

School Name: Meath Green Infant School

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	SEND'14 <small>EDUCATION HEALTH SOCIAL CARE WORKING TOGETHER</small>	Responses to the 14 Questions
	Questions	School Response
1	How does the setting / school / college 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?	<u>Good relationship and communication with parents/ carers.</u> Before children are due to start at our school, we offer the parents/carers a home visit. This enables us to share information and see the child in their familiar surroundings where they feel confident and safe. It also allows parents/ carers an opportunity to share information, concerns or achievements about their child. This is a positive way to start a good relationship between home and school, which we will continue to develop while your child is with us. Each day, parents/ carers bring and collect their child to and from the classroom door, this means there is daily face to face contact between home and school. This enables any little

		<p>concerns or questions to be addressed and answered immediately, leading to a smoother day for each child.</p> <p>Meath Green Infant School has an open door policy and we are always happy to arrange a meeting to discuss any concerns or questions a parent may have.</p> <p>Parents/ carers are always encouraged to speak to the SENCO, the head teacher or their child's class teacher about any concerns they have, to ensure all issues, however minor can be sorted out immediately in the best interest of the child.</p> <p>We will keep parents/ carers fully informed of the provision and targets planned in school, to ensure the child is given timely and appropriate support from experienced staff.</p> <p><u>Links with preschools</u></p> <p>Meath Green Infant School has good links with the local preschools. Staff make visits to meet the children who will be starting with us and to discuss their needs, strengths and areas of interest with the preschool staff. This ensures that children have a smooth transition to school, settle in quickly and are confident in their new class. There are also termly meetings between school and Early Years' settings to share experiences, training and further developing good relationships and transition procedures.</p> <p><u>Assessing children and planning next steps</u></p> <p>We continually assess our children in a variety of ways. This means we always have a clear picture of children's areas of strengths and areas of development in line with their age related expectations. We then use this information to identify children who may have a Special Educational Need or require some extra support. Following this a child may be given an individual support plan with targeted outcomes.</p> <p>Parents are encouraged to speak to the SENCO about any concerns they have.</p> <p>If you believe your child is not doing as well as you would expect, we are always available to discuss any concerns you may have. We will make sure that you are fully aware of any support you could give your child at home and ensure your child is given timely and appropriate support within school.</p>
2	<p>How will early years setting / school / college staff support my child/young person?</p>	<p>Teaching and learning is adapted to meet the needs of all children as individuals. When planning lessons, staff take into account the needs and interests of individual children so that lessons match children's next steps and needs. All children are taught at an age and developmentally appropriate level, taking into account their interests, wherever possible. We are a well resourced school and we make sure that resources and equipment are matched to individual children's needs.</p> <p>Across the school we have a high adult to child ratio meaning that we can deploy our flexible staff to specific individuals or groups as needed.</p>

		<p>Well-trained staff deliver intervention programmes to individual or groups. These interventions change regularly to meet the diverse needs of the children.</p> <p>Liaising with Early Years settings and outside agencies, where appropriate, we identify needs and the provision needed, sharing information as necessary.</p> <p>We monitor the impact of interventions through regular meetings and tracking of pupil progress. Our SENCO leads on this aspect with the head teacher and year group leaders.</p> <p>The governors are informed of the effectiveness of different interventions to support their monitoring of SEND provision.</p>
3	How will the curriculum be matched to my child's/young person's needs?	<p>Differentiation is embedded in our curriculum and all lessons are planned to meet the needs of the wide range of abilities in each class. We have personalised curriculums for individuals to ensure we are as inclusive as possible, challenge every child and see them achieve their potential. All our teachers are clear on the expectations of high quality classroom teaching and this is monitored and supported regularly by the leadership team. We regularly review our curriculum to ensure it is well resourced, relevant to all children and of interest to them. We adapt it as necessary to meet the needs of all our children.</p>
4	How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	<p><u>Communication with all parents</u></p> <p>We pride ourselves on good relationships with the parents and carers of our children. Our open door policy creates a welcoming atmosphere, where we share the wonderful achievements our children make as well as their areas of development. We value all skills and talents and will share progress, achievements and targets, as appropriate. We have termly meetings when parents can meet with their child's class teacher to discuss achievements and progress as well as sharing the children's targets. In the summer term parents will receive a report that includes in depth information about your child's learning achievements. Each child has a reading record book that is written in regularly at school and we fully encourage parents/ carers to write in it as well so that we can keep updated with the learning that is taking place at home.</p> <p>In addition to this home learning is encouraged in each year group. This ranges from reading to completing short projects. These short projects are based around our learning topics and often involve the families in each child's learning.</p> <p>We hold a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. This is also reinforced by generic updates on the curriculum which we share through our letters and website.</p> <p><u>Additional communication with parents/carers of children with a special educational need.</u></p> <p>Parents and carers of children with a Special Educational Need will also be offered half termly or</p>

		<p>termly meetings with SENCO to discuss achievements, progress and next steps. As part of this process Individual Support Plans (ISPs) for children with SEN will be set, carried out and reviewed termly. Many of our children with SEN also have a home school communication book which staff update to inform families of the child's learning. Parents are encouraged to comment on any significant behaviour or learning at home.</p> <p>Should more contact be required, our staff will happily make suitable arrangements on an individual basis.</p>
5	What support will there be for my child's/young person's overall well-being?	<p>The safety, happiness and wellbeing of each child is of the upmost importance in our school. We create a nurturing environment through our assemblies, curriculum and daily actions. All our staff are trained to provide a high standard of pastoral support. PSHE lessons are taught weekly and we also have a number of systems embedded to support children on a daily basis. We run a variety of successful intervention programmes as well as having 2 specially trained ELSA to support identified children with their emotions, whether short term upsets or long term difficulties. We maintain good transition links with pre schools and junior school to help support children with these moves. Relevant staff are trained to support medical needs and for some medical conditions all staff receive training. We have a medicines policy in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood, and carried out by all staff. As a result, our children's behaviour in school is very good.</p>
6	What specialist services and expertise are available at or accessed by the setting / school / college?	<p><u>In school expertise</u></p> <p>Our teachers and teaching assistants receive regular training. These are run by other experienced members of staff or by outside agencies. We encourage staff to continually update their own skills and knowledge. We have staff trained to deliver specific interventions including; ELKLAN Speech and Language, 1st Class @ Number and Precision teaching. We regularly update staff skills and knowledge by running refresher training sessions on areas such as ADHD, autism and positive touch. We review our skills, knowledge and training needs regularly to ensure our expertise and provision match the needs of our children.</p> <p><u>Services accessed by our school</u></p> <p>We have good links with outside agencies and we draw on their knowledge, resources and expertise regularly to ensure the needs of our children can be met. We regularly liaise with the educational psychology service, learning and language support and speech and language therapists to name but a few. Parental permission is always sought and all information is shared with the child's parents or carers to ensure that we can all support the child in the best possible way. We take all reasonable measure to ensure 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?	Our Special Needs Co-ordinator (SENCO) is an experienced qualified teacher, who has taught in all year groups in our school, and is part of the Senior Leadership Team. We regularly invest time and money in training our staff. We have staff trained to deliver; ELKLAN Speech and Language, Precision teaching and 1 st Class @ Number. We regularly run refresher training sessions on areas such as ADHD, autism and positive touch. We review our skills, knowledge and training needs regularly to ensure our expertise and provision match the needs of our children. The SENCO ensures our staff are updated on all matters related to special educational needs and disability when required.
8	How will my child/young person be included in activities outside the classroom including school trips?	Our school vision promotes involvement of all our learners in all aspects of the curriculum through our enrichment activities. These enrichments may include having outside agencies in to lead workshops, sport clubs or school trips. Thorough risk assessments are carried out for all offsite activities. Where there are additional concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning these events. Individual risk assessments may be carried out and actions are carried out to minimise risk to all children. This may include 1:1 adult support. All children with an Educational Health Care Plan receive 1:1 support when participating in an offsite activity. Additional support may also be given to the child before taking part in the trip. For instance, a child may have key vocabulary pre taught to them, create a visual aid which they can take with them or look at photographs or a film clip of where they are visiting, so that they are as ready to learn as much from the trip as possible.
9	How accessible is the setting / school / college environment?	Our Accessibility Plan is robust and we are mindful of the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners. We have disabled toilets accessible to adults and children, numerous ramps around the school, including 1 portable ramp and handrails by steps. These help to make our school as accessible as possible. We also have cushioning on posts and painted lines on steps to support the visually or physically impaired. Written information is also available at the school office in different formats.
10	How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of	We have robust Induction and Transition programmes in place for welcoming new children and families to our setting. When joining reception, parents and/or children are encouraged to visit for stay and play sessions and a lunch visit. Home visits are offered to all families and parents are invited to a welcome meeting so teachers and the head teacher can share information. Reception teachers also endeavour to visit as many local preschools before the new children start with us. When our children are leaving us, we plan transition visits to their new schools for both children and staff. We also invite their new teacher to visit, so that they can see children confident and

	education and life?	settled in our school and they can start to build positive relationships with them. We visit as many children as possible in their new setting during the autumn term after they have left us, to ensure a smooth transition. We always make children with Special Educational Needs a priority for these visits. In addition to this, bespoke programmes are developed for our children and young people with special needs. We have very good relationships with all our feeder preschools and nurseries, as well as the schools our children move on to.
11	How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?	We start with the needs of each child and plan how to use our resources to best support that child. We take a flexible approach to staffing, ensuring that the needs of our children are met. Many resources are not class based, so can be moved to the children as appropriate. This is reviewed continually and provision is changed to match our children's needs. We seek to ensure value for money, so all interventions are costed and evaluated.
12	How is the decision made about what type and how much support my child/young person will receive?	We look at the needs of all children when taking decisions, taking into consideration their strengths and areas of need. In response to data tracking and working with the child, their families and other staff, the SENCO considers a variety of options for suitable provision before deciding on a course of action. All interventions and support are monitored for impact and reviewed regularly. Provision is then adapted to ensure the child makes the best possible progress in the identified area of need.
13	How are parents involved in the setting/school/college? How can I be involved?	We regularly involve parents and families in discussions about their child's learning, needs and aspirations. We seek and welcome feedback at every opportunity. Regular meetings, reports and our open door policy help create an effective home/school partnership. All parents are welcome to volunteer in school, subject to safeguarding checks. We also have an active PTA and encourage our parents to involve themselves in every aspect of our school. Our Governing Body includes Parent Governors/representatives.
14	Who can I contact for further information?	In the first instance, current parents and carers of our children are encouraged to talk to their child's class teacher. Current and prospective parents are encouraged to visit our website. Further information and details of visiting our school can be obtained from our school office, SENCO or Head Teacher. In some cases, it may be appropriate to contact Surrey admissions or your child's case officer. Our local children's centre (on site) may also be a source of useful and supportive information. We look forward to welcoming you to our school.

