



---

## **SEND INFORMATION REPORT**

### **What is the Local Offer?**

The draft Children and Families Bill (2013) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly, what services are available for children with SEND in their area and how to access them. The information below forms our local offer and shows how we have provided for children with Special Educational Needs and Disabilities.

The Special Educational Needs and Disability (SEND) Code of Practice states that:

"A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to children of the same age."

Our Information Report provides you with details on how our school manages provision for children with special educational needs and disabilities. The report meets with expectations of the Local Authority and the Department of Education in terms of SEN and disabilities. It is updated and approved by the Governing Body annually.

### **How we support children who have an EHCP or disability at admission?**

The family and child will be invited into school before the start date, to meet key members of staff and to become familiar with the building. If helpful, a photo book or social story can be provided with key photos of information such as the class teacher, supporting teaching assistant, cloakroom, peg, toilets etc. We work closely with families to ensure they feel confident about the start of school and plan this carefully together, taking into account the needs and provision in the EHCP or the information that has been shared with us by the Nursery setting or family. Any adjustments needed are made to the site and environment. The school may visit the nursery setting or home prior to the child starting school in September. The start may be adapted for the child depending on their level of need, for example starting on a quieter day with less children or gradually building up towards whole days in school if needed.

### **How does the school know if children need extra help and what should I do if I think my child/young person may have special educational needs? How will the school support my child?**

- Throughout the year class teachers or subject leaders closely monitor the progress of all children in the School, through formal assessments as well as ongoing observations and evaluations of children's progress. If a child is not making the progress that they expect them to in a particular area of learning, they can identify and implement the additional support required. Class teachers will observe how your child is progressing at school almost on a daily basis and will be able to quickly 'flag up' any concerns with the Inclusion Manager. The class teacher in partnership with parents and might suggest a short term plan such as making sure your child reads 1:1 every day or moving your child to work in different groups in the class that might have more adult input. The class teacher will then monitor your child's progress (over the next 4-6 weeks) and will arrange another meeting with you to discuss their findings.
- If these initial strategies do not address the issue then further discussion with parents and Inclusion Manager would take place and a further course of action would be planned.
- Each term the class teacher meets with the Inclusion Manager and a Class Provision Map is created to support any additional needs within the classroom. Children who have specific needs or targets may have an Individual Support Plan in place. The school uses the Assess, Plan, Do, Review graduated approach where following assessment, support is planned, put into place and reviewed regularly to ensure the support is having an impact on children's progress.



---

## **SEND INFORMATION REPORT**

- If you have questions about your child's progress then the first person to speak to would be the class teacher. It is best to make an appointment for this (usually just at the end of the school day) so that the teacher can talk to you without being distracted.

### **How will staff at Farncombe Church of England Infant School support my child?**

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who have difficulties with Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, Sensory and/or Physical needs. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Children are supported through a differentiated curriculum. There is a Teaching Assistant in every classroom, who is deployed to meet the needs of the children. Teaching Assistants support children under the above headings through different interventions. The interventions can take place in group or 1:1 situations and are closely monitored to ensure there is maximum impact on progress. Interventions are planned and overseen by the class teacher and discussed with the Inclusion Manager, Curriculum Leader and Headteacher. The Class Provision Map will be reviewed termly to check the effectiveness of an intervention and to re-assess new or changing needs within the classroom.

We use quality first teaching (Wave 1), school interventions (wave 2) and external agencies such as speech therapists, occupational therapists, educational psychologists, Mindworks (CAMHS) and the STIPs (Specialist Teachers for Inclusive Practice) Team for any additional support. Staff also regularly attend CPD training on areas such as Autism, speech, sensory processing, phonics, spelling, maths with external agencies and our partner schools.

### **How Will the Curriculum be Matched to My Child's Needs?**

[The school recognises that children learn in different ways. Planning will be pitched to meet the different levels of ability within each class. Teachers will plan to both support learning and to extend learning and children will be targeted to access the different levels as necessary.](#)

Our school is fully inclusive and children will (in the main) work towards the same learning objective and teachers will differentiate using various procedures. These include the use of word banks, cloze procedure, different learning tools inc. number lines, practical resources, differentiated levels of questioning and scaffolding. The level of adult support given, will support children in achieving their learning objectives.

On occasions it is necessary to provide children with a different learning objective, in order to ensure learning is tailor made to match the needs of the child. The School also welcomes advice from different professionals as to how we can best provide additional support for our children. Professional advice may involve external staff such as Speech and Language Therapists (SALT), Specialist Teachers for Inclusive Practise (STIPS), Occupational Therapists (OT), Educational Psychologists (EP) etc. We have a School Provision Map that shows the range of additional support taking place in our School for children who require extra help in their learning. All the interventions we use should be effective in supporting the children to make expected progress against the targets we have set for them.

The Governing Body is responsible for monitoring the effectiveness of the provision we have put in place, and the Inclusion Manager liaises with the SEN responsible Governor to report back on the progress of children with SEND.

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



---

### **SEND INFORMATION REPORT**

Through ongoing assessments children's progress is closely monitored and any concerns or celebrations will be discussed with you as the parent/ carer. We have an open door policy where parents/carers are invited to come in and speak to the Class Teacher in the first instance or Inclusion Lead should they have any concerns about the overall progress of their child.

Our marking policy encourages verbal feedback for children and pupil response to their work. Children's work is displayed around the school and children are set targets if they are part of an intervention group.

We have a parents meeting in the Autumn Term, a drop in session for parents in the Spring Term as well as written report in the Spring Term for Reception and Year 1 classes. In the summer term Year 2 have a written report and parents are offered the opportunity to discuss the written reports with the Classteacher. Children who have an Individual Support Plan will meet termly with their Classteacher to share the targets and discuss the support in place for their child. Letters will go home to parents each term if their child is receiving any additional support, so they are informed of the additional help they are receiving and how to further support this at home.

Parent workshops are also held in school that keep parents informed of the curriculum in school and how to support their child at home.

The Inclusion Policy outlines how we identify additional needs and how we respond to those needs.

#### **What Support Will There Be for My Child's Overall Wellbeing?**

'Let all you do be done in love' is our guiding vision of the school and this is embedded throughout our policies and school environment and culture. Children have playtimes that are staggered so that there are good opportunities to use all of the equipment in the playground. Assemblies celebrate each unique child's attributes, school values, building self-confidence and good behaviour.

This year we have developed our Forest School provision and this has supported children's play, love of nature and wellbeing greatly.

Our Home School Link Worker is Forest school trained and is also a qualified ELSA (Emotional Literacy Support Assistant).

#### **Positive behaviour rewards/ charts [[link to behaviour policy](#)]**

Safeguarding is embedded throughout the curriculum and there are many opportunities to teach the children how to keep themselves safe. Interventions are implemented for children who require additional pastoral care and nurture groups.

The Inclusion Manager, Headteacher and Pupil Premium Leader work together to provide further opportunities in school such as a play therapist, speech and language therapist and academic tutor.

#### **What specialist services and expertise are available at/accessed by the school?**

The school is able to seek the support of external agencies when necessary, we discuss any referrals with parents in the first instance and gain full consent before proceeding with the referral. We are able to access support from the following agencies where needed:

- Surrey Speech and Language service



---

### **SEND INFORMATION REPORT**

- Specialist Teachers for Inclusive Practice (STIPS)
  - Behaviour support
  - NHS Occupational therapy service
  - CAMHS (Child and Adolescent Mental Health Service)
  - NHS Physiotherapy service
  - Early Years Support service
  - Educational Psychologist
  - Sure Start Children's service
  - School Nurse
- Early Help Support for families

At the start of an academic year, a planning meeting is held with the Speech and Language Therapy Team and the Specialist Teachers for Inclusive Practise Team to discuss any requirements of these services and to go through staff training needs for the coming year. Staff are able to access CPD through Surrey Local Council and attend specific training around areas for development or specific needs of children.

#### **What Training Are the Staff Supporting Children and Young People with Additional Needs had or having?**

The School is committed to further developing the skills and knowledge of the staff supporting children with Additional Needs through training. We do this in the following ways:

- Staff Meetings
- Inset Days
- Training from external agencies such as OT, STIPs team
- TA Training Days such as WIDGET software
- Outreach support such as Freemantles School for ASC
- Curriculum Training e.g. Little Wandle, Forest School
- Visits to Outstanding schools
- Training Offered by Surrey County Council such as Team Teach, Communication Champion Training, Colourful Semantics

It is the expectation that staff members will attend 1:1 sessions with external agencies such as speech and language and have the opportunity to see excellent practice first hand, ask questions and ensure they are clear on the delivery of interventions recommended by external professionals.

#### **How will my child be included in activities outside of the classroom (including School trips)?**

We have a holistic approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities, regardless of their 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 out learners.



---

## **SEND INFORMATION REPORT**

**(LINK TO PLAN)**

### **How will the school prepare and support my child to join the school, transfer to a new setting / school or the next stage of education and life?**

**Reception** - Children joining our reception class are invited to attend and visit the school for an induction session in nursery groups. Every day for 5 days in September, we invite 10 children into school and then the children start full time in the second week of term.

In Year 2 we work closely with nearby schools to provide positive links, visits and information to staff at the next stage of schooling to ensure a smooth transition. Where appropriate, pupil passport information sheets have been used to provide key information for children with additional needs to the new setting. Teachers and staff members from the new setting are invited into school to meet the children in their current school environment and this has been very valuable. We have close links with the local schools children transition to and where appropriate arrange additional visits for children who would benefit from this.

Meetings will be held between us and the school / setting that is currently involved with the child. We welcome the opportunity to attend the annual review of a child with an EHCP or a similar final meeting at the current setting if it is known that the child will be attending our school.

Any Children with Additional Needs will be discussed with the receiving school and records about progress and specialist involvement will be shared and passed on. Staff from the next school will be invited to attend annual reviews where appropriate.

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

School budgets are closely monitored to ensure the resources are allocated appropriately to match and cater for the needs of the individual children. The majority of the School's Inclusion budget is spent on providing support staff in every class to meet the needs of children in their learning and individual needs where directed by the Class Teacher. The remaining budget is spent on resources to support individual children's needs. Class teachers also have their own class budget to order specific equipment needed.

We seek advice from outside agencies as to how to best spend this money; e.g. a child may require specialist ICT equipment in order for them to access learning. We review the need of the learners in the school and endeavour to put in place provisions in order to be able to cater for these needs.

Children with additional needs may access resources from other budgets such as Pupil Premium where appropriate for example, speech therapy or play therapy.

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

As a School all staff are aware of high quality, inclusive teaching approaches in order to meet the needs of all the children. Regular assessments are carried out to make sure children are making good progress and meetings take place to discuss and review the progress of individual children, such as Provision Map meetings. This will enable interventions and further individualised support to take place. If a teacher remains concerned about the progress a child is making, discussions between the support staff, class teachers, Inclusion Manager, parents/ carers and Head Teacher take place. Discussions based on the assessments undertaken, focus areas for development and interests of the child will contribute towards decisions made about the most appropriate



---

### **SEND INFORMATION REPORT**

form of support for the child. The support given to an individual child will be based on that child's needs, therefore the support for each child may be different, depending on their needs and learning style. Support that has been put in place is reviewed regularly. We also refer to professionals and follow any recommendations made to support the child.

#### **How are parents and carers involved in the school? How can I be involved?**

We welcome involvement from parents and carers and value their input and communication. In a more general way as a small school we can often have time to hear constructive feedback about any of our events or procedures in school. In a more a formal way we send out questionnaires at various points within your child's time at school. Parents have the chance to join the PTA to be involved in events that raise money for the school.

Parents are now invited to attend class assemblies.

Parents are also represented on the Governing body of the school and the minutes of meetings are available on request. Parents who would like to have an input in school can always talk to the class teacher about what might be useful. Most commonly parents will help with hearing children read, attending class trips (first come first served basis) and giving short class talks where parents have skills or jobs that relate to school topics or focus weeks. Curriculum meetings also take place across the year and parents can attend these.

#### **Who can I contact for further information?**

The Class Teacher is the first point of contact. You can ask for a meeting with them if you have any specific queries or concerns at drop off or pick up. The Headteacher is in the playground in the mornings for any small queries and we operate an open door policy if you have something more in depth to discuss.

The Inclusion Lead is Diana Lynch-Bodger ([inclusion@farncombe.surrey.sch.uk](mailto:inclusion@farncombe.surrey.sch.uk))

The Headteacher is Andrea Simonsson ([head@farncombe.surrey.sch.uk](mailto:head@farncombe.surrey.sch.uk))

Anyone can be contacted through the office at ([info@farncombe.surrey.sch.uk](mailto:info@farncombe.surrey.sch.uk))

The SEND Governor is Helen Gregory ([hgregory@farncombe.surrey.sch.uk](mailto:hgregory@farncombe.surrey.sch.uk))