



Pyrford Church of England Primary School

SEN INFORMATION REPORT



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The information in this report is accurate now but we regularly review and make necessary changes to the provision we offer. We aim to keep this information as up to date as possible.



How does Pyrford C of E Primary School know if children need extra help and what should I do if I think my child may have special educational needs?

We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. We have termly progress meetings when we talk about each child. We use data and other forms of assessment to identify additional needs and celebrate achievement. Our staff are vigilant at supporting and raising any concerns. We monitor children's personal, social and emotional development. Where behaviour is causing a concern, the underlying cause is always considered.

If staff have concerns they will share these with parents and discuss any necessary additional support in addition to the Quality First Teaching received by all children. If parents/carers have any concerns, they are firstly encouraged to speak to the class teacher. This information will be passed onto the SENCO and the SENCO will be involved in the assessment of the child's needs and will oversee provision of support.

Additional and different assessment tools will be used when children are making less than expected progress, which is categorised as progress which is:

- Significantly slower than that of their peers starting from the same baseline.
- Slower than previous rates of progress (over a period of more than one term).
- Failing to close a significant attainment gap between the child and their peers.
- Widening the attainment gap between the child and their peers.

We also work with a wide range of outside agencies to support our assessments. We have in-house specialist expertise in a number of areas of special educational needs and this is recorded on our provision map. Observations and information gathering also form part of this assessment.

Following these discussions and assessments, decisions are made as to the most appropriate steps to take in order to support the learner in line with the school's graduated approach to meeting needs.

If it is decided that a child needs provision for a sustained period which is **additional to or different from** that made for others of the same age, they are added to the SEN register under the category of SEN Support. A one page profile and a pathway plan will be written, ensuring targeted support. Parents and children are involved in this process.

What kind of Special Education Needs provision is there at Pyrford C of E Primary School?

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Education Needs Code of Practice 2014.



Our school's SEN policy is available on the website; this details our philosophy in relation to SEN. We have experience of delivering provision for children with a wide range of additional needs in all of the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

SEN support can take many forms. This could include:

- A special learning programme for your child
- Extra help from a teacher or teaching assistant
- Making or adapting materials and equipment
- A teacher or teaching assistant working with the child in a small group
- A member of staff observing the child in the class or at break times and keeping records
- Supporting the child to take part in class activities or games at break times.
- Ensuring a child has understood by encouraging them to ask questions and to try something they find difficult
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

SEN provision is planned and overseen by the class teacher with the support of the SENCO. All provision has a clear time limited cycle, usually a term of; Assess/Plan/Do/Review.

Our Special Needs Co-ordinator (SENCO) is a qualified teacher and is working towards the statutory NASENCO award. Specific members of staff have been trained in a range of intervention programmes. Staff have been trained in a variety of areas including; positive touch, ASD and safeguarding. Staff have also benefitted from training from a range of professionals from Occupational Therapy, Physiotherapy, Speech and Language Therapy and Learning and Language Support. The school also works closely with other schools sharing training opportunities. Training is carefully planned to ensure it best meets the additional needs of the children in school.

How will both you and I know how my child is doing and how you will help me to support my child's learning?

Our governors' play an active role in monitoring the quality of our special educational needs provision, as does the Headteacher, senior leadership team and the Inclusion Lead.

Progress is continually monitored by class teachers, who carry out a wide range of assessment, through both formal assessment and on-going observations and assessment of work carried out in class. Formal observations are carried out twice a year and National Curriculum levels are given in reading, writing and maths.



Observations of SEN learners are carried out by the SENCO. Data tracking of provision is used to analyse and review achievement and to plan new learning opportunities. Learner feedback is part of our established learning culture. This includes informing families of next steps and what they can do to help/support their child's learning. We regularly share progress feedback with all our learners and their families. There are three SEN parent meeting per year on top of parent consultation meetings. At these meetings we would discuss Individual Support Plans (ISPs) and progress. We also offer ways of helping children at home, including support in implementing programmes suggested by outside agencies. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress; these include meetings with agencies to review progress against targets. At such at meetings (and through other means) we clearly share what can be done by families at home to supporting the learning at school. We host some curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.

We will hold annual reviews for children who have Statements or EHCPs, although emergency reviews can be held if deemed necessary. When there is outside agency involvement, meetings will take place to plan and review this specialised support.

We operate an open door policy so parents can approach teachers regularly for information about their child's development. We also hold a 'Welcome Wednesday' once a month, when parents can come into school and see their children's work. Our newsletter provides additional information.

How can I be involved in the school?

We regularly involve parents and families in discussions about their child's learning. This can be through formal meetings such as parent consultation evenings, SEN parent meetings, meet the teacher evenings at the start of a new academic year, meetings with outside agencies and less formal methods such as conversations at the classroom door. We always welcome feedback and we take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means such as becoming a member of the Friends Committee or helping in school as a parent volunteer. Our Governing Body includes parent governors.

How is the decision made about what type and how much support my child will receive?

Quality First inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this. Children's progress is continuously monitored through rigorous data tracking. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. When necessary we liaise and seek support from outside agencies and professionals. Following these discussion the most appropriate type of support is put in place. The learners create a one page profile with an adult. One



page profiles are produced to ensure teaching staff have a holistic overview of the whole child, and we feel it is important that these reflect the views of the learner so they are involved in their learning. Pathway Plans are then started and targets are put in place in discussion with learners, and their families.

All interventions are monitored for impact and outcomes are defined at the start of any intervention. The Inclusion Lead oversees all additional support and regularly shares updates with regards to SEN with all staff in the school. The Inclusion Lead regularly assesses the impact of any additional support and resources and reports on progress to staff and governors.

How will my children's progress against outcomes be assessed?

During the assess, plan, do and review cycle we look at the shorter term targets and actions required to support a learner towards meeting their outcomes. We make clear on the pathway plan what the school will do to support progress, what the learner needs to do and what families can do to support. School staff support parents and make recommendations on how families and engage with their child's learning and all round development. Teachers work closely with parents to support the learner.

Individual Support Plan targets are reviewed termly with the class teacher, the learner and their families and progress against outcomes is discussed. Where appropriate, new targets are put in place to support progress towards outcomes.

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?

Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. Children entering Pyrford in reception will have a home visit prior to them starting and will visit the school for a transition visit before they start. We offer additional transition session when appropriate.

We have a robust induction programme in place for welcoming new learners to our setting; with tours of the school, welcome booklets (when appropriate) and phased integration (when appropriate). There are opportunities to meet teachers on an informal basis where necessary.

Our Provision Management systems record what aspects of our environment help child/young people learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings children/young people move onto. We work well with our partner schools and offer additional transition visits for children with SEN. We ensure there is SENCO to SENCO liaison between schools to ensure relevant information is passed on.



What is Pyrford C of E Primary School's approach to teaching children with SEN?

We have a Special Educational Needs policy in place which the staff follow. Our aims are to remove barriers to learning so that all children can experience success. Quality first teaching takes place in all classrooms, we have high expectations of all learners and provide opportunities for all to achieve. We endeavour to make all learning environments stimulating and inspiring for all learners. We ensure that all classrooms have visual timetables and use visuals to support learners. Class work is adapted to suit the needs of all learners. We provide a positive environment for learning.

All interventions we put in place are research informed and evidence based and are measured to monitor impact against expected rates of progress. Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families. All our additional support programmes are overseen by the SENCO and all our teachers are teachers of inclusion and special educational needs.

When planning and reviewing provision for SEN learners we follow the assess, plan, do and review process ensuring we can best meet the needs of SEN learners.

How will the curriculum be matched to my child's needs?

Differentiation is embedded in our curriculum and practice and lessons can be differentiated up to 5 ways. Teacher's also meet children's needs through effective questioning and appropriate adaptations to the learning environment. Our curriculum is designed to build on previous knowledge and develop skills and understanding. Lessons have clear learning objectives which are shared with the children. There are high levels of pupil engagement and involvement in their learning.

All our teachers are clear on the expectations of Wave 1 provision and this is monitored regularly by the leadership team. Children receive personal feedback with next steps for their learning. When necessary children follow specific programmes such as SNAP Maths, Phonological Awareness and daily reading, to accelerate learning or meet their learning needs. Additional adult support is provided in classrooms and this is deployed effectively to meet the needs of the children.

Children also benefit by having access to materials to support their learning, activities to build their confidence and specialist equipment for some specific education needs.

How accessible is the school environment?

Our Accessibility Plan is robust and we continually 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.



What specialist services and expertise area available at or accessed by the school?

We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. We use a range of services such as;

- Speech and Language Therapy
- Educational Psychology
- Learning and Language Support
- Physiotherapy
- Physical and Sensory Support Service
- Occupational Therapy
- Behaviour Support Service
- Educational Welfare Officer Service
- Advice and support from the school nurse
- Advice and support from Child and Adolescent Mental Health Service (CAMHS)

Before the school makes a referral to any specialist service we will always gain a parent/carers permission.

What training have staff supporting children and young people with SEND had and what training will they have?

Our Special Needs Co-ordinator (SENCO) is a qualified teacher and is currently undertaking the National SENCO Accreditation at Kingston University.

Specific members of staff have been trained in a range of intervention programmes. During every staff meeting, our staff are updated on matters pertaining to special educational needs and disability. The school's leadership team have provided lots of training on effective questioning and feedback, guided writing and teaching reading to the support staff team. Staff have been trained in a variety of areas including; positive touch, ASD and safeguarding. Staff have also benefitted from training from a range of professionals from Occupational Therapy, Physiotherapy, Speech and Language Therapy and Learning and Language Support.

How are the school's resources allocated and matched to children's special educational needs?

Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. Through rigorous quality assurance we ensure we maintain standards and deliver high quality provision. We seek to ensure value



for money service, so all interventions are costed and evaluated regularly and changes are made as necessary.

Our budget is allocated according to our Provision Management system. The resources are deployed/arranged to meet the needs of individual children. We review the needs of the children termly so that we can ensure the correct provision is in place.

How will my child be included in activities outside the classroom including school trips?

Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. We make reasonable adjustments so that learners can join in with activities regardless of their needs. 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. Pre-visits and risk assessments are carried out and we always ensure that the correct ratios are met.

What support will there be for my child's overall well-being?

All pupils are valued and all achievements are celebrated as part of the ethos at Pyrford. We hold pupil well-being as the most important contributor to success and all children are able to achieve their best within their personal limits. All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs (when appropriate) and we have a medical policy in place, ensuring that all children who have medical needs have an up to date medical plan in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We provide additional support for children to improve social skills and emotional resilience through individual and group support.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We have access (through referral) to a range of agencies such as CAMHS.

Spiritual, Moral and Social education is taught regularly and this work is further embedded through collective worship and within our school ethos.

We have buddy systems in place for children new to the school and a playground friend system. We offer support during playtimes to provide quality play support.

What do I do if I am concerned about SEN provision for my child?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. If the matter cannot be resolved at this stage then the SENCO may become involved.



Contact details:

Rachael Pollard (Inclusion Lead) r.pollard@pyrford.surrey.sch.uk

Gemma Newman (SENCO) g.newman@pyrford.surrey.sch.uk

They can also be contacted through the school office on 01932 342693.

Class teachers can be contacted in person at the beginning and end of the school day, by email or through the school office – 01932 342693.

Further information and support can be obtained from a range of professional services such as the GP, Surrey Family Information Service, Health Visitor and CAHMS, as well as the Surrey Local Offer website (<https://www.surreysendlo.co.uk>)