

# **Prior Heath SEND Information Report**

## **What kinds of special educational needs are provided for?**

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff are trained in order to cater for learners who may have difficulties with:

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

We make reasonable adjustments to our practice in order to comply with 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 Mrs Laura Bradford who can be contacted via the school office on: 01276 25546 or at [info@prior-heath.surrey.sch.uk](mailto:info@prior-heath.surrey.sch.uk)

## **How are special educational needs identified and initial needs assessed?**

Quality first teaching (Wave 1) is clearly defined in our setting and we expect all staff to deliver this through making reasonable adjustments to their practice. Pupil progress is monitored termly through meetings with the Curriculum and Standards Leader, Sally Stephens. In addition to this, teachers attend a review meeting termly with the SENCO to raise any concerns about progress or engagement specific to SEN. Teaching, learning and books are monitored regularly across the school. At Prior Heath all teachers are teachers of special educational needs and each term they plan interventions for the children in their class.

When concerns about difficulties are raised we follow the cycle of:

- **Assessment** of difficulties
- **Planning** how to support
- **Implementing** a programme of support
- **Reviewing** the effect of that support

## **What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?**

Prior to a child starting at our school we have a robust induction programme in place, including pre-school visits, home visits, school visits and staggered pattern of entry to school. Throughout the school year we have an open door policy where parents are welcome to come in and speak to the class teacher should they have any concerns regarding the academic or emotional progress of their child. It is also possible to make an appointment with the school SENCO to discuss your concerns. We also encourage parents and carers to inform us of any emotional issues outside of school which may impact on their child's well being and focus in school.

We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. We regularly share feedback about progress with parents at least once a term and more frequently when there is a cause for concern.

When a child is identified as benefiting from additional support on the SEN Register a Support plan is produced in consultation with learners and their parents so that teaching staff have a clear overview of the whole child. Some children may require specialist services to help identify specialist targets, in these cases parental consent is obtained before a referral is made.

## **What other ways can parents/carers be involved in their child's education?**

At Prior Heath we host curriculum evenings/learning events such as the Year Group Information meetings. The aim of these events is to help families at home to support learning in school. Teachers also produced a half termly overview of each half term which are available on the school website. We also 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 ways:

- **Parent Governors** on our Governing Body
- **Parent Teacher Association**, which includes class representatives.
- **School Development Planning** parent representatives are invited to attend our annual meeting.
- **Views from Parent Surveys** are used to inform school development and evaluation of policies and practices.
- **Parent volunteers** come into school and support learners with their reading, handwriting etc.

## **What arrangements are made for assessing and reviewing children's progress towards outcomes and what opportunities are available to work with parents and children as part of this assessment and review?**

The class teacher continually assesses a child's performance in the classroom and these assessments make up the evidence for pupil tracking each half term. The teachers assessment data highlights pupils who are working at a level below age related expectations. It can also identify those pupils who are making slow or little progress in specific areas.

Some children will benefit from regular additional support, planned by their class teacher in order to make continued progress in a specific area. A few children may require input from outside agencies such as speech and language, educational psychologists, occupational therapists etc. In these cases parental permission is sort before a referral is made.

Provision mapping interventions are monitored closely each term using comparison to baseline scores which enables us to determine the impact of provision and evaluate next steps. A review meeting is held with the class teacher and parent to share a child's progress and next steps.

## **What are the arrangements for supporting children in moving between phases of education?**

We work well with our partner schools. Thorough transition meetings are held with nursery settings and Junior Schools. In these meetings our intention is to make a child's transition as smooth as possible and sharing strategies that help the individual child can have a considerable positive impact. Support Plans and EHCP documents are also shared during these meetings. Visits to new schools are encouraged and children attend induction days. At Prior Heath we plan for transition through our PSHCE curriculum, preparing our children for change.

## **What is our approach to teaching children with SEND?**

We use a graduated response to meeting needs through Quality First Teaching, which is available to all children regardless of any needs. Our teaching staff make reasonable adjustments to help include all children.

At Prior Heath we recognise the impact that emotional needs can have on the ability for a child to be 'ready to learn' and therefore we have a trained ELSA (Emotional Literacy Support Assistant). ELSA sessions can help support a child through loss, anxiety, bereavement, anger, self confidence etc.

## **How are adaptations made to the curriculum and the learning environment of children with SEND?**

Differentiation is embedded within our curriculum and daily teaching. This may include additional resources, a different task being set or additional staff training to help support.

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 setting and have access to translators and support for those for whom English is an additional language.

## **What expertise and training do staff possess and how is specialist expertise secured?**

At Prior Heath our SENCO is a qualified teacher, currently completing the NASENCO qualification. We are lucky to have a qualified ELSA (Emotional Literacy Support Assistant). All staff receive regular SEN updates in staff meetings. Staff undergo training each year to enhance wave 1 provision and develop enhanced skills in the delivery of wave 2 and wave 3 interventions as necessary. Recent training has included Speech and Language Support, Autism and Attachment.

All teachers hold qualified teacher status and some of our Teaching Assistants hold HLTA qualifications. Staff also request training themselves and receive personalised training to support the children within their classes as necessary.

## **How do you evaluate the effectiveness of the provisions made for children with SEND?**

We seek to ensure a value for money service, so all interventions are costed and evaluated. The interventions and provisions (detailed on our provision map) may include the use of strategies in class, the provision of different resources or intervention groups, addressing specific training needs and adjustments to the environment.

Our finances are monitored regularly and we utilize resources to support the strategic aims of our setting as well as individual learner needs. The SENCO writes a Governor Link Report with SEN updates which is shared by the Head Teacher with the Governing Body. The SEN Governor participates in an annual SEN Learning Walk with the SENCO during the Summer Term to look at Special Educational Needs provision across the school. 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.

## **How are children with SEND enabled to engage in activities outside the classroom, including school trips?**

Our SEN and Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. If appropriate 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.

## **What measures are in place to improve emotional and social development?**

We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and implemented by all staff. We regularly monitor school attendance and take necessary actions to tackle prolonged unauthorised absence.

Our PSHCE curriculum focuses on developing social and emotional skills. Learner voice is central to our school ethos and is encouraged through regular Circle Time activities. Children have familiar staff for which they can talk to and our ELSA support is also available. Children have the opportunity to work collaboratively through the School Council and Eco Council where they can have an impact on the day to day life of their school.

Relevant staff are trained to support medical needs as required and in some cases all staff receive training. We have a Medical Needs Policy in place as well as a designated medical room. We also contact medical specialist support where necessary.

**How does the school involve other bodies, including health and social care, local authority support services and voluntary organisations, in meeting the needs of children with SEND and their families?**

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, Occupational Therapists, Speech and Language Therapists, the Educational Psychology Service, CAMHS, REMA and accessed Outreach Services.

During the 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 Lindsey Chivers) 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.

**What are the arrangements for handling complaints from parents/carers of children with SEND about the provision made at the school?**

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 parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.

Date: September 2020

Review Date: September 2021