



SEN Information report

September 2016

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.' SEN code of Practice 2015

At Reigate Parish Church Primary School we strive to meet the needs of all the children in our care. We have a very strong inclusive ethos and are constantly working towards ensuring that all children overcome their barriers to learning. This document outlines what SEND support we offer here and will be updated annually.

	Question	School's Response	Emerging, established, embedded See definitions above
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?	<ul style="list-style-type: none">• We regularly discuss any concerns we have about children as well as celebrate achievement. Our support staff are encouraged to participate in this discussion.• We have systems in place to use data to support tracking.• We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum.• Our staff are vigilant at raising any concerns.• We use data and other forms of assessment to identify additional needs.• Parents/carers are encouraged to speak to the class teacher about any concerns they have before contacting the Special Educational Needs Co-ordinator (SENCO).• Provision maps for each class are written termly and are used to outline the support given to all children.• Half termly pupil progress meetings with the teacher, headteacher, SENCO, literacy and maths subject leaders ensure that children are on track to meet their targets and those that aren't are supported.	Embedded

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<p>2</p>	<p>How will staff support my child?</p>	<ul style="list-style-type: none"> • Having identified needs, we seek to match provision to need. We monitor the impact of interventions through regular meetings and tracking of pupil progress. • Teachers talk to the SENCO about their concerns with specific children. • We have systems in place to monitor the quality of provision we provide all learners at Wave* 1, 2 and 3. Our teachers are teachers of inclusion and special educational needs. • Differentiated work, extra support (ie. Daily 1:1 Read Write Inc programme, speech and language small group/1:1 sessions, oracy groups). • Individual Support Plans (ISP) are written for Wave 3 children outlining targets and longer term outcomes for the child. These are written and reviewed termly and shared with the parents. • The C&PW (Curriculum and Pupil Welfare) governing committee have termly SEN updates on their agenda through comprehensive impact reports written by the SENCO . • All interventions we put in place are research informed and evidence based and are measured to monitor impact against expected rate of progress. Where we feel something isn't working, we respond and find alternatives through dialogue with the learner and their families. • Our SEN governor Anna Randall meets with the SENCO termly to be updated on SEN provision in school. • SEN, as is the Early Years, is on the governing body's monitoring schedule where two other governors will spend time talking to the Headteacher, SENCO, children, teachers, TAs (teaching assistant) and LSAs (learning support assistants). • All our additional support programmes are overseen by the SENCO <p>*Wave 1, 2, 3 is the level of intervention. Wave 1 is quality first inclusive teaching by the teacher where differentiated work and a multi-sensory approach to teaching is provided. Wave 2 are the additional, specific time-limited booster interventions to enable children to accelerate in their learning to enable them to work at age related expectations of above. Wave 3 are additional highly personalised interventions too accelerate progress and specialist advice is sought where appropriate.</p>	<p>Embedded</p>
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3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • Your teacher will talk to you about your child's specific needs and then review if any changes to the curriculum / extra opportunities are needed • Differentiation is embedded in our teaching • We have a creative cross-curricular approach to our learning which makes good use of the outdoor learning spaces, both within the school grounds and in our local community. • Half termly pupil progress meetings help us to monitor children's progress and reflect and determine the next best steps. • All our teachers are clear on the expectations of Wave 1 provision 	Embedded
4	How will 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"> • Every half term parents receive the curriculum information letter outlining the topics for the next half term and how they can support their child in their learning • Maths targets have been sent home and Abacus homework reflects the child's ability in the current area of learning in maths. • Curriculum information evenings are held in the autumn term. • Parents can drop-in on Mondays from 3.05 – 3.30pm KS1 and 3.20 -3.45 pm KS2 to chat to the teacher / have a look at books. • We encourage parents to contact the school if they have a question or are worried about their child's learning. • Parents' evenings are held in autumn and spring terms and a written report is issued in the summer term. • We believe in supporting the development of parenting skills and can signpost parents to relevant workshops. • Children who require an ISP will have these shared by the parents either in a face to face meeting or copies sent home. 	Embedded

5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • Our staff care about all children in our setting. • Our policies define our expectations regarding behaviour, anti bullying and attendance. • We have a school council to elicit the views of the learners. • We follow the Restorative Approach (RA)* in our behaviour and anti-bullying policy. Teachers have received training and other staff will receive training this year. • Relevant staff are trained annually to support medical needs eg epipen and asthma. We have a medical policy in place. • Our Behaviour Policy includes guidance on our expectations, 'Good to be Green' policy , rewards and sanctions and is fully understood and in place by all staff. • We regularly monitor attendance and take the necessary actions to ensure all children are in school. • Learner voice is central to our ethos and this is encouraged in a variety of ways and regularly. • All Wave 3 children will complete a One Page Profile which outlines their preferred learning style and what is important to them . • Our support staff are trained in Positive Touch which includes how to escort children to a safe and secure place to calm down if challenging behaviours are displayed. • All staff are annually trained in safeguarding. • We have a trained Emotional Literacy Support Assistant (ELSA)Jill Day on site to work on a 1:1 with all children who may need some social, emotional and behavioural support at any time . The same referral process applies. <p>* A restorative approach seeks to restore the relationships between people when these have been damaged by inappropriate or offending behaviour. Its aims are for the child(ren) to take responsibility for their actions and for them be aware of the impact of their actions on another child emotionally, socially and physically.</p>	Established
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6	What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • We work collaboratively with external partners these include Speech and Language, Educational Psychology, Occupational Therapy, Social Services, Specialist Support, outreach services and health. • We encourage staff to continually update their skills and knowledge. • Our staff receive regular training and our teachers all hold qualified teacher status. • All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. 	Embedded
7	What training are the staff supporting children with SEND had or are having?	<ul style="list-style-type: none"> • Our SENCO is completing the mandatory National SENCo Award and is a qualified teacher. • All staff are offered regular training opportunities including to assist core subject learning through differentiation , specific learning difficulty training, autism and ADHD training, Positive Touch, termly network meetings for some LSA s and our ELSA . 	Established
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. • 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, including risk assessments. • A check list is completed for any child who may have accessibility difficulties to ensure then have full access to the school and classroom 	Embedded

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		facilities.	
9	How accessible is the school environment?	<ul style="list-style-type: none"> • We value and respect diversity in our setting and do our very best to meet the needs of all our learners. • Our Accessibility Plan is robust and we remind staff and learners about The Equality Act 2010. • We value and respect diversity in our setting and do our very best to meet the needs of all our learners. • We have an Accessibility Plan in place and as such we consider our environment to be fully accessible. • We are vigilant about making reasonable adjustments; where possible. • We monitor the languages spoken by families in our settings and provide EAL intervention groups when needed. • When needed, we try to ensure any school communications are available in the relevant language 	Embedded
10	How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?	<ul style="list-style-type: none"> • Induction is very important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. • We work well with our partner schools, pre-school and infant settings. • We have a strong welcome programme in place for welcoming new learners to our setting. • We pass on appropriate records to the next school and arrange for some children to make additional visits to ensure they are comfortable with their new school. • We source appropriate records from the previous school and arrange for some children to make additional visits to us to ensure they are comfortable with their new school. • We have good relationships with our feeder, pre-school and infant settings as well as the junior settlings children move onto. • We have clear transition procedures in place to ensure smooth transfer to other educational settings. 	Embedded
11	How are the school's resources allocated and	<ul style="list-style-type: none"> • The head teacher, governors and bursar oversee all matters of finance. • Budgets are closely monitored and aligned to the school improvement plan of the school. • Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. 	Embedded

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	matched to children's special educational needs?	<ul style="list-style-type: none"> We seek to ensure value for money. We complete costing provision maps for all children applying for Educational Health and Care plans (EHCP). 	
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> The SENCO decides in consultation with staff about what additional appropriate provision to put in place. Quality first inclusive teaching (wave 1) is clearly defined in our setting and we expect all staff to deliver this. If additional support is required, after consultation with the relevant staff, the learner and their families, decisions will be taken to proceed further. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCO oversees all additional support and shares updates with the SEN Governor at their termly visit. If an Educational Health and Care Plan (EHCP) is required the correct procedures outlined by SEND 2020 will be followed and the local authority will decide if this is the right course of action. (See SEND Policy) 	Embedded
13	How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> We involve parents and families as often as we can. We communicate with parents using a variety of means. We regularly involve parents and families in discussions about their child/young person's learning. We welcome feedback. We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. We operate an open door policy. Parents are invited to contribute through a number of means. We host regular parent forum meetings in order to listen to any parental concerns. 	Established

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		<ul style="list-style-type: none"> • Our Governing Body includes Parent Governors. • We encourage parents to come in and help in class e.g. hearing readers, helping with art days. • We have a very active Parent Teacher Association . 	
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. • Further information and support can be obtained from the school's SENCO, Mrs Robyn Wright . Please feel free to contact her on the email below . • Alternatively please make an appointment to talk to the Headteacher, Mrs Davis. 	
	Is there any additional provision you have developed this year?	No.	

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Do contact the school with any questions on 01737 244476 or email to info@reigate-parish.surrey.sch.uk

or the SENCO at senco@reigate-parish.surrey.sch.uk

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