



**Frimley Church of England Junior School**

## **SEN Information Report**

**September 2019**

**SENCO:** Sally Williams                      **SEN Governor:** Roberta Wolff

**Contact:** [info@frimley.surrey.sch.uk](mailto:info@frimley.surrey.sch.uk)

**Dedicated SEN time:** Monday - Thursday

**Local Offer Contribution (Provision Map):** Available on our school website.

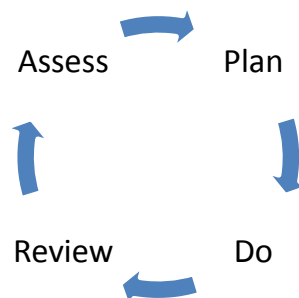
**SEN Policy:** Available on our school website.

### **Whole School Approach:**

We are a main stream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014).

High quality first teaching and additional interventions are defined through our ongoing dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We discuss aspirations with all our learners.

Underpinning all our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with Special Educational Needs (SEN). During our assess, plan, do, review cycle we will look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution.

The school has an SEN policy which can be found on our school website.

**Special Educational Needs:**

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

Please see the Provision Map document and SEN policy on our website for more information on how we support children in the class who may have extra needs in these areas.

Where there are concerns about a child's progress or engagement, the teacher or parent will meet with the Inclusion Leader and key staff. Following the sharing of information decisions are made as to the most appropriate type of support to put in place for the learner. Learners are then spoken to regarding progress/concerns with a one page profile being completed; parents are also consulted when the profile is put together.

One page profiles are put together with the child so that all staff have a clear overview of the whole child. We feel that it is important to have the views of the learner so that they feel involved in their own learning.

**Support for improving Emotional and Social Development:**

As well as class teachers developing relationships with their pupils via class discussion and circle time activities, our PSHE&C programme looks to develop emotional and social development. We have an approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. The anti-bullying policy and PSHE & RSE policy are available on our website.

The school has two Nurture Leaders who lead sessions in developing Social, Emotional and Mental Health. These sessions focus on friendship skills, managing feelings, cooperation amongst others. Children are nominated by their class teachers to take part in nurture sessions, which take place on a group or individual basis.

**Adaptations to the curriculum and learning environment:**

Staff personalise approaches and resources so as to support access to the curriculum. We have an accessibility plan which shows how adaptations are made not only to the building but to the curriculum and how information is accessed by learners and their parents.

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

The accessibility plan is available from the school office on request or on the school website.

**Consulting with children, young people and their parents**

We have an open door policy where parents are invited to come in and speak to the class teacher and/or Inclusion Leader should they have any concerns about the overall progress of their child. The Inclusion Leader at the school is Mrs Williams. Contact is best via email or phone call. In the first instance, if a parent has a complaint or concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the Inclusion Leader may become involved and a meeting set up to look at the nature of the issue and look for a resolution.

The school also has a regular reporting cycle where parents are informed of progress. The Inclusion Leader is also available during parents' evenings. Following the annual end of year report, parents are able to come into school to discuss how they can support learning and progress if they so wish.

We have a very proactive parent teacher association (FPTA) where parents can become involved in school life. We also have parent governors who take an active role in the running of the school including financial management, curriculum development and whole school improvement.

To help develop reading we have parent volunteers who come into to school to support learners with reading.

If you would like to volunteer at the school, please visit our school office so we can arrange a DBS check.

### **Staff development**

We are committed to developing the ongoing expertise of our staff. We have trained staff in our school who have been trained in a variety of intervention programmes and in their knowledge of medical conditions.

This year, we have put additional training into:

- Attachment disorder
- Colourful Semantics
- Precision Teaching
- Scaffolding for writing
- ICT input
- Spelling strategies
- Medical conditions: epilepsy, diabetes

Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with the referral.

This academic year the school has had external support from Speech & Language Support, Learning and Language Support service, Behaviour Support service and the Educational Psychologist. We also work with outreach workers from Freemantles School and Carwarden School.

We hold meetings where professionals from outside school are invited to attend. During these meetings we may discuss individual cases where it is felt support above what the school can offer may be necessary. In these cases parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person.

### **Evaluating provision**

We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for those needs. Some of the funding the school receives may go towards funding in-house training so that in-house provision is more targeted. The Inclusion Leader attends termly Pupil Progress Meetings so she can review how provision is delivered and support staff with meeting the needs of the learners who need extra support.

Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.

Our Provision Management systems also looks at the impact each intervention has had on the progress of each learner. Decisions are then made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.

### **Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

### **School Partnerships and Transitions**

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

We hold meetings with staff at our local secondary schools and feeder infant schools. During these meetings we share an overview of learners who have SEN. Good practice is shared so that transition to the next phase is made easier. In some cases secondary school staff come in to work with learners to give them a familiar face for when they transfer. All children attend their induction day to secondary school and when the need arises, extra transition visits are set up for those more vulnerable pupils.

### **Complaints procedures**

A copy of the school complaints policy 'A Brief Guide to School Complaints' can be found on the school website. This will outline the formal steps the school will take in handling complaints.

In preparing this report we have included staff, parents and children and young people.

### **Links with other policies and documents**

This policy links to our policies on:

- SEN policy
- Accessibility plan
- Anti-bullying policy and PSHE & RSE policy
- Intimate Care policy
- Equality Information and Objectives policy
- Supporting pupils with medical conditions
- Surrey School Admissions - [https://www.surreycc.gov.uk/\\_data/assets/pdf\\_file/0012/202116/Final-2020-Pre-16-SEND-Admissions-Guidance.pdf](https://www.surreycc.gov.uk/_data/assets/pdf_file/0012/202116/Final-2020-Pre-16-SEND-Admissions-Guidance.pdf)