

Eastwick Junior School - SEN Information Report

Questions	Eastwick Junior School's Response
<p>1 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"> • The school has an SEN policy which can be found on the school website: http://eastwick-jun.surrey.sch.uk • The school has a Special Needs Coordinator (SENCO), Katherine Bletso. Her email is k.bletso@eastwickschools.net and her telephone number is 01372 453277 • The progress of all pupils is monitored regularly by class teachers and the senior leadership team so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned and an appropriate approach taken. This is known as a graduated approach to meeting their needs. • The class teacher, head of year and Head meet formally every 6 weeks to discuss the children's progress. • If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to the school's SENCO
<p>2 How will school staff support my child?</p>	<ul style="list-style-type: none"> • Eastwick is a fully inclusive mainstream setting with an attached specialist provision. Please refer to the website to see the Unit's Local Offer/ Response to the 14 Questions). Our staff are trained to cater for learners with a range of difficulties, including: cognition and learning; Communication and Interaction; Social, Emotional and Mental health and Sensory and/or Physical difficulties. • We take a whole school approach to responsibility for our children with SEN. Our mainstream classroom teachers have a crucial role to play - as subject specialists and professionals who typically know most about their pupils - in addressing barriers to learning, long before a pupil is referred for additional intervention & support. • When the school identifies the need for additional support to enable a pupil to make expected progress the parents/carers will be invited to a meeting at the school with the SENCO to draw up a plan of support (Pathway Plan). • This individual pathway plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long. • Our school provision map shows the range of interventions in place in our school which will be used where we identify children who will benefit from these interventions. All the intervention programmes we use are tried and tested and known to support children to make increased progress. Interventions include: precision teaching; a multi-sensory phonics programme; SNAP maths; Better reading Partnership and Toe By Toe. • We will monitor the progress of all children receiving additional support to ensure that the provision we

		<p>have put in place is having the impact we are expecting</p> <ul style="list-style-type: none"> • Our governors play an active role in monitoring the quality of our special educational needs provision. Mrs Abreu, a qualified speech and language therapist who works within the school, and Mr Hickey are the link SEN governors for both schools. They work closely with the SENCo, Head of Unit and SEN teachers throughout the academic year, meeting with the SENCo on at least a termly basis.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. If, for example, a child has Speech Language and Communication Needs teachers will use simplified and reduced language and pictures to support them to understand new vocabulary. • Differentiation is embedded throughout our curriculum and practice. The SENCo monitors all planning on a regular basis to ensure that the curriculum is appropriately differentiated for all learners. We ensure that we tailor our teaching to the needs of the children. • The Senior Leadership Team (SLT) regularly assesses the quality of the teaching to ensure that all children are receiving a high standard of teaching and learning. The SENCo, Head, Deputy Head and year coordinators are all part of the SLT.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • We operate an open door policy and encourage any parents/carers with concerns about their child, however small, to make an appointment to talk to their child's class teacher or SENCO as soon as they have concerns or are concerned about their child's overall progress. • Parents/carers will be invited to a termly meeting to discuss the support that the school are providing and how they can help their child at home. At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even better • The school also has a regular reporting cycle where parents are informed of progress. Following the report, parents are welcome to come into school to discuss how that can support learning. • During our assess, plan, do and review cycle, we will let you know what you can do to help support your child at home. • We have a Home School Link Worker who can support parents and help with ways to help you support your child, if you would like that help.
5	What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> • All pupils are supported with their social and emotional development through the curriculum and at playtimes • All members of staff, including the class teacher and SENCo are readily available to children who wish to raise concerns and issues. • 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 access to an art therapist one day per week and a bereavement counsellor, one day per week. • 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	What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • The school is able to access a range of external services, such as the Educational Psychologist, Speech and Language Therapy, Occupational Therapy, Learning and Language Support (including Behaviour Support), REMA (providing support for travellers and children with English as an additional language), Home School Link Worker, CAMHS (Children and Adolescent Mental Health Services), social services, school nurse, autism outreach, PSS (Physical and Sensory Support) to support children with a hearing /visual impairment. Parents' consent is always obtained before referring a child to external agencies. • 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. • Some of our staff are ELKLAN trained (Speech and Language Support) • All staff are trained to use dyslexia friendly strategies within the classroom that benefit all children.
7	What training are the staff supporting children with SEND had or are having?	<ul style="list-style-type: none"> • The SENCo has been awarded the National SENCo award and is a qualified teacher and member of the Senior Leadership Team. • Bereavement counselling training • ELSA 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, occupational therapy programmes, reducing the language load for children with a speech and language communication need). • We build special educational needs into our strategic staff training 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 differences and brain injury. We also focus on effective provision in the classroom, including differentiation of resources and teaching strategies.
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • 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. • We never exclude any child because of financial difficulties.
9	How accessible	<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

	<p>is the school environment?</p>	<p>Act (2010), ensuring that policy and practice follow these requirements.</p> <ul style="list-style-type: none"> • 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. • We value and respect diversity in our school and do our very best to meet the needs of all our learners.
<p>10</p>	<p>How will the school prepare and support my child to join the school, transfer to a school or the next stage of education and life?</p>	<p>Many strategies are in place to ensure that your child's transition to his/her new school is a success.</p> <ul style="list-style-type: none"> • We have a robust induction programme for new pupils, including a buddy day during the summer term when prospective pupils join existing year 3 pupils for the afternoon. Additional visits, either during the school day or when the school is empty, are offered to all those children who may need more support. • The head teacher organises 1:1 chats with the families of all new children to the school before they start school. • We use information from feeder settings to support children and families when they join our school. • We have excellent relationships with our main feeder secondary and the SENCo organises several visits to the school during the summer term of year 6. She also organises visit to other secondaries if children do not go to the main secondary feeder. The children are given further opportunities to visit their new school as often as they like before September. • Staff are encouraged to attend induction days with our more vulnerable and anxious children. • Secondary school staff visit our school to speak to staff and children during the summer term. Information and best practice is shared between the junior and secondary staff. • The SENCo runs a transition programme over several sessions for children with SEN in the summer term prior to transition in September. As part of this process, the children prepare a pupil profile of their learning styles, likes and dislikes which we pass to the secondary staff. • Where a pupil has more specific needs, a separate meeting will be held between the SENCo, the parents/carers and the secondary school SENCo at which detailed information will be shared. • We are part of the ELP group (Effingham Learning Partnership) and regularly meet with schools in our area.
<p>11</p>	<p>How are the school's resources allocated and matched to children's special educational</p>	<ul style="list-style-type: none"> • Finances are monitored regularly by the head teacher, governors and bursar. • We seek to ensure a value for money service, so all interventions are costed and evaluated. Our budget is allocated according to our Provision Management system. All interventions are costed and evaluated so that we can assess how effective they are. • Governors are strategically involved in budget setting and monitoring.

	needs?	
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • Quality first inclusive practice is clearly defined in our school and we expect all staff to deliver this. Should our regular monitoring cycle show that additional support is needed, there will follow a discussion between the class teacher, SENCo, child (if appropriate) and the parents/ carers as to the nature of the additional support required. • Where the need for additional support is identified, a one page profile is completed with the child's input. A pathway plan is then set with outcomes and SMART actions stated. • All interventions are time bound and monitored for impact and outcomes. • The SENCo oversees all additional support and sign posts teachers if necessary.
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, 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 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. • We have recently set up a Parents reference group to work strategically with the SENCO, Head of Unit and the SEN teams in the school.
14	Who can I contact for further information?	<ul style="list-style-type: none"> • The school office • Your child's class teacher. • The SENCo, SLT or head teacher if you need further information or are worried about any aspect of your child's education. • The local offer is published on the school's website. • Websites, such as the Surrey Parents Partnership, the National Autistic Society, The British Dyslexia Society and Surrey County Council are all very informative and can signpost the way to additional support for you as a family.

*The WAVES model of intervention (diagrammatically represented below) is commonly used in schools and refers to the levels of intervention available to the pupil. Wave 1 is universal provision and includes providing differentiated work and creating an inclusive learning environment. Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs. Programmes such as SNAP maths are regarded as Wave 2 interventions.

Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

Waves of Intervention Model

