



Horsell C of E (voluntary aided) Junior School

At Horsell C of E Junior School we believe we are all 'made in the image of God'. Through a commitment to Christian values and high academic aspirations, we strive to provide a rich and inclusive education for every member of our school family.

SEND Information Report	
Date adopted:	September 2022
Author/ Owner:	Duncan Stevenson
Approved by:	Governing Body
Date approved:	September 2024
Due for review:	September 2025

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

But Jesus called for the children, saying, “Let the little children come to me and do not try to stop them, for the kingdom of God belongs to such as these.” Luke 18:16

What kinds of special educational needs are provided for?

We are a mainstream, inclusive school that complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have regular training in order to cater for learners who may have difficulties with:

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

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). For more information about various aspects of this report you may like to look on the school website under Curriculum/SEND in:

- SEND Policy
- SEND – provision
- FAQs

You may also contact the Assistant Headteacher for Inclusion, Safeguarding and SEND, Mr Duncan Stevenson, inclusion@horsell-junior.surrey.sch.uk.

What policies are employed to identify children with SEND and make an initial assessment of their needs?

The school has a SEND Policy which can be found on the school website, and is also available on request. Additional information relevant to the support of children with SEND may be found in these additional policies:

- Equality Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- PSHE Policy
- Anti-Bullying Policy
- Accessibility Plan

Larger font paper copies can be requested at the school office.

How do we identify SEND?

Regular pupil progress meetings are held between the SENCO, Head of Year and class teachers to monitor individual children and plan next steps of development. These decisions tie in with the school’s graduated approach to meeting the needs of all pupils. The SENCO and class teachers also meet each term to monitor progress of children with greater need, and to discuss any new concerns. All our teachers are clear about expectations of a whole school, universal provision and their lessons and books are monitored regularly by the senior leadership team. When concerns about difficulties are raised, we follow the cycle of:

- Assessment of difficulties
- Planning how to support
- Implementing a programme of support
- Reviewing the effect of that support

It is normal practice to begin this cycle within the first half term of joining our school in Year 3. If children join us after this date, we assess needs on arrival, looking at previous school records, carrying out assessments and planning appropriate support. When necessary, appointments with parents/carers take place to agree appropriate levels of support.

What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?

We have an open-door policy where parents are welcome to come in and speak to the class teacher should they have any concerns regarding the academic or emotional progress of their child. Parents are encouraged to make an appointment to speak to the class teacher so that adequate time can be given to discuss a concern. These appointments can be made via the school office. We also encourage parents to alert the class teacher about any emotional issues outside school which may impact on their child's well-being and focus at school. We regularly share feedback about progress with our pupils and their parents/carers. Teachers meet with parents and carers in the Autumn and Spring terms and more frequently when there is a cause for concern or closer monitoring is taking place. At these meetings, we clearly share what can be done by families to support their children with their learning and welcome input from parents about difficulties they may be experiencing at home too. Regular updates are made to the curriculum and these are shared via our school website. The Assistant Headteacher also holds weekly SEND 'surgeries' where parents can meet the SENCO to discuss specific concerns. We believe in supporting the development of parenting skills, and as such, we work in collaboration with other agencies and signpost parents where possible via our newsletter. Information about progress, through data, is also shared with parents/carers. Explanations of what the data means are made available at the same time. Where specialist services are being employed to support a child, this is with the explicit consent of the parents/carers and they are fully involved in discussions and target setting.

What other ways can parents/carers be involved in their child's education?

Parents are encouraged to become involved in the school by hearing children read, supporting on educational visits and sharing time in other ways appropriate to the year group. Regular invitations go out to parents to support at specific school events and they are invited to watch class assemblies. Communication about ways to be involved in school life is made through the newsletter (sent home by email), and reminders are sent via text. Our governing body includes parent governors.

What are the arrangements for consulting children with SEND and involving them in their education?

The SENCO liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to be put in place for the child. Children are spoken to regarding their progress and their views are sought about their difficulties, challenges and barriers, and what they would find helpful in order to overcome these. It is often through conversation with a child that specific strategies and interventions are found to be beneficial. We may use a variety of prompts to aid this discussion:

- All About Me forms (One Page Profiles)
- Discussions with the child and their families
- Preference questionnaire

‘Quality First Teaching’ (universal level of provision) is clearly demonstrated in our school and there are expectations that all staff will deliver this. Regular assessments and teacher’s in-class assessments and observations form the backbone of decisions made. The Ordinary Available Provision document, supplied by the local authority, supports the school in ensuring that the staff are providing consistently high-quality learning for all children, regardless of need.

What arrangements are made for assessing and reviewing children’s progress towards outcomes and what opportunities are available to work with parents and children as part of this assessment and review?

Pupils’ progress is constantly monitored through year team discussions and termly assessments in reading, writing and maths. The class teacher’s continuous assessments, predictions and reports make up the evidence for pupil tracking each term. These highlight pupils who are working at a level below that which is expected for pupils of their age. It can also pinpoint pupils who are showing slow or little progress in specific areas. At Horsell Junior School, we have a system which clearly tracks progress and alerts teachers to difficulties. Additional specific testing is used where more information is felt to be necessary. These tests are conducted by the SENCO or outside agencies. Where outside agencies input is felt necessary (e.g. Behaviour Support, Learning and Language Support, Occupational Therapy), parents/carers are fully involved and permission is sought. We regularly share progress data with our children and their parents/carers. Teachers meet with parents and carers at least termly and more frequently when there is a cause for concern. Children are also invited to these meetings. There is consistently high-level of parental/ carer support through Parent’s Evening appointments. Progress following interventions is monitored in a timely manner. This information is used and compared to baseline scores to determine next steps in support and in their learning.

What are the arrangements for supporting children in moving between phases of education?

Full and thorough transition meetings are held between our Year 3 staff and infant schools; similarly, our Year 6 staff and secondary school destination will meet to discuss the needs of each child. During these meetings, we share an overview of our learners who have SEND. ‘What works well’ is shared so that transition to the next phase is made as positively and smoothly as possible. Visits to local schools are encouraged and children attend induction days. Transition work, as part of our ‘universal provision’, takes place as part of the PSHE curriculum. Where we feel it would be beneficial for vulnerable children to receive additional support with transition, we seek to arrange and support additional visits to their new schools (into Year 3 and out to Year 7), prior to the main induction day. This is dependent on the secondary school, and we do our best to facilitate where possible. When parents/carers have additional concerns regarding their child’s transition, they are encouraged to contact the class teacher or SENCO early on during Year 6. When children join us after the usual Year 3 intake, for whatever reason, we arrange preparatory visits if necessary, ensure that buddies are identified and promptly assess if support is needed. Where possible, we liaise with previous schools.

What is our approach to teaching children with SEND?

We adopt a graduated approach to meeting needs through Quality First Teaching which is available to all children, regardless of any personal difficulty. The school uses the Surrey document, ‘Ordinarily Available Provision’ when planning provision. This document provides strategies to support all

learning, not just those with additional need. Our teaching staff make reasonable adjustments to help include all children. We are concerned with the whole child; we recognise that achievement and physical and mental well-being go hand in hand. We are conscious that support for emotional health is equally important when enabling children to achieve well and become confident pupils. The mental health and well-being of our pupils is promoted in assemblies, shared in PSHE learning and worked on in smaller groups or on an individual basis where appropriate.

How are adaptations made to the curriculum and the learning environment of children with SEND?

The staff make a conscious decision and are committed to making reasonable adjustments to include and support all learners. Differentiation is embedded in our curriculum and daily teaching practice. This may take the form of adapted or scaffolded work being set, additional resources being provided or specific training being given to staff. Our Accessibility Plan is robust and we are fully aware of our obligations to support adults and children with disabilities. We value and respect diversity in our school and do our very best to meet the needs of all of our learners, always focusing on strengths and developing confidence. Across the year, we celebrate the differences of each other within assemblies and through the curriculum. We have two toilets for the disabled and ramped access to Year 6.

Horsell Junior School also employs a teacher to teach core learning interventions, which are accessed by children who need additional targeted support in their learning. The school has an additional classroom, Apple classroom, where small groups are able to access more specific and targeted learning, with adult support.

What expertise and training do staff possess and how is specialist expertise secured?

Our staff receive regular training which is tailored to the needs of our current cohort and all our teachers hold Qualified Teacher Status. We have a number of established relationships with professionals in health, education and social care and our SENCO liaises with these professionals. These specialists provide resources, training and advice for our staff on key areas, for example, autism and trauma. All external partners we work with are vetted in terms of safeguarding and we monitor their impact with interventions that may take place. Our SENCO is a qualified and experienced teacher with over 10 years' experience. We regularly invest time and money in training our staff to improve our universal provision delivery and to enhance skills and strategies to support children with additional needs. Our teaching staff are regularly updated on SEND matters and current research. Our Teaching Assistant support team meet regularly with the SENCO to update skills and share good practice. Where necessary, training is offered throughout the school year as deemed appropriate. We make good use of services offered by outreach teams and other local organisations. Teachers are confident to ask for support as and when they feel it is needed.

We aim to ensure that all staff working with children with SEND possess a working knowledge of specific difficulties in order to enable access to the curriculum. However, we are mindful that we are not experts in every field and readily welcome new training and refresher training. Following our plan, do and review cycle, when we require further support, we regularly enlist the support of the Learning and Language Support Service, Behaviour Support, and Educational Psychologists among others.

How do you evaluate the effectiveness of the provisions made for children with SEND?

We regularly review the needs of the children within the school and endeavour to put in place provisions in order to cater for these needs. These provisions may include the use of a variety of strategies in-class, the provision of different resources or intervention groups, addressing specific

training needs for staff, and adjustments to the environment. The SENCO carries out regular monitoring and learning walks in order to review how provisions are delivered and help maintain high-levels of impact. Detailed reviews of all interventions take place regularly in conjunction with class teachers and teaching assistants. Decisions are made as to whether specific interventions are proving to be effective in terms of progress made and finance. Our finances are monitored efficiently and we make full use of resources to ensure value for money. Annual adjustments to our range of interventions and training requirements are made dependent upon the changing needs of the children and each new cohort of children. Within the governing board, there is a named SEND Governor, who provides strategic challenge and support to the SENCO and school.

How are children with SEND enabled to engage in activities outside the classroom, including school trips?

Our inclusive ethos promotes involvement for all our learners in all aspects of the curriculum including activities outside the classroom. Where concerns of safety and access are anticipated, further action is taken to enable involvement by all children. If appropriate, parents and carers are consulted. Where necessary, additional and personal risk assessments are undertaken and all staff are made aware of individual adjustments made to accommodate specific children. For residential visits, we actively engage with anxious families and those families of children with SEND to enable their children to participate as fully as possible. Residential trips in Year 4 and Year 6 are often attended by children who have very specific needs. Risk assessments are put in place and detailed plans are agreed with families and the facilitating centre to ensure that all children have a successful experience.

What measures are in place to improve emotional and social development?

We have a zero-tolerance approach to bullying. We robustly challenge negative behaviour and respond promptly to deal with any issue that is drawn to our attention. Our PSHE programme focuses on developing well-rounded young people through emotional and social development. Emotional support is provided to all pupils whether or not they have an identified additional need. We have an Emotional Literacy Support Assistant (ELSA), Engage Mentoring as well as a counsellor who works with individual children. All children in the school have a key adult who they can speak to with any worries or concerns and they also have access to a worry box if they prefer. We teach the children the Zones of Regulation and encourage children to be aware of their feelings and regulate their emotions. Children are able to work collaboratively through the School Council and raise issues that concern them. Relevant staff are trained to support medical needs and, in some cases, all staff receive training. We regularly monitor attendance and take necessary actions to tackle prolonged absence. Parents are encouraged to contact the class teacher, Head of Year, SENCO or Head Teacher if they feel their child's well-being is at risk, for whatever reason.

How does the school involve other bodies, including health and social care, local authority support services and voluntary organisations in meeting the needs of children with SEND and their families?

As a school, we are concerned about the overall development of our children, which, on occasions, may necessitate seeking advice from outside the school setting. Sometimes these organisations are able to give us general advice which helps us support a type of difficulty experienced by a group of anonymous children. At other times, we may wish to seek advice about how to support a specific child and in these cases, we would always gain consent from the parent/carer first. We have a particular duty of care towards Looked After Children (children in care). We ensure that these children receive immediate and appropriate support to settle in and make strides with their learning. Our designated

teacher meets with social services to ensure that the child's wider needs are met. A personal education plan is produced termly to help the child develop holistically.

What are the arrangements for handling complaints from parents/carers of children with SEND about the provision made at the school?

The Assistant Headteacher for Inclusion, Safeguarding and SEND is Mr Duncan Stevenson, who can be contacted on 01483 761531 or inclusion@horsell-junior.surrey.sch.uk.

In the first instance, if a parent/carer has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage, then the Head of Year or Assistant Headteacher may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. If a resolution has not been reached, the Headteacher can be contacted on head@horsell-junior.surrey.sch.uk. A copy of the school's complaints procedure can be found on the Horsell Junior School website. This will outline the formal steps the school will take in handling a complaint.

Further information on Surrey support can be found at <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page/>

Parents can seek external support through the SEND Advice service <https://sendadvice.surrey.org.uk/>, SENDAdvice@surreycc.gov.uk or helpline 01737 737300.