



Stoughton Infants School SEN Information Report and Local Offer 2022

1. How does Stoughton Infants School know if children need extra help and what should I do if I think my child may have special educational needs?

The teachers at Stoughton Infants School are highly skilled practitioners with a sound knowledge of child development. Therefore, they are able to highlight any concerns about a child's development, progress or welfare quickly. The progress of all pupils is monitored regularly and closely by class teachers using observations and teacher assessments, so that if a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. Additionally, children are flagged up in termly data tracking meetings between the class teacher and Senior Leadership Team. Any concerns will then be discussed with parents/carers.

If parents/carers have concerns about the progress, attainment or welfare of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns or they can speak to a member of the Inclusion Team:

Melissa Chapman - Inclusion Leader (Senco) (Assistant DSL)

Rebecca Arnell – Inclusion Assistant (Senco Assistant)

Sam Lampard - ELSA

Claire Marrow - Home School Link Worker (DSL)

Please contact them via the school office (01483 504172) or email inclusion@stoughton.surrey.sch.uk

Each child on the SEND (Special Education Needs and Disability) Register has an individual plan and, if needed, a SEND Pathway to access, plan, action and review their education and welfare needs. For this the school follows Special educational needs and disability code of practice: 0 to 25 years (January 2015) and the Surrey's guidance available at <https://www.surreylocaloffer.org.uk/>

Early Help Assessments are used to identify additional needs. This helps us to identify services which might benefit and support a family, assessing a child's additional needs and deciding how these can be met. An action plan is then drawn up by the school in association with parent/carer and other agencies.

2. How will the school staff support my child?

Stoughton has an inclusive community where all members of the community are welcomed and valued. Within the framework, we use a person centred approach to SEND, so that all SEND strategies focus on the individual child, their needs and how best to meet them.

Once a child has been identified as having a need for additional support, parents/carers are invited to a meeting at the school with the class teacher to draw up a termly plan of support. An Individual Support Plan (ISP) is drawn up outlining support, strategies, expected outcomes and provision. These plans include the length of the provision, frequency of provision and who is providing it. This is shared with the parent/carer who can discuss it with the class teacher and/ or Inclusion Lead and are encouraged to comment on the plan. Our ISPs are reviewed three times a year by the class teacher and Inclusion Lead and shared with parents after that. However teachers make continuous observations and assessments which feeds into their planning and activities for all children to further develop learning and access upon a daily basis in line with the graduated approach (assess, plan, do, and review). During the Covid crisis the length of time between reviews has in some cases been extended to allow children a realistic opportunity in school to achieve their targets.

At Stoughton, we work closely with our governing body with regular meetings. The governing body are responsible for monitoring the effectiveness of the provisions in place for pupils identified with SEND.

3. How will the curriculum be matched to my child's needs?

Our curriculum and school environment has been carefully and creatively designed to meet the needs of our children. We make learning as experiential as possible so that children acquire new knowledge and skills by doing practical activities that inspire and engage them. Children remember what they enjoy and in this way they are highly motivated to learn because they understand the purpose of their learning and how it is useful in everyday activities.

All the teachers are highly skilled in delivering first quality teaching to suit the needs of every child in their class. There are many support services that teachers and learning support assistants can access in order to create an inclusive classroom environment. At Stoughton, we work closely with other agencies, for example Surrey's Specialist Teachers in Inclusive Practice (STIP) Team and Speech and Language Therapists, Freemantles Outreach Service, Educational Psychologists, Occupational Therapists and Primary Mental Health support. These specialist services offer advice and support to ensure all children's needs are being met effectively. We adapt our teaching strategies to support different learning styles and needs, with individualised timetables when appropriate.

The children at Stoughton Infants School are encouraged to become 'life-long learners'. We foster a love for learning and encourage children to reflect on their learning, identifying what they have done well and what their next steps are.

At Stoughton, we place great importance on gaining the views of our children and using them to develop the school for the better. We provide a wide variety of opportunities for children to express and share their views on all aspects of school life.

Children are able to do this by feeding into their SEND pathway through their one page profile and regular pupil voice.

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

At Stoughton, we place great emphasis on involving parents/carers in their child's learning and see this as the key to a successful education. We feel that this can only effectively take place if communication is embedded. This starts with home visits before children start in Reception, in order that we know every child's strengths and needs before they join the school. Daily parent /carer contact ensures good communication between home and school. We share ISPs termly, send home school reports, invite parents /carers into school regularly to celebrate their child's work and showcase their learning via our Tapestry platform.

Parents/carers are invited to termly parents' meetings to discuss the support that the school is providing and how they can help their child at home. At these meetings, we talk about your child's progress and share ideas about how we can work together to help them do even better. The child's achievements and attainment are shared at this meeting and targets are jointly agreed. If your child has an individual support plan this will be shared with you and you are, of course, welcome to discuss your child's progress or any concerns you have at any time. All children with an EHCP have an annual review at least annually to review their progress and set new annual targets. During the Covid restrictions, these meetings took place online and have continued where appropriate with parents accessing a hybrid of online and in-person meetings.

It is important that parents/carers have strong communication links with the school. We operate an 'open door' policy, to encourage this relationship. We signpost to parenting classes and on-demand advice and support for welfare and behaviour. Our Home School Link Worker is always ready to support any family in need and parents are encouraged to see her if they have a concern or difficulty.

We have very strong links with outside agencies and pride ourselves in taking a multi-agency approach. It is important that the complexities of children with SEND are discussed by a range of educational professionals and plans are drawn up together with parents/carers to support them and ensure that the children's needs are being met.

5. What support will there be for my child's overall well-being

The provision for social and emotional development provides the corner stone of everything at Stoughton Infants School. This is because we feel that emotional wellbeing is pivotal to becoming a successful learner. At Stoughton, we believe prioritising self-esteem is crucial to a child's wellbeing, which is supported by the introduction of a trained ELSA. We have a highly committed, caring and understanding team of staff who are supported by our Inclusion Team which includes our ELSA (Sam Lampard) and Claire Marrow, our Home School Link Worker and trained Mental Health Lead. This includes monitoring attendance very closely and working with parents/carers immediately when there is a problem. Our curriculum is designed to meet the physical, emotional and learning preference needs of young children. There is a high proportion of focussed learning through play and hands on activity. This ensures that they have high levels of wellbeing and enjoy school. We regularly invite parental and pupil feedback and adapt our practise to ensure high levels of wellbeing, safety and enjoyment to ensure that children succeed and achieve at the appropriate level for them. This preserves confidence, self esteem and self worth.

We have close links with our local medical teams. Health Care Plans are drawn up together and advice is sought when needed. These plans are reviewed at least annually with parents and encourage parents to share with any changes in their child's medical needs. Medication given at the school is closely monitored, logged and overseen by the school office who works closely with the parent/carer to ensure that the school is administering the correct amount.

6. What specialist services and expertise are available at or accessed by the school?

Our Inclusion Team is comprised of exceptionally experienced senior practitioners within the area of SEND provision. Within our teaching staff, we have a wide range of SEND experience and expertise. We are an inclusive setting and welcome all pupils and their families.

We work to ensure that all children receive the support they need to achieve their full potential and enjoy learning, including children with SEN needs in the areas of:

Communicating and interacting (COIN) – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. This includes children with a diagnosis of ASD where it is impacting on their ability to access learning or the school environment.

Cognition and learning (LAN) – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties (SEMH) – for example, where children and young people have difficulty in managing their relationships with other people or if they behave in ways that may hinder their own and/ or other children's learning, or that have an impact on their health and wellbeing. This includes children with a diagnosis of ADHD where it is impacting on their ability to access learning or the school environment.

Sensory and/or physical needs (PSS) – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

As a school we work closely with outside agencies including:

- Health – GPs, paediatricians, clinical psychologists, speech and language therapists, occupational therapists, school nurse and specialist nurses;
- Education – educational psychologists, learning and literacy specialists and English as an additional language specialist teachers;
- Emotional wellbeing – CAMHS, specialist behaviour teachers, education welfare officer, Learning Support Assistants trained in Emotional Literacy Support.

We use Early Help Assessments (EHA) and Team Around the Family (TAF)/ Team around the Child (TAC) meetings to support and facilitate multi-agency work. Through the use of the Surrey SEND pathway, we ensure a positive multi-agency approach for all children with SEND and are able to evaluate its impact, seeking additional support and funding where and when appropriate.

7. What training are the staff supporting children and young people with SEND had or are having?

At Stoughton, we pride ourselves on having well trained staff with expertise in SEND. We regard all teachers as teachers of SEND and see quality first teaching, including outstanding differentiation, as the key to high quality provision for children with SEND. Using this approach, we are able to support the learning of all children within inclusive classroom settings. We provide a wide range of different interventions and differentiated curriculums where needed to support pupils to achieve their potential.

8. How will my child/young person be included in activities outside the classroom including school trips?

We are a fully inclusive school, where all children are included in all parts of curriculum, including activities outside the classroom. Our aim is to include all children on educational visits. We have a range of provisions to support and promote this, including:

- one-to-one support, where necessary;
- parents/carers are encouraged to volunteer to escort children on educational visits;
- funding can be accessed for families who might not afford the cost;
- working closely with parents to ensure we have all details about the child prior to an outing;

A risk assessment is carried out prior to any off site activity to ensure nobody's health and safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

9. How accessible is the school environment?

At Stoughton Infants School is single floor building. Our building complies with the Equality Act. Our facilities include:

- ramps to enter and exit the building;
- disabled toilets including a hoist;

In the event that a parent/carer cannot communicate in English, we can access

- translation services;
- EAL support in school;
- EAL assessment and advice;

Children and parents with additional needs or access difficulties are consulted personally so that we can adapt our premises and meet their needs in the best possible way. Our Accessibility Plan details this.

10. How will the school prepare and support my child to join school, transfer to a new school or the next stage of education and life?

We encourage all new families to visit our school prior to their child starting school with us. For children joining the school at the beginning of their school career, we arrange a home visit to allow the parents and children to get to know staff in familiar surroundings. The parents of any child joining the school during the school year are invited to meet a member of the Inclusion Team, so any additional needs can be identified and planned for:

If a child with SEND joins Stoughton, where appropriate we:

- visit the previous setting in order that we understand the full needs of any child;
- write a social story or provide a transition photo book for the child, if transition is potentially difficult;
- provide videos of their new class setting and videos explaining regular school routines.
- encourage the previous setting to visit us

For transition between infants and primary, we have very close links with our main feeder junior school and ensure that each transition is carefully and well thought out. Paperwork is sent and discussions take place prior to the transition. For children who might find transition to challenging, we may do the following:

- draw up a transition plan alongside parents/carers;
- invite their new teachers into our school and our classrooms;
- arrange 'taster' sessions;
- arrange for our staff to visit school with the child;
- If your child has an EHCP, the annual review in Year 1 will be used to discuss transfer to Primary school and arrangements made alongside parents/carers to find the most suitable setting and identify individualised transition plan.

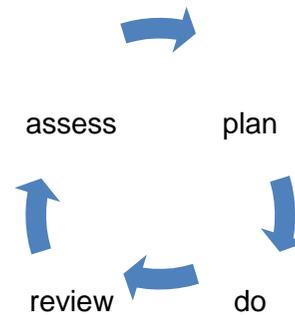
11. How are the school's resources allocated and matched to children's special educational needs?

At Stoughton, we place great importance and value on meeting a child's needs to the best of the school's ability with the funds available. We have a highly experienced team of Learning Support Assistants who are funded from the SEND budget and provide individual support and deliver programmes designed to meet groups of children and individual's needs. This budget is allocated on a needs basis. Our finances are continually monitored and we use our resources to support our strategic aims (in line with our School Development Plan) as well as groups of children or individuals. There is thorough consultation with staff and parents before interventions are started. All our interventions are measured for cost effectiveness which ensures that we achieve the best possible outcomes with the available money.

The school uses the Surrey Graduated Response documents to support and evaluate decisions about the allocation of resources. Our ISPs and Provision Maps include costing information to enable detailed evaluation of the use of resources and evidences their impact.

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

At Stoughton, the Inclusion Team and class teachers work closely together to discuss each child's needs and what support would be beneficial for them. We work with a continuous cycle of



To identify the best support for each child.

Different children need different levels of support in order to fulfil their potential and achieve their best. If necessary, advice about the best level of support is sought from outside bodies, such as the Educational Psychologist. Throughout this process, on-going discussions take place with parents/carers.

Our provision mapping and ISPs are used to benchmark and evaluate the impact of interventions. This is monitored closely by the Senior Leadership Team. Feedback about the effect of this provision is given to the parents/carers via the ISPs and for those with EHCP the annual review process. Our regular evaluations, monitoring and tracking of children and interventions means that we are well placed to identify the most appropriate intervention to meet children's needs at different points of their school career. The intervention and support will change as the children's needs change.

Reviewing ISP targets termly and data tracking meetings ensure that children's targets are being met. We use these discussions to decide whether targets, strategies and provision needs to be adjusted. We welcome input from parents and children as part of this process

13. How are parents involved in the school? How can I be involved?

We whole-heartedly believe that when parents/carers and school work together to support pupils we can achieve the best possible outcomes for children. We operate an open door policy and welcome parent involvement in broad ways. We invite parental feedback through meetings, regular questionnaires and daily contact at arrival to and departure from school. Staff at all levels are accessible and welcoming. Our Governing Body also includes Parent Governors.

At Stoughton, we encourage parents /carers to get involved in their child's education. Some of the ways that you can get involved are:

- coming to our open days;
- attending class assemblies;
- joining our PTA - Friends of Stoughton
- attending school events
- attending parents evenings;
- volunteer reading;
- escorting pupils on educational visits.
- Contributing to Tapestry

14. Who can I contact for further information?

- talk to your child's class teacher;
- Contact the school office to make an appointment with the Inclusion Lead, Melissa Chapman on 01483 504172 or another member of the Inclusion Team.

We can also signpost parents to a wide range of agencies to gain additional support:

Go to Surrey's Local Offer www.surreylocaloffer.org.uk for a wealth of information and resources

