

HORSLEY CHURCH OF ENGLAND PRIMARY SCHOOL

Special Needs Information Report

Special Educational Needs and Disability (SEND) Provision at our school

Horsley Church of England Primary School is a mainstream school who strive to provide the best learning opportunities for all children. Our core values promote an inclusive school community. We recognise that all children are individuals who have different learning needs and we work hard to ensure all children are given the right balance of support and challenge.

How does our school identify and assess SEND?

Our SENCO co-ordinates SEND provision, liaising with parents, school staff and specialist advisors from the Local Authority and Health Service. Our local cluster schools, have clear guidelines set out in the SEN Code of Practice, which indicates what are considered Special Educational Needs, and as a school, we work closely with these guidelines when identifying children with SEND.

Throughout the school, we continually monitor and assess the progress of all our children. We track the progress of children, and where expected progress is not being made, steps and interventions are put in place to support areas of need. We also work with our local pre-schools and cluster schools to identify any special educational needs children may have prior to them joining us, in order to ensure they receive the correct support from the start.

If parents have any concerns at all regarding the progress of their child, or believe they may have an area of special educational need, then we would urge them to talk to their child's class teacher, our SENCO or Headteacher. Parents can also gain important advice and support from Parent Partnership or contact the Independent Parental Special Educational Advice team (www.ipsea.org.uk).

How does our school provide support for children with SEND?

Our SENCO, supported by the SEND Governor, regularly checks how well SEND support is helping children in our school.

Through monitoring, observing and assessing a child's needs, staff work together with the SENCO to put in place appropriate support and provision. The progress of all children is monitored termly and Parents Evenings are held, to discuss how children are doing. Children with SEND are set individual targets recorded on an Individual Education Plan (IEP), which is shared and reviewed with parents. In the summer term, all parents receive an end of year written report, detailing progress within all areas of learning and parents are invited to discuss this with their child's class teacher. In addition, we have an 'open door' policy and encourage parents to discuss any concerns they may have as and when they occur, in person with their child's class teacher or through our Home School diary. Parents are also invited to contact our Inclusion SENCO or Headteacher whenever they wish.

If a child has a complex SEND, a Statement of SEND or an Education, Health and Care Plan (EHCP) may be put in place, which means a formal meeting will be held annually to discuss progress and a report will be written.

Class based learning is adapted for all children in our school. Some individual targets are supported within lessons by the class teacher or a Teaching Assistant (TA), others may be supported outside of a lesson through a specific intervention programme which may be delivered by a trained TA.

Teachers work hard to ensure work is adapted for children, providing appropriate support and challenge. We aim to deliver a stimulating and exciting curriculum in a multi-sensory way that engages all children and where necessary, children are supported by an TA. We also aim to make sure our learning environment meets all our children's needs.

As a school we highly value the benefit of education outside of the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any trips, a risk/benefit assessment is carried out, which considers the needs of children with SEND.

Where necessary, we meet with parents to discuss any additional support that may be required. We also aim to ensure all children have the chance to be part of lunch time or after school clubs.

The social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos. Personal Development Learning (PDL) provides the opportunity for children to discuss issues such as positive relationships, self-esteem and teamwork within the curriculum. Where necessary, specific plans are put in place to support a child's wellbeing and in these cases parents are consulted.

How can parents contact the SEN Coordinator?

Our SENCO co-ordinates SEN at our school and can be contacted through the school office.

What specialist services and expertise are available at or accessed by our school?

We have links with a wide range of outside agencies who offer specific guidance and support to our school and families. These include:

- Educational Psychologist

- Therapists including those for Speech and Language, Occupational and Physio

- Advisors including those for Hearing Impairment, Visual Impairment and Physical Disabilities

- Primary Behaviour Support Service

- Health Services including School Nurse and Child and Adolescent Mental Health Service (CAMHS)

- Social Care

- Outreach services

We seek support from outside agencies for staff and families whenever it is needed. We have an experienced SENCO overseeing provision within our school and an effective team of TAs. Staff training is ongoing to ensure the school is kept up to date with any changes and priorities. The training needs within our school reflect the needs of the staff and children we work with.

How accessible is our school?

Reasonable adjustments have been made to improve accessibility. Recent building work has enabled our school site to become wheelchair accessible on the ground floor, with a disabled toilet being built, large enough to accommodate changing. Risk assessments are in place to ensure the safety of all children when they are using facilities such as our Quiet Area or the local swimming pool.

Who can parents contact for further information?

If parents are unsure about any of the support or provision being made for their child, they should not hesitate to contact the school office to make an appointment with their child's class teacher, our SENCO or Headteacher. If parents feel their concern is not resolved through this process, they should refer to our Complaints Procedure which can be found on our school website.

How will the school prepare and support children who join the school or transfer to a new school?

The transfer to a new school can be an anxious time for both child and parent and we encourage visits to our school before applying. Careful planning is made for all children but for children with SEND, an additional transition plan may be put in place. This will generally include early discussions with the school they are coming from or going to and any external agencies who are providing existing support. Parents are involved in transition discussions so that the needs of the child and any particular concerns are shared. Staff at the new school then meet with the child and specific visits are often planned, allowing the child to familiarise themselves with the learning environment and the staff who will be working with them. An Inclusion Partnership Agreement (IPA), which details clear targets and action points, may be put in place to support transition if it is felt necessary.

What is the purpose of this report?

This information report has been written as required by Section 65 (3)(a) of the SEN (info) Regulations and links to the Local Authority local offer. Responsibility for the regular review of this report has been delegated to the SEN Governor.