



SEN information report fulfilling the requirements of the SEND regulations 2014.

The kinds of special educational needs that are provided for at Long Ditton Infant and Nursery School.

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so we can cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

We will support your child in a variety of ways depending on their individual needs.

- 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.
- 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.
- 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. Children may have a Pathway Plan which has a section that identifies specific learning targets and is shared with parents and all staff working with your child. The targets are reviewed termly to assess the impact of 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.
 - Specialist or Wave 3 provision may involve children working individually with a member of staff to meet individual, specific targets. This tends to be long term continuing support.

Details of the School's SEND provision can be found on the school website (under "About the School") and details about Surrey SEND provision can be found at the Surrey Local Offer website at www.surreysendlo.co.uk

Our policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the Inclusion Manager.

The school has an Inclusion policy which can be found on the school website (under "Parent Information"). The Inclusion Manager is Mrs. Sharon Emmett and she can be contacted by telephoning the school on 0208 3984398 or by e-mail at deputy@longditton.surrey.sch.uk

At Long Ditton Infant and Nursery School we have a team approach to identifying children's special educational needs. This involves gathering information from all the people who know children best, including parents, so we can identify children's special needs and plan how to manage them in our school.

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.

The following school systems enable us to identify children who may need extra help:

- ✓ A team of staff monitor the progress (half termly) our learners make in maths, phonics, reading and writing.
- ✓ We check assessment levels are accurate by moderating across our school and other local schools.
- ✓ Constant informal monitoring and observations by all teaching staff.

The arrangements for consulting parents of children with SEN and involving them in their child's education at our school.

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. We have a range of informal and formal ways to involve parents in their child's education which include:-

- Informal meetings that may be arranged by either the parents or the teaching staff.
- Parent consultation meetings with the class teacher (and Inclusion Manager if required) in the autumn and Spring terms to discuss your child's progress and to share their reading, writing and maths targets.
- We hold a "Celebration of Work" evening in the summer term.
- A member of the Senior Leadership Team greets parents every morning.
- The school entrance notice board and individual Class notice boards display up to date information and messages.
- A weekly newsletter which outlines the topics covered, new vocabulary and ideas for parents to support the learning at home is sent electronically (or given as hard copies if requested).
- We encourage Parent volunteers to come in to help with baking/library/reading /school trips (Please speak directly to your class teacher about volunteering and with Kellie Nolan the School Business Manager about obtaining a current DBS check).
- We invite Parent's input to share information and agree targets for their children.
- We offer Curriculum evenings and workshops for the parents throughout the year.
- Regular questionnaires about the school and how we can improve.
- Parent Forums with the Head teacher to voice opinions about specific topics.
- Our Parent governors can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement.
- There is a very active Parent Teacher Association (The Friends) who run non profit fun events, fundraising events and help organise support in school (Please ask Rachel Sarchett in the school office for the current "Friends " contact number.)

Our arrangements for consulting young people with SEN and involving them in their education.

- 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.
- Learners are then spoken to regarding progress/concerns and a one page profile is created with both the views of the child and the parents so that teaching staff have a good understanding of the child. We feel that it is important to have the views of the learner so that they feel involved in their own learning.
- The impact of interventions and support are monitored and reviewed regularly to help measure progress and inform any future actions.
- 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 targets are in line with the Statement.

Our arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.

During our regular assess, plan, do and review cycles 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 outcomes of reviews are either shared with parents at Parent Consultation meetings, prearranged meetings or during informal meetings depending on the timing.

We also have a Home School Liaison Worker who can support parents and make recommendations on how they can positively engage with their child's learning and all round development.

Our arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society .

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:-

- Home visits by staff offered to all new children starting in Nursery and Reception.
- Children visit new settings and meet new staff whenever possible. Staff take photos and prepare transition books of the new settings when required.
- Planned transition visits and activities.
- Meetings between teachers /parents /other schools /Early Years settings / Inclusion Manager.
- Information is shared between different settings through formal reports and discussions.

The school's approach to teaching children and young people with SEN.

We support children in a variety of ways depending on their individual needs.

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.

- Year group meetings are held with all parents and the weekly School Newsletter inform parents of topics and the learning happening in school, including ideas for supporting at home.
- 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. Identified children may have a Pathway Plan which identifies specific learning targets and is shared with parents and all staff working with that child. Targets 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.
- Specialist or Wave 3 provision may involve specific children working individually with a member of staff to meet individual, specific targets. This tends to be long term continuing support and these children will usually have a Pathway Plan or Education Health Care Plan.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN at our school.

Our Wave 1 provision ensures the effective inclusion of all pupils in high quality, everyday personalised learning. This includes : -

- Rigorous tracking of pupil progress so teachers can identify individual children's strengths and next steps.
- Teaching groups for phonics and reading (FRED - Read, Write Inc.) arranged by ability/progress and reviewed every 6 weeks.
- Ability grouping for maths and writing across the year groups to further develop differentiation. Groupings are continuously reviewed and changes made as needed.

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.

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 children.

The learning environment:-

- The main building is accessible and wheelchair friendly in most areas.
- There is a disabled toilet in the main building.
- The demountable classroom and toilets are accessible by wheelchair.
- Visual timetables and then / now boards are used throughout the school.
- Where possible, we involve children with the same languages to help settle children who speak a different language in the school.
- We ensure equipment and resources are accessible to all children.

The expertise and training of staff at our school to support children and young people with SEN, including how specialist expertise will be secured .

Staff training reflects the needs of the children in our school and as such is under constant review. Recent training includes :-

- Linden Bridge outreach - ASD (Autistic Spectrum Disorder)
- Positive Options (behaviour management)
- First Aid and Paediatric First Aid for selected staff
- TaMHS (Targeted Mental Health In Schools)
- Self esteem
- Speech, Language and Communication
- Phonological awareness and developing written language skills (LLS) for 3 members of staff.
- The Inclusion manager attends SENCo network meetings each term where good practice is shared.
- "Children causing concern" are discussed at staff meetings so strategies in place are used consistently.
- Regular updates on SEND issues are shared at staff meetings.

Both internal and external expertise helps us to identify, assess and make provision for children. Staff expertise currently includes :-

- Speech and Language - SNSA(Special Needs Support Assistant) with Elklan language training.
- Social support - HLTA (Higher Level Teaching Assistant) Family Links training.
- SENCo award - Inclusion Manager (Sharon Emmett).
- READ WRITE Inc - all staff trained in Phonics teaching and learning.

Accessed by the school :-

- Home School Link Worker (HSLW).
- BES (Behaviour Emotional Social Support Team).
- EP (Educational Psychologist).
- LLS (Learning And Language Support).
- CAMHS (Child And Adolescent Mental Health Services).
- REMA (Race Equality And Minority Achievement) including Traveller Support and EAL (English Additional Language).
- SALT (Speech And Language Therapy) - for designated children when referrals are taken up by Surrey Central Health.
- PSS (Physical And Sensory Support).

How we evaluate the effectiveness of the provision made for children and young people with SEN.

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. The Senior Leadership Team carries out learning walks which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.

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.

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.

How children and young people with SEN at our school are enabled to engage in activities available with children and young people in the school who do not have SEN.

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 discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs.

Examples of how we do this are:-

- Shared planning and/or liaison with individual parents.
- Careful planning with venues to adapt arrangements to meet the needs of our children.
- Pre visits to venues by staff to support planning and trip risk assessments (individual ones as required)

- We adapt the curriculum to ensure the learning objectives are accessible to all children.
- We pre warn and prepare children e.g Social stories, visual timetables, then and next boards.
- We provide 1 to 1 or small group support as appropriate.

Our support for improving emotional and social development which includes extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

- We are a Values school and our chosen values are explicitly taught and embedded in all learning and social interactions.
- The Values ethos promotes respect and consideration for others and is one of the ways we develop self esteem
- We use a restorative approach to solving friendship and playground issues.
- We have a Positive Behaviour Policy, which has clear guidance on expectations, rewards and sanctions to ensure consistency.
- We have a zero tolerance approach to bullying in the school, which addresses the causes of bullying as well as dealing with negative behaviours.
- We have a "Children Causing Concern" file, which is discussed and updated at every staff/teaching assistant meeting.
- There is good communication between staff and regular Staff training.
- Children with specific behaviour and/or emotional difficulties are given additional support to meet their particular needs.
- We value pupil voice which includes a monthly school parliament
- We have a school playground buddy system.
- Our PSHE curriculum also looks to develop emotional and social development.
- Attendance is closely monitored and we take the necessary actions to prevent prolonged unauthorised absence.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families .

We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary .In these cases parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person.

Examples of other agencies we have worked with include:-

- ESMH (Emotional Social and Mental Health Support Team).
- EP (Educational Psychologist) .
- LLS (Learning And Language Support) .
- Linden Bridge Outreach (ASD)
- CAMHS (Child And Adolescent Mental Health Services).
- REMA (Race Equality And Minority Achievement) including Traveller Support and EAL (English Additional Language) .
- SALT (Speech And Language Therapy) - for designated children when referrals are taken up by Surrey Central Health.
- PSS (Physical And Sensory Support) .
- EWO (Educational Welfare Officer)
- Home School Link Worker (HSLW).
- Health visitor
- School nurse
- Social workers

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher is Mrs. Monica Paines and she is responsible for liaising with social services and the virtual school to ensure the child's wider needs are being met.

The arrangements for handling complaints from parents of children with SEN about the provision made at the school.

In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then a meeting should be arranged with the Key Stage Leader (Mrs Brown for the EYFS and Miss Sharp for Years 1 & 2) or the Inclusion Manager, Mrs Sharon Emmett, to discuss the nature of the complaint and look for a resolution to the issue. If a satisfactory outcome is not achieved, a parent should either write to or arrange a meeting with the Head Teacher, Mrs. Monica Paines. A copy of the school's "Responding to Parental Concerns" policy can be found on the school website (under "Parent Information"). This policy outlines the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.