



## Witley C of E Infant School

*Learn, love and flourish together*

### SEND Information Report and Local Offer 2022-23

Our SEND information report is a key document that schools have been asked to provide. Within our report parents/carers will find the answers to 14 questions which will help them understand the SEND provision that Witley provides and our continual vision of enabling all pupils to flourish.

#### 1. How does Witley C of E Infant School know if children need extra help and what should I do if I think my child may have special educational needs?

Our teachers at Witley C of E 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 (pupil progress meetings) between the class teacher and Senior Leadership Team. Any concerns will then be discussed with parents/carers and, if appropriate, the pupil concerned.

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 our SENCo, Mrs Phillipa Allison, via the school office (01428 682420) or [senco@witley.surrey.sch.uk](mailto:senco@witley.surrey.sch.uk)

Each child on the SEND (Special Education Needs and Disability) Register has an individual learning plan (ILP) and, if needed, a SEND support arrangement to access, plan, action and review their education and welfare needs. For this the school follows the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) and the Surrey County Council's guidance available at <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Where appropriate Early Help Assessments can be 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?**

At Witley we form an inclusive community where all members of the community are welcomed and supported by our school values of friendship, respect, joy, resilience, trust and confidence. 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. Our focus is on the children's needs and how best to respond to them.

Once a child has been identified as having a need for additional support, the school develops an Individual Learning Plan (ILP) which outlines the child's support, strategies, expected outcomes and provision. This is shared with the parent/carer who can discuss it with the class teacher and/ or SENCo and is encouraged to comment on the plan. Our ILPs are reviewed three times a year in February, June and October by the class teacher and SENCo and shared with parents/carers after that.

Witley's provision mapping monitors the range of interventions offered at our school. This provision mapping will be used to identify which children will benefit from a specific intervention. We use intervention programmes that are tried and tested and known to support children to make accelerated progress and are tailored to meet individuals' needs. Each provision in the school is monitored for effectiveness and suitability for the child who is receiving it and to ensure that it is having the expected impact.

At Witley, we work closely with our governing body. The governing body are responsible for monitoring the effectiveness of the provisions in place for pupils identified with SEND. Our named governor meets regularly with the SENCo and monitors SEND provision within the school.

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

All the teachers at Witley use detailed information and tracking about each pupil, to plan our curriculum to ensure that all pupils make progress and their needs are met. The teachers are highly skilled in delivering lessons to suit the needs of every child in their class. For example, if a child has speech, language and communication needs, teachers will use simplified language and appropriate resources to support and help the child.

There are many support services that teachers and learning support assistants can access in order to create an inclusive classroom environment. At Witley, 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, and Educational Psychologists who all 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.

The children at Witley 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 enabling them to flourish.

At Witley, 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. The school has an active School Council and Eco Team. It is very important to us that each child has opportunities to be involved in assessing, planning, doing and reviewing their own learning and SEND support. Children are able to do this by feeding into their SEND support through their one page profile, and for children with EHCPs through attendance at their annual review.

#### **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 Witley, 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. 'Meet the teacher' introductions and regular parent /carer contact to ensure good communication between home and school follow. We share ISPs termly, send home school reports, and invite parents /carers into school regularly to celebrate their child's learning.

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 learning plan (ILP) 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 any future Covid restrictions, these meetings may take place online.

It is important that parents/carers have strong communication links with the school. We operate an 'open door' policy to encourage this relationship.

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 of all children at Witley C of E Infant School goes above and beyond that offered by the majority of mainstream Primary Schools. This is because we feel that emotional wellbeing is pivotal to becoming a successful learner. At Witley, we believe good self-esteem is crucial to a child's wellbeing. We have a highly committed, caring and understanding team of staff who are supported by our specialist ELSA (emotional literacy support assistant) Ang Barrows, and our Home School Link Worker Sarah Dutton.

We have close links with our local medical teams. Health Care Plans are drawn up with parents and further 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 SENCo is also our senior teacher. 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 are also fortunate to have the expertise of Sara Alston, our external SEN consultant, who supports our SEND provision with regular half termly visits to our school.

We work to ensure that all children receive the support they need to achieve their full potential, enjoy learning and flourish, including children 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 (CL)** – 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 (SP)** – 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 Witley, 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 (QFT), including outstanding adaptive teaching, 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 adapted curriculums where needed to support pupils to make at least expected progress.

## **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 be able to 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?**

Witley C of E Infant School is mainly a single floor building with a lift enabling access to the lower classrooms and library. Our building complies with the Equality Act. Our facilities include:

- level entry to the building;
- a lift to the lower classrooms;
- disabled toilets.

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

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

Our Accessibility Plan is published on the school website. We continually assess our environment with regards to the admission of physically disabled pupils, and pupils with emotional, wellbeing and mental health needs.

## 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 SLT, so any additional needs can be identified and planned for.

If a child with SEND joins Witley, 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;
- encourage the previous setting to visit us;
- involve multi-agency colleagues to be included in a home visit.

For transition between infant and junior school, we have very close links with our main feeder 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 junior school challenging, we might do the following:

- draw up a transition plan alongside parents/carers;
- invite mentors from the local junior school to our classrooms;
- arrange 'taster' sessions;
- involve our HSLW if appropriate;
- 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 junior school and the new school will be invited to attend the Year 2 annual review.

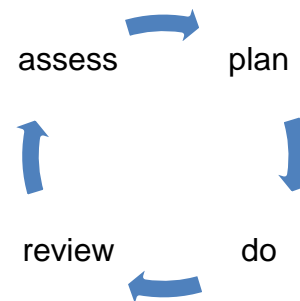
### 11. How are the school's resources allocated and matched to children's special educational needs?

At Witley, 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.

The school uses the Surrey Graduated Response documents to support and evaluate decisions about the allocation of resources. Our ILPs including 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 Witley, the SENCo 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 assess, plan, do, review 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, ongoing discussions take place with parents/carers.



Our provision mapping and ILPs 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 ILPs 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 ILP 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?**

At Witley, we operate an 'open door' policy, encouraging parents /carers to get involved in their child's education. Some of the ways that you can get involved are:

- attending our open days;
- attending class assemblies;
- joining our FWS - Friends of Witley School;
- supporting and attending FWS events, such as sleepy storytime, summer fair;
- attending parents' evenings;
- volunteer reading;
- escorting pupils on educational visits.

All events are currently subject to future Covid restrictions.

### **14. Who can I contact for further information?**

The Senior Leadership Team are available to discuss any suggestions, queries or concerns you might have. Other ways to get in touch with the school are:

- talk to your child's class teacher;
- contact the school office to make an appointment with the SENCo, Mrs Phillipa Allison, [senco@witley.surrey.sch.uk](mailto:senco@witley.surrey.sch.uk) or on 01428 682420.

If needed, we can signpost parents to a wide range of agencies to gain additional support. For example:

- Surrey Family Support Services;

- Surrey Young Carers;
- Child and Adolescent Mental Health Service;
- Surrey Parent Partnerships;
- Citizens Advice Bureau (CAB);
- Social Care.

Should you need to raise a concern or make a complaint, please follow the complaints procedure on the website or contact our school office for a copy of our complaints procedure on 01428 682420.