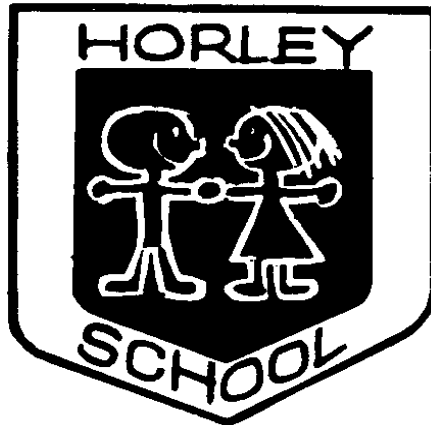


HORLEY INFANT SCHOOL



SEND INFORMATION REPORT

Initially Approved On:

Spring 2020

Reviewed On:

Spring 2023

Staff Link:

SENDCo

Next Review Date:

Spring 2024

Policy Status				
Statutory (Work Programme) ✓	Non-Statutory	Annual Review ✓	Bi-annual Review	Triennial Review

[FGB Review \(statutory policies only\):](#)

[Resources](#)

[Link Governor \(statutory policies only\):](#)

[John Prior](#)

Area outlined in SEND Code of Practice 2014 Horley Infant School SEND Information Report	<u>Area outlined in SEND Code of Practice 2014 Horley Infant School SEND Information Report</u>
<p>The kinds of special educational needs that are provided for in our school.</p>	<p>We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014).</p> <p>We are committed to children achieving their potential and believe this is gained through high quality teaching, high expectations of behaviour and an environment where they feel happy, safe, valued and respected. Staff have been trained so they can cater for all learners, through a graduated response, who may have difficulties with:</p> <ul style="list-style-type: none"> ○ Cognition and Learning ○ Communication and Interaction ○ Social, Emotional and Mental Health ○ Sensory and/or Physical <p>Universal – Good quality, inclusive teaching which takes into account the learning needs of all children in the classroom.</p> <p>Targeted – Specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.</p> <p>Specialist – Targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.</p> <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010)</p>
<p>The policies for identifying pupils with SEND and assessing their needs.</p>	<p>We have monitoring systems in place that tracks the progress our children make in all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment such as observation notes to identify additional needs and celebrate achievement.</p> <p>When an additional need has been identified, evidence-based interventions are planned to support children. If appropriate a child will have an Individual Support Plan with very specific outcomes which are reviewed four times a year as part of our 'Assess, Plan, Do, Review' cycle.</p> <p>Having identified needs, we seek to match provision to need. Parents/carers are informed if it is felt that a child would benefit from an intervention programme. All additional support programmes and interventions are overseen by the Special Educational Needs Coordinator (SENDCo) and all teachers are teachers of inclusion/ special educational needs and/or Disability.</p> <p>The school has a SEND policy which can be found on the school website.</p>

	<p>The SENDCo is Mrs Debra Povey-Chatterton who can be contacted via the school office or email info@horley.surrey.sch.uk</p>
<p>The arrangements for consulting parents of children with SEND and involving them in their child's education.</p>	<p>We have an open-door policy where parents are encouraged to speak to the class teacher to raise any concerns as soon as possible.</p> <p>The school has a regular reporting cycle where parents are informed about their child's progress. Parents are invited to attend two parent/teacher consultation evenings and receive a detailed written annual report at the end of the academic year. In addition, parents are invited to book an additional consultation with the SENDCo during parents consultation evening providing an opportunity to further discuss their child.</p> <p>Every effort is made to ensure that parents know what they can do at home to support learning at school. Parents receive curriculum information termly and our website provides an additional link between home and school, providing an opportunity for children to be able to share what they have been doing in school.</p> <p>To help parents support their child at home, we host curriculum meetings including:</p> <ul style="list-style-type: none"> ○ Termly parent meetings ○ Fun with Phonics ○ Maths mornings ○ Phonics Screening workshop ○ KS1 Assessment workshop ○ Parent Café (monthly parent drop-in) <p>These meeting are aimed to support families to understand how we teach different aspects of the curriculum and how it is assessed and reported. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place</p>
<p>The arrangements for identifying and consulting pupils with SEND and involving them in their education.</p>	<p>We fully adhere to the principles set out in the SEND Code of Practice of involving children and their families in all aspects of their education. Our children are very young (4 – 7) and many have difficulties with speech, language and communication, but wherever possible we involve them in their one-page profiles and annual Reviews.</p> <p>If they are unable to contribute, their views, interests, achievements and support, their needs are presented on their behalf by people who know them well, including their parents, class teacher, teaching assistant and/ or SENDCo.</p>
<p>The arrangements for assessing and reviewing pupil's progress towards outcomes, including the opportunities available to work with parents and pupils as part of this assessment review.</p>	<p>A variety of assessment tools are used to monitor and track the children's progress. Data analysis enables us to track progress and determine if a child is making expected, better or lower than expected progress. Regular Progress Meetings help us to monitor the children's progress, reflect on the next best steps and plan appropriate intervention programmes.</p> <p>Through on-going assessment and observation, all teachers are very clear about where all the children are in terms of their learning and can therefore plan the next steps in learning.</p> <p>Individual Support Plans (ISPs) are reviewed three times a year and these are shared with parents.</p>

	<p>Targets recommended by external agencies including Speech and Language, Occupational Therapy, Educational Psychologists, Specialist Outreach Teachers and Specialist Teachers for Inclusive Practice are also included in the arrangements for assessing and reviewing progress.</p>
<p>The arrangements for supporting pupils in moving Transfer Arrangements between phases of education and participating in society.</p>	<p><u>Welcoming new children to our school</u></p> <p>We have a robust programme in place for welcoming new children to our setting; we make transition a positive experience for children through:</p> <ul style="list-style-type: none"> ○ Information sharing and communication ○ Pre-school visits and new children visiting school ○ Transition meetings with parents and key workers from early years settings ○ Welcome meetings for new parents and school tours ○ SENDCo meetings with early years settings and parents <p><u>Moving to a new year group/ phase in school</u></p> <p>Where appropriate, children with SEND have an enhanced transition, this includes:</p> <ul style="list-style-type: none"> ○ Information sharing and communication ○ More opportunities to get to know new teacher/ teaching assistant ○ Visual transition booklet with key information ○ Handover meetings in July provides teachers with the opportunity to discuss in detail each child to ensure that transition from one year to the next is as smooth as possible. <p><u>Transition to Junior school</u></p> <ul style="list-style-type: none"> ○ We have good relationships with the main feeder junior school our children move onto. Transition between schools is supported with several meetings between key members of staff. The Year Two teachers meet with the Year Three teachers to discuss each child in detail. The SENDCos from both schools meet to share information regarding all children on the SEND register, where appropriate parents are invited to join the meeting. ○ For other junior schools, school staff will discuss the children via telephone and engage other school staff e.g. SENDCos if/when appropriate. ○ Year 2 children have the opportunity to spend a day at their new school in the summer term, with more visits arranged if it is felt appropriate. ○ Informal transition opportunities happen throughout the years, whereby children get the opportunity to visit junior schools to watch Christmas performances etc.
<p>The approach to teaching children and young people with SEND.</p>	<p>All our teachers have very high expectations of their own teaching. They work hard to ensure that the learning environment is one that develops independence and gives every child the opportunity to succeed. Ensuring that the needs of all children</p>

	<p>are met through Quality First Teaching (QFT) and a differentiated curriculum, resources, specific supportive activities. This is monitored by the leadership team.</p> <p>Class Teacher are responsible for;</p> <ul style="list-style-type: none"> ○ Familiarising themselves with children’s records and information regarding their SEND needs ○ Monitoring and tracking pupils’ progress ○ Supporting individuals in reaching targets ○ Keeping the SENDCo informed of any changes to need or circumstances ○ Identifying SEND through observation and on-going assessment ○ Informing the SENDCo of their concerns or concerns expressed by parents <p>Robust pupil monitoring systems ensure that any child who is not making expected progress is quickly identified and intervention programmes can be implemented according to need. All interventions are monitored for impact and intended outcomes are defined at the start of any intervention.</p> <p>Our curriculum is designed to meet the needs of all children, considering different starting points and interests.</p> <p>Autism specific strategies such as the use of visual supports and structured teaching are used to reduce barriers to learning for some children.</p> <p>Individual Education Plans are shared and discussed with parents</p> <p>The SENDCo oversees all additional support and Governors are provided with information on the impact of intervention programmes through annual reports.</p>
<p>How adaptations are made to the curriculum and the learning environment of pupils with SEND.</p>	<p>We have an Accessibility Plan which shows how adaptations are made to the building, curriculum and information so that all aspects of school life can be accessed by all children and their families.</p> <ul style="list-style-type: none"> ○ The school is accessible to wheelchair users; classrooms are all on the ground floor. The bathrooms are on the same level with a cubical accessible to wheelchair user and low-level basins. ○ We have a disabled car parking space outside school for staff and families to use. ○ The school has accessible toilet facilities for children and adults with disabilities. ○ We value and respect diversity in our setting and do our very best to meet the needs of all our learners and this may include seeking advice from specialist services to provide equipment and resources such as adapted seating. ○ Differentiation is embedded in our curriculum and practice. ○ We have a ‘Learning Pod’ which is a quiet room, equipped to support children who need to work in a quiet learning space and access additional resources.
<p>The expertise and training of staff to support pupils with SEND, including how</p>	<p><u>Qualifications, experience and special interest of staff in relation to SEND</u></p>

<p>specialist expertise will be secured.</p>	<ul style="list-style-type: none"> ○ The Special Needs and Disabilities Co-ordinator (SENDCo) has completed The National Award SENDCo (NASENCO) and is a member of the Senior Leadership Team. ○ All teachers hold qualified teacher status, regular training updates are available for all school staff ○ All staff and external support are checked in terms of safe guarding ○ A termly meeting is held with the Multi Professional Team. ○ As a school, we are concerned with the overall development of the learner which may necessitate at times working with agencies outside of the school setting. The school has effective liaison for working with external agencies. ○ We hold meetings where professionals from outside the school are invited to attend. During these meetings, we may discuss individual cases where it is felt support above and beyond what the school is able to offer is 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. ○ A weekly meeting with all staff raises awareness of pastoral/SEMH issues which may require a "Team Around the Child" approach within school ○ We have a number of specialist provisions at school that teachers, TAs and SNA are trained to run in school to support pupils with their learning. ○ The SENDCo meets termly with other SENDCo with the Horley Learning Partnerships (HLP) and other schools. <p>We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within their learning environment. Our designated teacher for Looked After Children is Mrs Debra Povey-Chatterton. She can be contacted through the school office or via email: info@horley.surrey.sch.uk. She meets with social services and the Virtual School to ensure the child's wider needs are being met. A Personal Education Plan (PEP) is produced termly to help support the child develop holistically.</p>
<p>Evaluating the effectiveness of the provision made for pupils with SEND.</p>	<ul style="list-style-type: none"> ○ We monitor the impact of interventions through provision maps together with regular meetings and tracking of pupil progress. ○ Information on intervention programmes is shared with governors. ○ Budgets are monitored closely by the Headteacher, Governors and School Business Manager ○ Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are 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.
<p>How pupils with SEND are enabled to engage in activities available with pupils in the school who do not have SEND</p>	<ul style="list-style-type: none"> ○ We ensure that a range of teaching styles and resources are used to cater for the varying needs of the learner. ○ All classes have a visual timetable which helps pupils to process the day ahead. ○ Resources to aid learning are provided where appropriate – sloping writing boards, pencils grips, wobble cushions, fiddle tools, ear defenders, now and next boards etc ○ 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 these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at individual needs. Learning walks monitor how provision is used to maintain standards through rigorous quality assurance. ○ 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.

<p>What support is there for improving emotional and social development?</p>	<ul style="list-style-type: none"> ○ We utilise resources to support the strategic aims of our school and individual children ○ Our Behaviour and Anti-Bullying policies includes guidance on expectations, rewards and sanctions and is fully understood and implemented by all staff. It is reviewed annually and shared with parents. We hold an annual Anti-Bullying Week. ○ Our PSHE programme (Jigsaw) also looks to develop emotional and social development. ○ Children are supported through a wide variety of Spiritual Moral Social and Cultural (SMSC) experiences throughout the year ○ School values are displayed and explored in assemblies and discussed in the classroom, children will learn to know what good British values mean and how to use them in their daily lives. ○ Children are encouraged to respond positively to their feelings through Emotion Coaching. ○ We run a range of programmes to support pupils with their self-esteem and confidence e.g. Emotional Literacy Support Assistant (ELSA). We a trained ELSAs who provides Emotional Literacy Support. ○ Children are supported with the strategies to act if they feel that they are being bullied ○ Assembly topics and school themes are linked to embrace all aspects of SMSC ○ PSHE and SEAL links to the school values. SMSC is promoted through lessons which enable children to be creative, independent and reflective ○ Relevant staff are trained to support specific medical needs and in some cases all staff receive training. The 'Supporting Children at School with Medical Conditions' policy details how children with physical and mental conditions are supported within school. Where appropriate, children will have an Individual Healthcare Plan which outlines the child's condition and what is in place to support them. ○ Our Health and Safety Policy provides guidance on the safe administration of medicines. ○ We regularly monitor attendance and if there are any concerns, we support parents to improve their child's attendance. ○ Pupil voice is central to our ethos and is encouraged in a variety of ways including a School Council, which has representatives from each class.
<p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations</p>	<ul style="list-style-type: none"> ○ We have a number of established relationships with professionals in health and social care. In addition, we regularly utilise the expertise from the local authority support services and voluntary sector organisations in meeting children and young people's SEND and supporting their families. These services include Surrey's Specialist Teachers for Inclusive Practice (STIPS) and services including Educational Psychology, Speech and Language and Occupational Therapy, outreach support (Linden Bridge and Woodfield Schools). ○ If it is felt that a child would benefit from the advice and support from an outside agency, parents will be informed and consent sought. ○ All external partners we work with are vetted in terms of safeguarding.
<p>Arrangements for handling complaints from parents of children with SEND about the provision made at the school.</p>	<p>The Headteacher at the school is Jason Walters and the SENDCo is Debra Povey-Chatterton (telephone - 01293 782263 email - info@horley.surrey.sch.uk). In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENDCo may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue.</p>

	<p>A copy of the school's complaints procedure can be found on the school website (http://www.horley.surrey.sch.uk/schoolpolicies/). The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.</p>
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