

Eastwick Infant SNSC Response to the 14 Questions

Questions	School Response	School self-evaluation
		<i>RAG rating</i>
<p>1 How does the school know if children/young people need extra help and what should I do if I think my child/young person may have additional needs?</p>	<ul style="list-style-type: none"> • Pupils attending the Centre have a Statement of Special Educational Needs or an Education Health and Care Plan which identifies the setting as the most appropriate provision for the pupil. • It also identifies the pupil's primary and where appropriate additional needs and the annual review of the SEN statement/ EHC plan ensures that they reflect the pupil's current needs • We have rigorous monitoring every term involving the class teacher, Head of Centre and Head teacher that tracks the progress our learners make. • Our staff are vigilant at raising and supporting any concerns. • We use data and assessments to identify additional needs. • We have an open-door policy so that parents and carers speak to the class teacher about any concerns they have. • We have in-house specialist expertise in a number of special educational needs areas and this is recorded on our provision map • If your child seems to have an emerging or additional need there may be additional assessments carried out in the Centre or from an Educational Psychologist or visiting specialist teacher 	
<p>2 How will the school staff support my child/young person?</p>	<ul style="list-style-type: none"> • Every child starting at our Centre will have a statement or an Education, Health and Care Plan. This document outlines the particular needs of your child and recommends the resources, teaching programmes and multi- 	

		<p>agency involvement related to meeting these needs. Every child has a class teacher who co-ordinates the plan and oversees the implementation of the plan or statement.</p> <ul style="list-style-type: none"> • The class teacher will set targets for your child in discussion with the Head of Centre. • These will be outlined in a Personal Learning Plan or IEP and shared with all the staff who are working with your child and with you as the parent/carer as well as with the child where appropriate. Personal Learning Plans or IEP are reviewed termly to assess the effectiveness and impact of the planned provision • The class teacher/Head of Centre has regular contact with your child throughout the day. The class teacher/Head of Centre will act as the first point of contact for you through direct meetings, and telephone contact and/or home- school books • All our teachers are teachers of inclusion and special educational needs. • Ian White is the chair of the Governing Body which has a responsibility to ensure that all procedures and school systems and policies are in place and working effectively. Paula Abreu is the governor with responsibility for pupils with SEN in the school. Parents have representation on the Governing Body 	
3	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<ul style="list-style-type: none"> • Your child will have access to a broad and balanced curriculum which is personalised to meet their needs and their learning will be differentiated to enable them to make progress. • The level of support will depend on your child's needs and may take the form of individual tutorials, small group work in the Centre and in class modifications by the teacher or TA 	

		<ul style="list-style-type: none"> • We tailor the curriculum to suit the learner through assessment for learning, learning styles and individual targets. • All staff are aware of learning objectives, differentiation and success checks to help the learner succeed. • A themed curriculum is in place to ensure high levels of interest and engagement whilst covering all areas of the curriculum • During the academic year we receive visits from (for example theatre and sports) groups who provide other opportunities for our pupils to widen their knowledge and skills • There are opportunities for your child to go on a variety of school trips to enhance their learning and understanding of a particular topic. 	
4	<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<ul style="list-style-type: none"> • We regularly share progress feedback with all learners and their families during parent consultation once a term. • Progress will also be shared from all professionals working with your child at the annual review. • We also share what parents / carers can do to support the learner. • We share generic updates on the curriculum through our newsletters and the website at least half termly. • We hold a number of curriculum evenings to help parents understand what learning is expected and how to support their children's needs. • Suitable arrangements are made by our staff to accommodate regular contact for parents including home/school link books, phone calls and email • We believe in supporting the development of parenting skills and have a parent support worker as well as access to a home school link worker on site. • We offer an open door policy and if at any point you wish to discuss your 	

		<p>child's progress, an appointment can be made to meet with the class teacher or the Head of Centre. Staff in the Centre can offer advice and practical ways that you can help your child at home</p> <ul style="list-style-type: none"> • All pupils have an Individual Education Plan (IEP) which will have individual targets. Your child's progress is measured on a termly basis using a range of assessments tools to assist staff in accurately assessing attainment and progress. Your child will be set targets annually at the Annual Review, which are reviewed on a term by term basis. • The school is committed to high achievement and self-evaluation and ensures that pupils demonstrate good progress. To judge that a pupil's progress is good, an analysis tool called CASPA is used to compare our pupil's progress against robust comparative data and national data for children with SEND 	
5	<p>What support will there be for my child's/young person's overall well-being?</p>	<ul style="list-style-type: none"> • We have an embedded Values curriculum which is being modelled by all adults and explicitly taught in lessons and assemblies. • All relevant staff is trained to support specific medical needs. • All staff is trained in general first aid. • We have a medical policy. • Every classroom displays rules, rewards and consequences and all staff fully understand and use them. • We regular monitor attendance and take actions to prevent prolonged unauthorised absence. • We have a school council which meets regularly and contributes to school life • We are committed to multi-agency working to ensure that the needs of the whole child are met • Professionals from other agencies including physiotherapy, speech & language therapy, occupational therapy, visit the Centre regularly and 	

		<p>outreach, health and the Educational Psychologist visit when requested. As well as supporting individual pupils, these professionals advise staff around strategies and offer training.</p> <ul style="list-style-type: none"> • Staff know individual pupils very well and any pupil requiring additional support will be offered it from a staff member with whom they have a good relationship 	
<p>6</p>	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • All of our educational staff have had specialist training and development. The Centre teachers, in addition to their teaching qualification, have a MA level qualification in working with Children and young people with Autism. • Both teachers and support staff have undertaken a programme of training which keeps them up to date with all of the specialist skills necessary for working with children with special educational needs/additional needs. <p>In the school we have dedicated time from the following staff:</p> <ul style="list-style-type: none"> • Speech & Language Therapist • Physiotherapist • Occupational Therapist • Educational Psychologist • Outreach • Art Therapist <p>In addition we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of pupils' needs:</p> <p>Social workers CAMHS nurses Home/School link worker</p>	

		Parent support worker	
7	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • Our SENCo (special educational needs coordinator) has completed and achieved the mandatory National SENCo award and is a qualified teacher. • ELSA (Emotional literacy support) training • Art therapy • Makaton training • We invest time and money in training our staff to improve wave 1 (Universal) provision delivery as well as skills and knowledge of wave 2 (targeted) & 3 (personalised) interventions (precision teaching, better reading partnership, social skills) • We build special educational needs into our strategic training programme for teachers and support staff 	
8	How will my child/young person be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • All teachers carry out a risk assessment before going on a trip or taking part in activities, paying particular attention to safety and access for children with special educational needs. • We put 1:1 support in place as appropriate so that all children can access activities outside the classroom. • We communicate with our parents at the planning stage. • We do not exclude any child because of financial difficulties. • All children are welcome to attend after school clubs including cookery, sports or art clubs and where possible support can be arranged through the school 	
9	How accessible is the school environment?	<ul style="list-style-type: none"> • Our building is accessible to wheel chairs and we have the relevant facilities. • We value and respect diversity in our setting and do our very best to meet the needs of all our learners. • We monitor the languages spoken by families. 	

		<ul style="list-style-type: none"> • Where appropriate and possible we ensure that communications with home are available in the relevant languages and that a translator attends meetings. • There is a soft play area and a sensory room 	
10	<p>How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?</p>	<ul style="list-style-type: none"> • We have a robust induction programme for new learners. They come for short visits to the class and we have 1:1 chats with family, head teacher and class teacher before the children start school. • We use information from feeder settings to support children and families when they join our school. • We have very good relationships with schools our children move onto. • Information about how our children learn as well as levels are passed onto the next setting. • Buddy days are happening between transitional year groups. • We are part of the ELP group (Effingham Learning Partnership) and regularly meet with schools in our area. • We work closely with the local authority to ensure that children are offered provision that meets their needs. Parents are invited to visit the school prior to applying for a place and at any time through the application process. Children are encouraged to access transition opportunities, such as visiting the class, or joining our year 7 summer school • All children receive a book of photos about their new classroom, teachers and friends to support the transition. 	
11	<p>How are the school's resources allocated and matched to children's/young people's special educational</p>	<ul style="list-style-type: none"> • Finances are monitored regularly. • Resources are utilised to support the strategic aims of our school as well as individual learner needs. • All interventions are costed and evaluated. • Value for money is always considered. 	

	needs?	<ul style="list-style-type: none"> • Governors are strategically involved in budget setting and monitoring. 	
12	How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> • The pupils' Statement of SEN/ EHC plan identifies a banding level which reflects the pupils' current needs. This is agreed through discussion between the school and the Local Authority • We plan provision to achieve the outcomes set for each individual pupil and these are reviewed each term at progress meetings • All interventions are monitored for impact and outcomes. • All interventions are time bound. 	
13	How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> • We whole-heartedly believe that parents / carers know their children best and welcome dialogue between school and families to support the children's learning and needs. • We operate an open door policy and make time to meet with parents / carers. • Families are invited to contribute to our school in a variety of ways for example through questionnaires, comment boxes, evaluations, harvest lunch, grandparent day, mum's day, dad's day, assemblies, concerts. • We have parent reps in each class and our 'Friends' are very active in contributing to school life. • Parents / carers are encouraged to help in the classrooms, activities and on trips. • Our governing body includes parent governors. 	
14	Who can I contact for further information?	<ul style="list-style-type: none"> • For parents the first point of contact is your child's teacher. • We use a Home/School book as the method of day to day communication • The Head of Centre can be contacted via phone or email rebecca.langley@eastwick-infant.surrey.sch.uk • If you are considering your child joining the school the first person to talk to is the head of centre Rebecca Langley • For any other queries or concerns contact the school office. 	

	<ul style="list-style-type: none"> • The local offer is published on the school’s website. • Look at websites like the National Autistic Society, The British Dyslexia Society and Surrey County Council. 	
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	Questions	School Response	School self-evaluation
			<i>RAG rating</i>
1	<p>How does the school know if children need extra help and what should I do if I think my child may have additional needs?</p>	<ul style="list-style-type: none"> • Pupils attending the Centre have a Statement of Special Educational Needs or an Education Health and Care Plan which identifies the setting as the most appropriate provision for the pupil. It also identifies the pupil’s primary and where appropriate additional needs and the annual review of the SEN statement/ EHC plan ensures that they reflect the pupil’s current needs • The Head of Centre also gathers information about your child’s needs from their previous school and we will undertake our own assessments of your child’s learning needs to ensure they receive the right interventions to enable them to make progress • The progress of your child is monitored regularly by the class and Centre teachers, the Head of Centre and the Head Teacher so that when a pupil is not making expected progress in a particular area they can identify the need for additional support. This will then be discussed with you and, when appropriate, your child • If your child seems to have an emerging or additional need it may be 	

		<p>that there will be additional assessments carried out in the Centre or from an Educational Psychologist or visiting specialist teacher or therapist</p> <ul style="list-style-type: none"> • If you have concerns about the progress or attainment of your child you should in the first instance speak to the Centre teacher to discuss your concerns 	
2	<p>How will Eastwick school staff support my child?</p>	<ul style="list-style-type: none"> • Every child starting at our Centre will have a statement or an Education, Health and Care Plan. This document outlines the particular needs of your child and recommends the resources, teaching programmes and multi-agency involvement related to meeting these needs. Every child has a Centre teacher who co-ordinates the plan and oversees the implementation of the plan or statement. The Centre teacher will set targets for your child in discussion with the mainstream class teacher and Head of Centre, and these will be outlined in an Individual Education Plan and shared with all the staff who are working with your child and with you as the parent/carers as well as with the child where appropriate. Individual Plans are reviewed termly to assess the effectiveness and impact of the planned provision • Your child's Plan will include how much teaching and support they will receive from Specialist Centre staff in 1:1, paired or small group sessions as well as in their mainstream class • The class teacher and Centre teacher have regular contact with your child throughout the day. The Centre teacher will act as the first point of contact for you through direct meetings, and telephone contact and/or home- school books • Our governors play an active role in monitoring the quality of our 	

		<p>special educational needs provision. Mrs Abreu, a qualified speech and language therapist who works within the school, is the link SEN governor and she works closely with the SENCo, Head of Centre and SEN teachers throughout the academic year, meeting with the SENCo on at least a termly basis</p>	
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • Your child will have access to a broad and balanced curriculum which is personalised to meet their needs and their learning will be differentiated to enable them to make progress. This may mean that in a lesson there will be different levels of work set for the class, sometimes at an individual level • The level of support will depend on your child's needs and may take the form of individual sessions, small group work in the Centre or in-class modifications by the teacher or TA for those children working in their mainstream class. • The curriculum in place aims to ensure high levels of interest and engagement whilst covering all areas of the curriculum • During the academic year we arrange school trips and receive visitors from outside agencies such as theatre groups, sports specialists or museum staff who provide other opportunities for our pupils to widen their knowledge and skills. We try at all times to make all trips and visits accessible to children in the Centre, but where, on rare occasions this is not possible an alternative trip or visit will be organised to meet the same learning intentions. 	
4	How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's	<ul style="list-style-type: none"> • We offer an open door policy and if at any point you wish to discuss your child's progress, an appointment can be made to meet with the class teacher or the Head of Centre. Staff in the Centre can offer advice and practical ways that you can help your child at home • All pupils have an Individual Education Plan (IEP) which will have 	

	<p>learning?</p>	<p>individual targets. Your child's progress is measured on a termly basis using National Curriculum Level descriptors to accurately assess attainment and progress. Your child will be set targets annually at the Annual Review, which are reviewed on a term by term basis.</p> <ul style="list-style-type: none"> • The school is committed to high achievement and self-evaluation and ensures that pupils demonstrate good progress. To judge that a pupil's progress is good, an analysis tool called CASPA is used to compare our pupil's progress against robust comparative data and national data for children with SEND • We will discuss progression routes for your child during consultation evenings or annual review meetings in school 	
<p>5</p>	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • We are committed to multi-agency working to ensure that the needs of the whole child are met • Professionals from other agencies including physiotherapy, speech & language therapy, occupational therapy, health and CAMHS visit the Centre on a regular basis. As well as supporting individual pupils, these professionals advise staff around strategies and offer training. • Pupil voice is encouraged in all areas of the school and children from the Centre are members of the school council. Pupils, where appropriate, contribute to the review of their Individual Education Plans and the annual review of their SEN statement/ EHC plan through a person centred review process. Some pupils know their targets and can describe their next steps of learning to achieve those targets. • Staff know individual pupils very well and any pupil requiring additional support will be offered it from a staff member with whom they have a good relationship • All pupils are supported with their social and emotional development 	

		<p>through the curriculum and at playtimes</p> <ul style="list-style-type: none"> • There are a range of lunchtime clubs for children who find lunch breaks difficult • The school employs an emotional literacy support assistant – ELSA- on a part time basis. • The school has peer mediators – children from year 6 who are committed to helping children sort out their differences by reaching their own solutions. 	
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • All of our educational staff have had specialist training and development. The Centre teachers, in addition to their teaching qualification, may have a second specialist qualification in special educational needs. Some support staff have a level 3 or equivalent NVQ qualification • Both teachers and support staff have undertaken a programme of training which keeps them up to date with all of the specialist skills necessary for working with children with special educational needs. The school has a trained bereavement counsellor to help children come to terms with a loss, whether through death or family breakdown. • The school is proud to have a trained ELSA (Emotional Literacy Support Assistant) on staff. • In the school we have dedicated time from the following staff: Speech & Language Therapist Physiotherapist Occupational Therapist Educational Psychologist <p>In addition we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of pupils' needs: Social workers</p>	

		CAMHS nurses	
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> • All our staff receive regular training to support them to fulfil their roles. Teaching staff and teaching assistants have accessed targeted programmes of Continuing Professional Development to develop their skills which typically includes which includes a range of specialist training, such as: <ul style="list-style-type: none"> • Sensory integration • Occupational Therapy programmes • Speech and language development and support strategies • Bereavement counselling training • Emotional Literacy Support Assistant training • Makaton training • Positive Touch and Positive Options. • We invest time and money in training our staff to improve wave 1 provision delivery as well as skills and knowledge of wave 2 & 3 interventions (precision teaching, better reading partnership, Rapid Phonics and Toe By Toe, SNAP maths, social skills) • We build special educational needs into our strategic staff raining programme. • We regularly invest time and money in training our staff to improve quality first teaching and develop enhanced skills & knowledge delivery of additional interventions. • We identify areas where staff require additional training and we work with our qualified staff and external partners to provide this. This has included training on working with students with dyslexia, ASD, attachment difficulties and brain injury. We also focus on effective provision in the classroom, including differentiation of resources and teaching strategies. • Staff who provide personal care receive moving and handling, eating and drinking, and medical training as appropriate 	

8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils and provide a wider range of experiences for our pupils than could be provided on the school site alone as well as promoting the independence of our children as learners • All students have the opportunity, and are expected to, participate in educational visits. • Risk assessments are rigorously carried out before undertaking any trip or taking part in any activities, paying particular attention to safety and access for children with special educational needs. These children are named on the risk assessment with a plan for their inclusion. • We put 1:1 support in place as appropriate so that all children can access activities outside the classroom. • We communicate with our parents at the planning stage. 	
9	How accessible is the school environment?	<ul style="list-style-type: none"> • We have an Accessibility Plan in place and all our staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements. • We are vigilant about making reasonable adjustments, where possible. Our policy and practice follows the equality Act 2010 • The school is a single storey building. There are ramps to all external doors that may have a slope. • The school has a disabled toilet for children in wheelchairs. • Some staff are trained in intimate care procedures. • We have a hoist in the disabled toilet and in the hall. • There is a soft play area and a sensory room 	
10	How will the school prepare and support my	<ul style="list-style-type: none"> • We work closely with the local authority to ensure that children are offered provision that meets their needs. Parents are invited to visit 	

	<p>child to join the school, transfer to a new school or the next stage of education and life?</p>	<p>the school prior to applying for a place and at any time through the application process. Children are encouraged to access transition opportunities, such as the Centre transition programme and Year three 'Buddy afternoons' that take place in the summer term.</p> <ul style="list-style-type: none"> • The head teacher organises 1:1 chats with the families of all new children to the school before they start school. • We work closely with our partner school(s) to offer a series of pre-transfer visits with support to help your child become familiar with their next teacher and setting 	
<p>11</p>	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • Finances are monitored regularly by the head teacher, governors and bursar. • Our budget is allocated according to our Provision Management system. • Governors are strategically involved in budget setting and monitoring. • A significant amount of school resources is dedicated to providing the personalised learning and appropriate levels of staffing. Some of our pupils are entitled to receive the pupil premium and these monies are targeted to improve reading, provide access to specific resources, such as specialist equipment, to provide access to alternative curriculum opportunities and to extend awareness through the experiential curriculum. 	
<p>12</p>	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<ul style="list-style-type: none"> • The pupils' Statement of SEN/ EHC plan identifies a banding level which reflects the pupils' current needs. This is agreed through discussion between the school and the Local Authority • We plan provision to achieve the outcomes set for each individual pupil and these are reviewed each term at progress meetings 	
<p>13</p>	<p>How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • We whole-heartedly believe that parents / carers know their children best and welcome dialogue between school and families to support the children's learning and needs. 	

		<ul style="list-style-type: none"> • We operate an open door policy and make time to meet with parents / carers. • We invite parents to regular Centre coffee afternoons for informal chats. • Families are invited to contribute to our school in a variety of ways for example through questionnaires, comment boxes, evaluations, class helpers, assemblies, concerts, open evenings where the children's work is shared and school trips and activity days. • We have parent reps in each mainstream class and our 'Friends' are very active in contributing to school life. • Parents / carers are encouraged to help in the classrooms, activities and on trips. • Our governing body includes parent governors. 	
14	Who can I contact for further information?	<ul style="list-style-type: none"> • For parents the first point of contact is your child's Centre teacher. • We use a Home/School communication book as the method of day to day communication with the teacher and teaching assistant. • The Head of Centre can be contacted through the school office. • If you are considering your child joining the school the first person to talk to is the Head of Centre. • For any other queries or concerns contact the school office. 	