

Response to the SEND 14 Questions Fetcham Village Infant School

	Questions	School Response
1	<p>How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>Fetcham Village Infant School follows the Assess, Plan, Do, Review cycle of assessment when working with children with Special Educational Needs. The school has an SEN policy found here: https://www.fetcham.surrey.sch.uk/page/?title=Our+School+Policies&pid=11 which explains this in more detail.</p> <p>We have rigorous monitoring in place that tracks the progress of all our learners. This includes a range of assessment procedures such as observations, analysing children's work in order to identify strengths and next steps, discussions with children and verbal and written assessments. The results of this monitoring informs planning on a daily basis and where staff raise concerns about lack of progress, the Special Educational Needs Coordinator (SENCo) would become involved to discuss what strategies could be put in place to ensure a child makes progress. All assessment data is scrutinised in more detail during regular staff meetings where we work as a team to identify any concerns or strategies that we feel would benefit the children. Our staff are vigilant at supporting and raising any concerns they may have about the whole child. We continually use data and other forms of assessment to analyse and identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher about any concerns they have. These concerns can then be discussed with the SENCo if further support is needed.</p>
2	<p>How will school staff support my child/young person?</p>	<p>Fetcham Village Infant School is a mainstream, inclusive setting that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained to be able to cater for learners 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>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010)</p> <p>We follow a graduated approach for meeting the needs of all our children. Children are taught using the waves of intervention model. Where a child is identified as having additional or SEN needs, we seek to match provision to need in the form of interventions. Wave one involves high quality for ALL children. Wave 2 interventions are in place for children who can be expected to 'catch up' with their peers as a result of the intervention. Wave 2 interventions are not primarily SEN interventions but may include children with or without special educational needs. Wave 3 interventions are specific targeted interventions for individual children identified as requiring SEN support. We monitor the impact of interventions through regular meetings and tracking of pupil progress and where an intervention isn't working we act quickly to find alternatives. Our Senior Leadership Team and governors play an active role in monitoring the quality of our special educational needs provision. All our additional support is overseen by the SENCo.</p> <p><i>Please ask to view our provision map to see the type of interventions that are currently in place at the present time.</i></p>
3	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p>All children are entitled to an equal chance to learn regardless of disabilities or medical needs. Differentiation is embedded in our curriculum and practice. We have a personalised curriculum where the impact of the learning experiences are continuously evaluated to ensure next steps are identified for each child. Different learning styles are taken into account to support children's learning. These include visual learners, auditory learners, kinaesthetic learners and tactile learners. A variety of teaching methods will be employed to meet these needs. Regular progress meetings between year group teachers, SENCo and Senior Leadership Team ensure maximum progress is attained for all. All our teachers are clear on the expectations of wave 1 provision and this is monitored regularly by the leadership team.</p>
4	<p>How will both you and I know how my</p>	<p>Learner feedback is part of our established learning culture. This includes informing families of next steps through termly parent consultations, annual reports and identifies what families can do to</p>

	<p>child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<p>help/support their child's learning. Where a child needs extra support in the form of interventions, more regular feedback is given to show how a child is meeting their targets and what their next steps are. This is in consultation with the SENCo and involves written and verbal feedback. We host a number of curriculum learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. We believe in supporting parents to maximise children's learning at home. If a parent needs more information, an appointment can be made directly with the class teacher or SENCo to discuss this further.</p>
<p>5</p>	<p>What support will there be for my child's/young person's overall well-being?</p>	<p>All our staff are regularly trained to provide a high standard of pastoral support. Pupil's wellbeing, resilience and safety are of upmost importance. Staff are trained to deal with any medical needs that may arise. We adhere to Surrey's health and safety guidance which is set out in our Health and Safety Policy: https://www.fetcham.surrey.sch.uk/page/?title=Our+School+Policies&pid=11</p> <p>A drugs and medicines section ensures that there is a clear protocol to support any child with additional medical needs. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We are a beacon school for Values education which is central to the ethos of our school and ensures children learn in a safe environment which impacts positively on their wellbeing. Learn more about our values by clicking here: https://www.fetcham.surrey.sch.uk/page/?title=Our+Values&pid=18</p> <p>We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this is encouraged in a variety of ways. Developing children's resilience is central to our VELCRO school curriculum: https://www.fetcham.surrey.sch.uk/page/?title=Looking+After+Ourselves&pid=51</p> <p>For children who need additional support with their emotional wellbeing we have a trained Emotional Literacy Support Assistant (ELSA) who can support an individual or group of children with their emotional development.</p>

		<p>We have successfully implemented a programme of work in line with the 2020 Government Relationship and Health Education Policy. This Jigsaw programme of learning includes emotional literacy, social skills and spiritual development for all year groups.</p> <p>We have a Mental Health Lead who supports staff training in this area.</p> <p>Safeguarding children is paramount in our school. Please see our safeguarding / child protection policy for further information: https://www.fetcham.surrey.sch.uk/page/?title=Keeping+Children+Safe&pid=9</p>
6	What specialist services and expertise are available at or accessed by the setting / school / college?	<p>Our staff receive regular training and our teachers all hold qualified teacher status. We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. They include an Educational Psychologist, Behaviour Support, Learning, Language Support, Speech and Language Therapists, Occupational Therapists, Race, Equality, Minority Achievement Support (REMA), Child and Adolescent Mental Health Service (CAHMs), Virtual School for Children in Care and a Home, School Link Worker (HSLW).</p> <p>Early Help is available to support children and families with additional needs. It provides targeted support where families need it most.</p> <p>All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p>
7	What training are the staff supporting children and young people with SEND had or are having?	<p>Our Special Needs Co-ordinator (SENCo) is an experienced qualified teacher. We regularly invest time and money in training our staff to improve wave 1 provision delivery and develop enhanced skills and knowledge delivery of wave 2 and 3 interventions. Our staff are regularly updated on matters pertaining to special educational needs and disability. We have staff within the school that have been trained in ELSA (Emotional literacy) ELKLAN (Speech and Language support), Literacy and Numeracy support. We aim to ensure that all staff working with learners who have SEND possess a working knowledge of the difficulty to help them in supporting access to the curriculum.</p>
8	How will my child/young person be included in activities outside the classroom including school trips?	<p>Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted to ensure equal opportunity for all.</p>

9	How accessible is the setting / school / college environment?	<p>We have an Accessibility Plan https://www.fetcham.surrey.sch.uk/page/?title=Our+School+Policies&pid=11 and as such make every effort to make reasonable adjustments. We value and respect diversity in our setting and ensure we meet the needs of all our learners. Our policy and practice adheres to The Equality Act 2010.</p>
10	How will the school prepare and support my child/young person to join the school, transfer to a new setting / school / or the next stage of education and life?	<p>We have a high quality induction programme in place for welcoming new learners and their families to our setting. We work collaboratively with preschool settings / partner schools, sharing information to provide a smooth transition that will ensure all children's personal and learning needs are fully understood so that they can be best catered for. This includes induction days to new schools with relevant staff if necessary, meetings between parents, teaching staff and SENCo at both settings and visits between relevant staff and children to build relationships and gather information.</p>
11	How are the school's resources allocated and matched to children's/young people's special educational needs?	<p>Our finances are monitored regularly and we utilise resources to support the strategic aims of our school as well as individual learner needs. 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 needs.</p> <p>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> <p>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>
12	How is the decision made about what type and how much support my child/young person will receive?	<p>Quality First Inclusive Practice (wave 1) is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. A one-page profile will be completed through this consultation to ensure that all teaching staff have a clear overview of the whole child. Any interventions that are required will be put in place at this point. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo and Senior Leadership Team oversee all additional support and share updates with the SEN Governor.</p>

13	<p>How are parents involved in the school? How can I be involved?</p>	<p>We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Our Governing Body includes Parent Governors/representatives. Parents are given opportunities to be involved in the life of the school through an open morning as well as being invited to support children in the classroom. Each class also has a parent class representative to act as liaison between the school and parents. School also provides a range of community events to further deepen the partnership with parents. For example, Harvest, May Fair, Christmas Fair, Village events.</p>
14	<p>Who can I contact for further information?</p>	<p>In the first instance, parents/carers are encouraged to talk to their child's class teacher who will be in consultation with the SENCo and Senior Leadership Team. Other services available to support parents include The Surrey Parent Partnership https://www.surreyscp.org.uk/ and The Family Information Service. https://www.surreycc.gov.uk/people-and-community/families. More specific support services can be accessed through the SENCo, Mr McGovern.</p> <p>A copy of the school's complaints procedure can be found on the school's website. The complaints procedure will outline the formal steps the school will take in handling each complaint.</p>