

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 and Disability Code of Practice 0-25 (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 SEND and Inclusion Policy can be found on the school website:

<https://priorheathinfant.co.uk/parents/parentsspecial-needs-provision/>

The SENDCO for the academic year 2023-24 will be Mrs Lindsey Chivers, Headteacher, who will work alongside our school SEND Assistant, Mrs Isla Nelson. Both staff members can be contacted via the school office on: 01276 25546 or at 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, Mrs Sally Stephens. In addition to this, teachers attend a termly SEND review meeting with the SEND Assistant to raise any concerns about progress or engagement specific to SEND. Teaching and learning is monitored regularly across the school. At Prior Heath, all teachers are teachers of special educational needs and disability and each term they are responsible for planning the 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 which includes pre-school visits, home visits, school visits and a staggered pattern of entry to school. Throughout the school year we have an open-door policy which enables parents 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 for parents to make an appointment with the school SENDCO or SEND Assistant to discuss their concerns. We encourage parents and carers to inform us of any emotional issues outside of school which may impact on their child's well-being and performance in school.

At Prior Heath, we work in partnership with parents to support their child's learning, needs and aspirations. We regularly share feedback about progress with parents (at least once a term) and more frequently when necessary.

When a child is identified as benefiting from additional support and is placed on the SEND Register, a one-page profile and individual support plan (ISP) is produced in consultation with the child and their parents so that teaching staff have a clear overview of the whole child. Some children may require intervention from specialist services to help identify individual 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 e.g. year group information meetings. The aim of these events is to help families at home to support their child's learning in school. Teachers also produce half-termly curriculum overviews which are available on the school website. Parents have access to their child's Tapestry online learning journal and can contribute their own observations and information about their child through this platform. We actively support the development of parenting skills and can signpost parents to Surrey Heath Learning Partnership parenting workshops where necessary. 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.
- **Views from Parent Surveys** which are used to inform school development and evaluation of policies and practices.
- **Parent volunteers** who come into school and support learners under the direction of the class teachers.

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 provide the evidence for pupil tracking which is presented during the half-termly pupil progress meetings. The teacher's assessment data highlights pupils who are working at a level below age related expectations. It can also identify those pupils who are making inadequate progress in specific areas. The SEND Assistant holds termly SEND clinics with teachers to discuss, identify and plan the support for these children, using the Surrey Profile of Need.

Some children will benefit from regular additional support, planned by their class teacher in order to make continued progress in a specific area. The class teacher will hold a termly review meeting with parents to plan targets and inform them of the provision their child is receiving. A few children may require input from outside agencies such as speech and language therapists, educational psychologists, occupational therapists etc. In all cases, parental permission is sought before a referral is made.

Provision mapping interventions are monitored closely each term using comparison to baseline scores. This enables class teachers and the SEND assistant to evaluate the impact of provision and determine next steps. A review meeting is held with the class teacher and parents to share this information.

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

We work in collaboration with our partner schools to ensure successful transition for our learners. Transition meetings are held with nursery settings and junior schools. In these meetings we share successful strategies, support plans and EHCP documents. Visits to new schools are encouraged and children attend induction days. At Prior Heath, we prepare the children for change through our PSHE curriculum.

Transition between year groups is well planned and ensures that the children have many opportunities to get to know their new teacher and classroom. We organise teacher story swaps, classroom visit days and plan transition work through our PSHE curriculum.

What is our approach to teaching children with SEND?

We use a graduated response to meeting needs in line with the Ordinarily Available guidance. 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.' We are currently recruiting for a new ELSA (Emotional Literacy Support Assistant). ELSA sessions are provided for children who require additional support e.g. for anxiety, bereavement, anger, self-confidence etc. The SEND assistant regularly meets with a Surrey Heath Primary Mental Health

Worker to seek further advice and updated information relating to local services. This further supports staff training and information sharing with parents.

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 take the form of additional resources; a different task being set or additional staff training to help support individual learners.

Our Accessibility Plan outlines how 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, we have a very experienced SEND Assistant who oversees practice across the school, supervised by the SENDCO / Headteacher. Our SEND Assistant has a first-class degree in Special Educational Needs and Inclusive Practice and has worked in SEND roles in Surrey for 27 years. A member of the school Senior Leadership Team, holds the NASENCO masters level qualification. All staff receive regular SEND training and updates in staff meetings and INSET days. 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.

All teachers hold Qualified Teacher Status and some of our Teaching Assistants hold HLTA qualifications. Staff also request training and professional development opportunities as part of their performance management. Where appropriate, the SEND assistant provides personalised mentoring / coaching opportunities for individual staff members.

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 maps) may include the use of strategies in class, the provision of alternative resources or intervention groups, addressing specific training needs and adjustments to the environment.

Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as the needs of individual learners. The SEND Governor has responsibility for monitoring provision across the school and ensures that the school is meeting statutory responsibilities. Attainment and progress data is shared on a termly basis with the Governing Body. 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 SEND and Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum. If appropriate, we consult parents when planning any activities outside of the classroom, particularly when the participation of their child may be affected. Where there are concerns about safety and / or access, further thought and consideration is put in place to ensure needs are met.

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

We have a zero-tolerance approach to bullying at Prior Heath. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and implemented by all staff and is shared with parents via our school website. We regularly monitor school attendance and take necessary action to tackle any concerns.

Our PSHE and RHE 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 the

opportunity to develop their leadership skills through our School Council and have an impact on the day to day running of the school.

Staff are trained to support children with medical needs as required and in some cases all staff receive training. At Prior Heath, we have a Medical Needs Policy in place and a designated medical room. We seek advice from medical specialists 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, Mindworks, REMA and accessed Outreach Services.

Additionally, we have worked with Surrey Children's Services and Early Help. We have a duty to ensure that Looked After Children (LAC) 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 representatives from Children's Services and the Virtual School to ensure that the wider needs of LAC are being met at Prior Heath. A Personal Education Plan (PEP) is produced termly for all LAC.

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 their child's class teacher. If the matter cannot be resolved at this stage, then the SEND assistant / SENDCO will become involved. A meeting arranged to discuss the nature of the complaint and seek a resolution for the identified concern(s). A copy of the school's complaints procedure can be found on our 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, parents will be advised to seek external support through the Parent Working Partnership.

Date: September 2023

Review Date: September 2024