

## School Offer 2013-14

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School Name: **Long Ditton Infant and Nursery School**

Address: **Ditton Hill Road, Long Ditton , KT6 5JB**

Telephone: **0208 398 4398**

Email: **info@longditton.surrey.sch.uk**

Website: **www.longditton.surrey.sch.uk**

Ofsted link: **<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124966>**

Head teacher: **Mrs Monica Paines**

Inclusion manager : **Sharon Emmett**

Date completed: **1.4.14**



**LONG DITTON**  
INFANT & NURSERY SCHOOL

THE HEART OF LONG DITTON VILLAGE SINCE 1911

|   | Question   | Response  |
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| 1 | <b>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</b> | <p>We have a team approach to identifying children’s special educational needs. This involves gathering information from all the people who know your child best, including yourselves, so we can identify your child’s special need and plan how to manage it in our school.</p> <p>Our “Open Door” ethos ensures concerns are addressed at an early stage by encouraging parents to share concerns with the class teacher. This may result in further discussions with the Inclusion manager. Staff alert parents about concerns noted in school as they arise and meet regularly to discuss the impact of interventions and support. After discussion with parents we may refer children to outside agencies for specific assessments and advice as needed.</p> <p>The following school systems enable us to identify children who may need extra help:</p> <ul style="list-style-type: none"><li>• A team of staff monitor the progress (half termly) our learners make in maths, phonics, reading and writing.</li><li>• We check assessment levels are accurate by moderating across our school and other local schools.</li><li>• Constant informal monitoring and observations by all teaching staff.</li></ul> |

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|   |   | <ul style="list-style-type: none"> <li>We use Surrey's Graduated Response as a guide to evaluate SEN.</li> </ul>   |
| 2 | <b>How will early years setting / school staff support my child?</b>                                  | <p>We will support your child in a variety of ways depending on their individual needs.</p> <ul style="list-style-type: none"> <li>Every child receives Wave 1 provision. This is high quality inclusive teaching in the classroom which includes differentiated work and flexible approaches to allow for different abilities and needs.</li> <li>Year group meetings with all parents and the weekly School Newsletter inform parents of topics and the learning happening in school, including ideas for supporting at home.</li> <li>Identified children have targeted support, (Wave 2 provision), which may be in small groups or 1 to 1. This may take place inside or outside the classroom. Your child may have an Individual Education plan (IEP) which identifies specific learning targets and is shared with parents and all staff working with your child. IEPs are reviewed termly to assess the impact of planned interventions. Class teachers and where appropriate, the Inclusion manager, meet regularly with parents to discuss progress and how families can support their child at home.</li> <li>Specialist or Wave 3 provision may involve your child working individually with a member of staff to meet individual, specific targets. This tends to be long term continuing support and your child will usually have an Individual Education plan.</li> </ul> |
| 3 | <b>How will the curriculum be matched to my child's needs?</b>  | <p>Our Wave 1 provision ensures the effective inclusion of all pupils in high quality, everyday personalised learning. This includes :-</p> <ul style="list-style-type: none"> <li>rigorous tracking of pupil progress so teachers can identify individual children's strengths and next steps.</li> <li>teaching groups for phonics and reading (FRED – Read, Write Inc.) arranged by ability/progress and reviewed every 6 weeks.</li> <li>ability grouping for maths and writing across the year groups to further develop differentiation. Groupings are continuously reviewed and changes made as needed.</li> </ul> <p>We provide a range of targeted interventions, ( Wave 2 provision), to support children in particular areas of learning and where necessary, specialist , long term (Wave 3 )provision is organised.</p> <p>For children whose needs cannot be met through the school's resources, a statement of Special Educational Needs /Education Health Care plan may be applied for, if it is not already in place. This may access additional resources and support for your child.</p>  |
| 4 | <b>How will I know how my child is doing and how will you help me to support my child's learning?</b> | <p>We have a range of informal and formal ways to share information with parents which include :-</p> <ul style="list-style-type: none"> <li>an "open door" school policy so informal meetings are commonplace and may be instigated by either the parents or the teaching staff.</li> <li>formal parent consultation meetings with staff to discuss your child's progress in the autumn and Spring terms.</li> <li>children's reading, writing and maths targets are shared with parents.</li> <li>a "Celebration of Work" evening in the summer term.</li> </ul>   |

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|   |   | <ul style="list-style-type: none"> <li>• the star and a wish marking system used in children’s books.</li> <li>• the weekly newsletter which outlines the topics covered, new vocabulary and ideas for parents to support the learning at home.</li> <li>• curriculum evenings / learning events for parents.</li> </ul>   |
| 5 | <b>What support will there be for my child’s overall well-being?</b>                      | <p>We believe that all areas of your child’s development are important.</p> <ul style="list-style-type: none"> <li>• We are a Values school and our chosen values are explicitly taught and embedded in all learning and social interactions.</li> <li>• The values ethos promotes respect and consideration for others and is one of the ways we develop self esteem</li> <li>• We have a “Children causing concern” file which is discussed and updated at every staff/teaching assistant meeting.</li> <li>• We have a Positive behaviour policy which has clear guidance on expectations, rewards and sanctions to ensure consistency.</li> <li>• Children with specific behaviour and/or emotional difficulties are given additional support to meet their particular needs.</li> <li>• There is good communication between staff and regular Staff training.</li> <li>• We value pupil voice which includes a monthly school parliament and a newly introduced restorative approach to solving friendship and playground issues.</li> <li>• We have a school playground buddy system.</li> <li>• All staff have basic first aid training and key school staff have paediatric first aid training. As required, individuals have specific medical training.</li> <li>• Our risk assessment procedures ensure effective action is taken to increase the safety and the inclusion of all children in all activities.</li> <li>• Attendance is closely monitored and we take the necessary actions to prevent prolonged unauthorised absence.</li> </ul> |
| 6 | <b>What specialist services and expertise are available at or accessed by the school?</b> | <p>Both internal and external expertise helps us to identify, assess and make provision for children.</p> <p>Staff expertise currently includes :-</p> <ul style="list-style-type: none"> <li>• Speech and Language – SNSA(Special Needs Support Assistant) with Elklan language training.</li> <li>• Social support – HLTA (Higher Level Teaching Assistant) Family Links training.</li> <li>• SENCo award – Inclusion Manager (Sharon Emmett).</li> <li>• READ WRITE Inc – all staff trained in Phonics teaching and learning.</li> </ul> <p>Accessed by the school :-</p> <ul style="list-style-type: none"> <li>• Home School Link Worker (HSLW).</li> <li>• BES (Behaviour Emotional Social Support Team).</li> <li>• EP (Educational Psychologist) .</li> <li>• LLS (Learning And Language Support) .</li> </ul>   |

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|   |  | <ul style="list-style-type: none"> <li>• CAMHS (Child And Adolescent Mental Health Services).</li> <li>• REMA (Race Equality And Minority Achievement) including Traveller Support and EAL (English Additional Language ).</li> <li>• SALT (Speech And Language Therapy) – for designated children when referrals are taken up by Surrey Central Health.</li> <li>• PSS (Physical And Sensory Support ).</li> </ul>   |
| 7 | <b>What training are the staff supporting children and young people with SEND had or are having?</b> | <p>Staff training reflects the needs of the children in our school and as such, is under constant review. Recent training includes :-</p> <ul style="list-style-type: none"> <li>• Linden Bridge outreach – ASD (Autistic Spectrum Disorder) training- majority of staff.</li> <li>• Positive Options training – all staff.</li> <li>• First Aid training – all staff.</li> <li>• Paediatric First Aid for selected staff.</li> <li>• TaMHS (Targeted Mental Health In Schools) training – most staff.</li> <li>• Self esteem training (one SNSA).</li> <li>• Online Speech and Language training for 3 teachers.</li> <li>• Phonological awareness and developing written language skills (LLS) for 3 members of staff.</li> <li>• The Inclusion manager attends SENCo network meetings each term where good practice is shared.</li> <li>• “Children causing concern” are discussed and recorded at every staff meeting.</li> <li>• Regular updates on SEND issues are shared at staff meetings.</li> </ul> |
| 8 | <b>How will my child be included in activities outside the classroom including school trips?</b>     | <p>It is the school’s policy to include all children in all aspects of school life when ever possible. Examples of how we do this are:-</p> <ul style="list-style-type: none"> <li>• shared planning and/or liaison with individual parents .</li> <li>• careful planning with venues to adapt arrangements to meet the needs of our children.</li> <li>• pre visits to venues by staff to support planning and trip risk assessments.</li> <li>• risk assessments for individuals as required.</li> <li>• we adapt the curriculum to ensure the learning objectives are accessible to all children.</li> <li>• we pre warn and prepare children e.g Social stories, visual timetables, then and next boards.</li> <li>• we provide 1 to 1 or small group support as appropriate.</li> </ul>  |
| 9 | <b>How accessible is the school environment?</b>   | <ul style="list-style-type: none"> <li>• The main building is accessible and wheelchair friendly in most areas.</li> <li>• There is a disabled toilet in the main building.</li> <li>• The demountable classroom is not currently accessible by wheelchair.</li> <li>• Visual timetables and then / now boards are used.</li> <li>• We involve children with the same languages to help settle children who speak a different language in the school.</li> <li>• We ensure equipment and resources are accessible to all children.</li> </ul>   |

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| <b>10</b> | <b>How will the school prepare and support my child to join the school , transfer to a new school or the next stage of education and life?</b> | <p>We understand that change can be a challenge, so we prepare all children for transferring into different settings and make additional provision for those children who we know will find it particularly challenging. Support includes:-</p> <ul style="list-style-type: none"> <li>• home visits by staff are offered to all children starting in Nursery and Reception.</li> <li>• children visiting new settings and meet new staff whenever possible. Staff take photos and prepare transition books of the new settings when required .</li> <li>• planned transition visits and activities.</li> <li>• meetings between teachers /parents /other schools /Early Years settings / Inclusion Manager.</li> <li>• information is shared between different settings through formal reports and discussions.</li> </ul>   |
| <b>11</b> | <b>How are the school's resources allocated and matched to children's special educational needs?</b>   | <ul style="list-style-type: none"> <li>• Schools receive funding within the school's allocated budget for all children, including those with Special Education Needs and Disabilities, and their needs are met from this ( including equipment). The Local Authority may contribute more funding if the cost of meeting an individual child's needs is more than £10,000 per year .</li> <li>• If the Local Authority assessment of a child's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.</li> <li>• The Head Teacher decides on the best use of the school's funding for Special Educational Needs in consultation with the Inclusion Manager, the School Business manager and the School's Governors, on the basis of needs in the school.</li> <li>• All resources, training and support are reviewed regularly and changes made as needed.</li> </ul> |
| <b>12</b> | <b>How is the decision made about what type and how much support my child will receive?</b>  | <ul style="list-style-type: none"> <li>• Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. The Inclusion Manager, teaching staff, families and advice from the multi-disciplinary team all contribute to the decision making process so we make best use of the available resources.</li> <li>• The impact of interventions and support are monitored and reviewed regularly to help measure progress and inform any future actions.</li> <li>• When a child has a statement of Special Educational Needs /Education Health Care plan, the objectives and provision outlined in it will be provided by the school and the Inclusion manager will ensure the IEP targets are in line with the Statement.</li> </ul>   |

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| 13 | <b>How are parents involved in the school? How can I be involved?</b> | <p>We are a friendly, inclusive school with a strong sense of community. We greatly value our partnership with parents and encourage an “open door policy” so parents feel comfortable sharing ideas and concerns. Experiences that parents will have include:-</p> <ul style="list-style-type: none"> <li>• Informal meetings arranged directly with staff as part of our “open door policy”.</li> <li>• Parent consultation meetings with Class teacher and the Inclusion Manager as required.</li> <li>• Parent Forums with the Head teacher to voice opinions about specific topics.</li> <li>• Regular questionnaires about the school and how we can improve.</li> <li>• A member of the Senior Leadership Team greets parents every morning.</li> <li>• The school entrance notice board and individual Class notice boards display up to date information and messages.</li> <li>• A weekly newsletter sent electronically (or given as hard copies if requested).</li> <li>• We encourage Parent volunteers to come in to help with baking/library/reading/school trips ( with current DBS check)</li> <li>• We invite Parent’s input to IEP’s to share information and agree targets.</li> <li>• We offer Curriculum evenings and workshops for the parents throughout the year.</li> <li>• Our Parent governors are actively involved on the Governing body.</li> <li>• There is a very active Parent Teacher Association, (The Friends ), who run non profit fun events, fundraising events and help organise support in school .</li> </ul> |
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| 14 | <b>Who can I contact for further information?</b> | <p><b>The School office – will direct you to the most relevant person</b><br/> <a href="mailto:info@longditton.surrey.sch.uk">info@longditton.surrey.sch.uk</a> (Details on the website)</p> <ul style="list-style-type: none"> <li>• <b>Head teacher- Mrs Monica Paines</b></li> <li>• <b>Inclusion manager – Mrs Sharon Emmett</b></li> <li>• <b>Class teacher</b></li> <li>• <b>Existing parents/carers are encouraged to talk to their child’s class teacher in the first instance. Further information and support can be obtained from the Inclusion Manager.</b></li> </ul> |
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