

Eastwick Infant School SEN Information Report

| | Questions | School Response |
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| 1 | <p>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 a SEN policy which can be viewed on the website. • The school has a Special Educational Needs co-ordinator (SENCo), You can get in touch with her through the school office 01372 443672. • We have rigorous monitoring in place that tracks the progress our learners make. This means that teachers meet half-termly with their year colleagues to discuss the progress children have made as well as meeting with the head teacher to present their assessments. • Our staff is 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. Some of our teachers are ASD (Autistic Spectrum Disorder) accredited, some teachers and TAs (Teaching Assistants) have attended Makaton training, TAs have attended different courses such as Art therapy, better reading partnership, Emotional Literacy Support Assistant (ELSA). |
| 2 | <p>How will school staff support my child?</p> | <ul style="list-style-type: none"> • After identifying needs we seek to match provision to need. • We monitor the impact of interventions through half-termly meetings and tracking of pupil progress. • Our SENCo (Special Educational Needs Co-ordinator) leads on this aspect and the head teacher and senior leadership team monitor the quality of our provision which is shared with the governors. • When we see that an intervention isn't working we respond quickly to find alternatives. • Parents are being kept informed of the progress the learner is making throughout the intervention. • 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, 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. |
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| 3 | How will the curriculum be matched to my child's needs? | <ul style="list-style-type: none"> • Differentiation is embedded in our curriculum and practice. • We tailor the curriculum to suit the learner through assessment for learning, learning styles and individual targets. • All staff is aware of learning objectives, differentiation and success checks to help the learner succeed. • All our teachers are clear on the expectations of differentiation in lessons (this is also called wave 1 provision) and this is monitored weekly during planning by the leadership team. |
| 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 share progress feedback with all learners and their families during parent consultation once a term. • 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 with our parents - we have an open door policy and always endeavour to find a suitable time to meet. • 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. |
| 5 | What support will there be for my child's overall well-being? | <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. • We do not operate a no-touch policy. • 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 monitor attendance and take actions to prevent prolonged unauthorised absence. • We have a school council which meets weekly and contributes to school life |
| 6 | What specialist services and expertise are available at or accessed by the school? | <ul style="list-style-type: none"> • We have accredited ASD specialist teachers in school. • We have an art therapist in school. • All staff receives regular training to keep up-to-date with their skills and knowledge. • We have established relationships with home school link worker, speech therapists, OT, physio |

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| | | <p>therapists as well as Linden Bridge outreach.</p> <ul style="list-style-type: none"> • All external partners are vetted in terms of safe guarding. • When we bring in specialist services like educational psychologist, behaviour support, language and learning support we monitor the impact and value for money for those services we buy in. |
| 7 | What training are the staff supporting children with SEND had or are having? | <ul style="list-style-type: none"> • Our SENCo (Special Educational Needs Co-ordinator) has completed and achieved the mandatory National SENCo award and is a qualified teacher. • We have teachers with ASD accreditation • Emotional Literacy Support Assistant training (ELSA) • Art therapy • Makaton training • We invest time and money in training our staff to improve wave 1 provision delivery as well as skills and knowledge of wave 2 & wave 3 interventions (precision teaching, better reading partnership, social skills). Wave 1 means day to day teaching using differentiation in all lessons, wave 2 means there is a gap between a child and its peers but through intervention they can catch up and close the gap and wave 3 means the gap is narrowed between child and peers through interventions and specialist teaching. • We build special educational needs into our strategic training programme. |
| 8 | How will my child 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. |
| 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. • Where appropriate and possible we ensure that communications with home are available in the relevant languages and that a translator attends meetings. |
| 10 | How will the school prepare and support my child to join the school, transfer to a school or the next stage of education | <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. |

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| | and life? | <ul style="list-style-type: none"> • 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. |
| 11 | How are the school's resources allocated and matched to children's special educational needs? | <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. • Governors are strategically involved in budget setting and monitoring. |
| 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 delivered in our school. • Through monitoring progress and assessment for learning we know if children need additional help. • Any additional support needed is discussed with relevant staff, parents / carers and the learner as appropriate. • All interventions are monitored for impact and outcomes. • All interventions are time bound. • 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, 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"> • In the first instance parents / carers are encouraged to talk to their child's class teacher. • Parents / carers can see the SENCo, SLT (Senior Leadership Team) or head teacher if they need further information or are worried about any aspect of their child's education. • Parents / carers can get in touch with the office to make appointments regarding joining our school or setting up a meeting with any of the above. • 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.