any concerns they have.

We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. The school also has a termly reporting cycle where parents are informed of progress. In addition, parents/carers can meet with staff to discuss learner progress as the need arises. At such 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 half termly curriculum information which we share through our website. We host curriculum evenings/learning events such as the Year Group information meetings during the Autumn Term for Y2 and the preceding summer term for YR and Y1 and we hold reading information meetings each year. The aim of these events is to help families understand what learning is expected and how they can best support their child's needs. We believe in supporting the development of parenting skills and provide access to Surrey Heath Learning Partnership parenting workshops. Parents are invited to contribute to the life of the school through a number of means. Our Governing Body includes Parent Governors. We have a committed Parent Teacher Association which includes class representatives. Parent representatives are invited to attend our annual School Development Planning meeting. Views from Parent Surveys are used to inform school development and evaluation of policies and practices. In addition we have parent volunteers who come in to school and support learners with their reading, handwriting etc.

For welcoming children into our Reception classes and new learners we have a robust Induction programme in place, including pre-school visits, home visits, staggered pattern of entry to school. Our Provision Management systems record what aspects of our environment help children learn and this information is passed on in transition. We work well with our partner schools. In the summer term our SENCO meets with the SENCOs from receiving key stage 2 schools to share information related to individual special needs. When needed specific individual transition plans are drawn up to support children's transition with junior schools and mid-year transfers.

Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum and ongoing assessment is used to identify children's next steps. All our teachers are clear on the expectations of wave 1 provision and this is monitored regularly by the leadership team through a range of

strategies e.g. Pupil Progress meetings, work sampling and lesson observations. In addition progress in reading, writing, maths, science and ICT is moderated by all the teaching staff. We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. We monitor the languages spoken by families in our settings and have access to translators and support for children for whom English is an additional language.

Our Special Needs Co-ordinator (SENCO) is a qualified teacher. We regularly invest time in training our staff to improve wave 1 provision delivery and develop enhanced skills & knowledge delivery of wave 2 and 3 interventions. During every staff meeting, our staff are updated on matters pertaining to special educational needs and disability.

Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral. This academic year the school has worked with Learning and Language Support Service, Behaviour Support Service, the Educational Psychology Service, Occupational Therapists, Speech and Language Therapists.

During this academic year we worked with social services. We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher (Mrs Ellen McClelland) meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develop holistically.

Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure value for money service, so all interventions are costed and evaluated. Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.

Where possible we consult parents when planning any activities outside the classroom; particularly when this may affect the participation of their child. 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. Our SEN and Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.

All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support specific medical needs as required and in some cases all staff receive training. We have a Medical Needs Policy in place. We have a designated medical room. In addition we contact medical specialist support where necessary. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and implemented 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 is encouraged through Circle Time activities, School Council and Eco Council meetings. We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours.

In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENCO may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. A copy of the school's complaints procedure can be found on the school website <http://priorheathinfant.co.uk/parents/policies/>. The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.

Date: September 2017

Review Date: September 2018