

Special educational needs (SEN) information report

Fetcham Village Infant School



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website here: [SEND and Disabilities Policy](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our VELCRO approach sits at the heart of our mainstream inclusive school and we can provide for pupils with varying needs be they in communication and interaction (such as Autism spectrum disorder or speech and language difficulties); cognition and learning (such as dyslexic, dyspraxic or dyscalculic tendencies); social, emotional and mental health (such as Attention deficit or Attention deficit hyperactive disorders); and sensory and/or physical impairments (such as hearing, sight or physical impairments).

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is **Simon Sharp**.

You can contact him by calling the school office: 01372 373502 or via his email address head@fetcham.surrey.sch.uk.

Mr Sharp is new to the role this year but has worked in education for 17 years and is an experienced Headteacher. He is an experienced qualified teacher. As Mr Sharp is not allocated to a specific class he splits his week between leading the school and managing the school's SEN Provision.

Class teachers

All of our class teachers are expected to facilitate high quality teaching. The aim of this is to ensure a high quality of education for all of our pupils. As part of our promise, all teachers use the Ordinarily Available provision document which lists all of the provision any child should have access to, as required.

Each teacher receives in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

We regularly invest time and money in training our staff to improve wave 1 provision delivery and develop enhanced skills and knowledge delivery of wave 2 and 3 interventions. Our staff are regularly updated on matters pertaining to special educational needs and disability.

Teaching assistants (TAs)

We have a team of TAs, including three higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have staff in school that have been trained in Literacy and Numeracy Interventions and a precision teaching approach. We have an ELSA trained practitioner and Mental Health Leader. Our staff also regularly access training through the local STIP Programme.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists

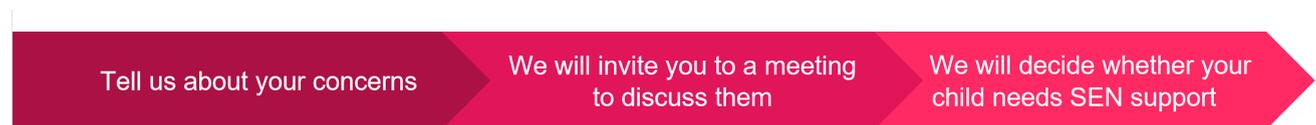
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Mindworks- Child and adolescent mental health services (CAMHS)
- Race, Equality, Minority Achievement Support (REMA)
- SEND Case worker (currently Donna Constable)
- Inclusion Officers
- Home Link School Worker (currently Annie Lincoln)
- Social services and other LA-provided support services
- Voluntary sector organisations such as The Learning Space

We do also work with private therapists where the child needs this service, subject to our own checks and vetting. These include private Speech and Language Therapists, Occupational Therapists and Play Therapists.

All 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.

3. What should I do if I think my child has SEN?

We believe that open communication is essential to your child's progress. If you believe that your child has SEN please follow the process below.



If you think your child might have SEN, the first person you should tell is your child's teacher.

This can be done by talking to your teacher at pick up or drop off or via an email to the school office: info@fetcham.surrey.sch.uk

They will pass the message on to our SENCO, Mr Sharp who will be in touch to discuss your concerns.

You can also contact the SENCO directly. Call the school office (01372 373502) and

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

ask to speak to Mr Sharp or email head@fetcham.surrey.sch.uk

record. You will also be given a copy of this.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include how they listen and communicate in class, how they interact with other children and it also might include their reading, writing and number work.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Every parent in school gets an annual report and the opportunity to meet with their class teacher twice a year at a minimum. If your child is on the SEN Register, your child's teacher will also meet with you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. Therefore, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher, in the first instance through the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We take a personalised approach to our curriculum and will differentiate (or adapt) how we teach to suit the way the pupil works best and, where necessary, using our graduated approach, put in place additional provision in the form of interventions. There is no '1 size fits all' approach to adapting the curriculum and we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, post teaching to cement key concepts, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids such as coloured overlays, visual timetables, larger fonts, pastel backgrounds on our teaching notebooks
- Teaching assistants will support pupils on a 1-to-1 basis when they have an identified medical need or a specific educational or behavioural need which requires 1:1 support
- Teaching assistants will support pupils in small groups when we have identified that additional support is required according to our graduated approach

We may also provide the following interventions:

- Visual Timetables
- Social Stories
- Speech and language therapy
- Precious Teaching

- Reading Support
- Phonics Support
- Emotional Literacy
- Play Therapy

These interventions are part of our contribution to [Surrey's local offer](#).

9. How will the school evaluate whether the support in place is helping my child?

Self evaluation is an important part of the SEN provision at our school and this means that the progress of your child is evaluated on a regular basis.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks (depending on the intervention)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning (see Section 2 in the external agencies and experts section).

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Our school promotes the involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns around safety and access, further thought and consideration is put in place to ensure that needs are met and parents and carers are consulted to ensure equal opportunity for all.

We have an Accessibility Plan which you can find here ([Part One](#)) and here ([Part Two](#)).

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All learners are encouraged to go on our school trips and are supported to do so where necessary. We also ensure that our learners are well supported during any whole school special events, plays and workshops. With regards to our trips and visits we try to make whatever reasonable adjustments are needed so that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Surrey County Council is the admission authority for school places at Fetcham Village Infant School. To find out details of how to apply for a place at Fetcham Village Infant School please go to Surrey's Admissions page [here](#).

The admissions booklet [here](#) details how we support prospective pupils with SEN or a disability. As detailed in the booklet, we prioritise those children who have an exceptional social or medical need within our admissions arrangements so that they are not unfairly disadvantaged.

13. How does the school support pupils with disabilities?

We are determined to remove barriers to all and ensure that all of our children are treated equally.

We have an Accessibility Plan which you can find here ([Part One](#)) and here ([Part Two](#)). This plan details how we make every effort to ensure that those learners with disabilities are supported and how we hope to improve this even further. We value and respect diversity in our setting and work to ensure that we meet the needs of all our learners. Our policy and practice adheres to The Equality Act 2010

14. How will the school support my child's mental health and emotional and social development?

A child's happiness, mental health and their emotional and social development are our most important priority. We also know that a child's mental health and social and emotional development fundamentally underpin all of their successes in life as well as academically.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support to those children who need it
- We have a Mental Health Lead and an ELSA practitioner for pupils who need extra support with their social or emotional development
- Mental health is valued as part of our curriculum and is explicitly taught through PSHE and PE
- We have a 'zero tolerance' approach to bullying. [Details of our anti-bullying policy can be found here.](#)

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We have a high-quality induction programme in place for welcoming new learners and their families to our setting. We work collaboratively with preschool settings and partner schools, sharing information to provide a smooth transition that will ensure all children's personal and learning needs are fully understood so that they can be best catered for.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher (if known) to attend the final meeting of the year when the pupil's SEN is discussed.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Junior schools

The SENCO of the Junior school will have a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO, Mr Sharp, is also the designated teacher for Looked After Children. He makes sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Please find a link to the [school's complaints procedure here](#).

Complaints about SEN provision in our school should be made to Mr Sharp in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The area school support service can also provide support to complainants and details of this service can be found in our complaints policy.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, take a look at Surrey County Council's Local Offer which can be found [here](#).

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

- SEND Advice Surrey, located in Redhill. You can find their website [here](#). For more information call 01737 737 300 or email SENDAdvice@surreycc.gov.uk.
- SEND Advice Surrey also provide a useful list of links for information which include local support charities. [You can find this information here](#).

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages