



Frimley Church of England Junior School

SEND Information Report

September 2023

SENCO: Sally Williams (Pastoral Deputy Headteacher)

SEN AQC Member: Patricia Davies

Contact: info@frimley.surrey.sch.uk

Dedicated SEN time: Monday - Friday

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

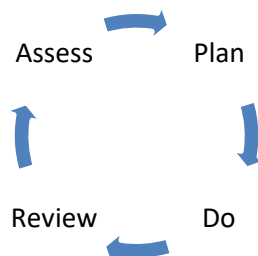
SEN Policy: Available on our school website.

Whole School Approach:

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015).

Adaptive teaching (formally known as 'High quality first teaching') and additional interventions are defined through our ongoing dialogue across the school contributing to our provision management approach. We 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 adaptive teaching and the application of a scaffolded and personalised approach to teaching and learning where necessary. 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 and Disability (SEND). 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 a SEND policy which can be found on our school website.

Types of Special Educational Needs:

Children and young people's Special Educational Needs 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 SEND policy on our website for more information on how we support children in the class who may have extra needs in these areas.

Identifying and Assessing Special Educational Needs:

Where there are concerns about a child's progress or engagement, the teacher and parent will meet with the SENCO 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.

The school may carry out a variety of assessments in order to identify any barriers to learning. The school may also ask for advice from outside agencies in identifying and assessing Special Educational Needs.

Support for improving Emotional and Social Development:

As well as class teachers developing relationships with their pupils via class discussions, our PSHE 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 policies 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 and cooperation amongst others. Sessions are also tailored for children who may need support for bereavement, loss or change in home circumstances. Children are identified by their class teachers to take part in nurture sessions, which take place on a group or individual basis.

The school also works closely with the local Mental Health Support Team (MHST). The MHST is a school-based service, which supports the mental health of children and young people in schools across Surrey. It is run by Mindworks Surrey (formerly known as CAMHS). The MHST offers support and advice to school staff around children and their mental health. The team visit our school at several intervals during the year, to provide in person consultation sessions with staff and/or parents to discuss children and young people or to deliver training for needs specific to the current cohort of children, for example, on attachment disorders or managing anxiety.

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 on the school website.

Consulting and working 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 SENCO should they have any concerns about the overall progress of their child. The SENCO at the school is Mrs Williams (Pastoral Deputy Headteacher). 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 SENCO 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 SENCO 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 councillors who take an active role in the running of the school including financial management, curriculum development and whole school improvement.

Staff expertise development and training

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

In previous years, we have arranged and accessed additional training in:

- Attachment disorder
- Colourful Semantics
- Precision Teaching
- Occupational Therapy, fine motor skills
- Scaffolding for writing
- Speech and Language support
- ICT input, including Apple iPad training
- Spelling strategies
- ADHD awareness
- Bespoke ASD training for writing social stories, masking in schools and supporting autistic writers
- Medical conditions: epilepsy, diabetes, anaphylaxis

The school SENCO, Sally Williams, is an experienced teacher, a member of the school's Senior Leadership Team and holds the National Award for Special Needs Coordination as well as the National Professional Qualification for Leading Teacher Development.

Working with outside bodies

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.

Over the past academic year, the school has had access to external support from Surrey's Speech & Language Support, Specialist Teachers for Inclusive Practice, 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 pupils will be consulted and consent sought so that agencies are able to work in supporting the overall development of the pupil.

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 SENCO attends termly Pupil Progress Meetings so she can review how provision is delivered and support staff (both Class Teachers and Learning Support Assistants) 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.

The SEND Assessment Tool (Our Provision Management system) 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. The number of support staff (LSAs) is assigned to each year group cohort according to pupil need.

School Partnerships and Transitions

The SENCO visits our local infant schools as part of the transition process to observe pupils with SEND and discuss successful strategies in order to make transition into our setting as seamless as possible. After liaison with our local infant schools, some Year 2 children are invited to extra transition visits.

We regularly hold meetings with staff at our local infant and secondary schools. During these meetings we share an overview of learners who have SEND. 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 Year 6 pupils.

Complaints procedures

A copy of the school complaints policy 'The Prospect Trust Complaints Procedure' can be found on the school website. This will outline the formal steps the school will take in handling complaints.

Links with other policies and documents

This policy links to the following policies:

- SEND policy
- Accessibility plan
- Anti-bullying policy and PSHE policy
- Intimate Care policy
- Equality Information and Objectives policy
- Supporting pupils with medical conditions
- Complaints procedure