

Wray Common Primary School

SEND Information Report – Autumn 2021



	Questions	
1	<p>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<ul style="list-style-type: none"> • Wray Common tracks and monitors the progress of all pupils in the core areas of Reading, Writing and Maths, and in all wider curriculum subjects. We use this data along with formal and informal assessment information to identify any additional needs, and to celebrate children’s individual achievement. • We have 3 key assessment points during the year that are followed by Pupil Progress Meetings. These meetings are opportunities for the Class Teacher to meet with the school Leadership Team to discuss in detail, the progress of individual children and set appropriate targets for their next steps. If appropriate, the Class Teacher will put in place additional support for children who need extra help, in liaison with our Special Educational Needs and Disabilities Co-ordinator (SENDCo) – Miss Kober. This will be discussed with parents/carers and the child concerned. • Our staff are vigilant in supporting and raising any concerns. Parents/carers are encouraged to speak to the Class Teacher in the first instance if they have any concerns, or alternatively they can speak to our SENDCo.
2	<p>How will school staff support my child?</p>	<ul style="list-style-type: none"> • All our staff are responsible for the inclusion of children with Special Educational Needs and Disabilities (SEND). Your child’s teacher will look for ways to support them in class, and will work with the SENDCo to find ways to support children’s learning that are ‘additional to’ and ‘different from’ those provided as part of the school’s usual differentiated curriculum. • We value strong home-school links and keep parents informed of any additional support their child is receiving. • Any child who has been identified as having Special Educational Needs, and who is receiving support that is ‘additional to’ and ‘different from’ their peers will have SEND Support Arrangements (SSAs) in place. This document contains the details of the extra provision in place for your child and is reviewed termly. Class Teachers regularly monitor and review the impact of provision in place to ensure it is meeting the needs of each child. Each child’s individual SSAs and reviews will be shared with their parents. • All our additional support programmes are overseen by the SENDCo and when an intervention is not seen to be having the impact we would expect, we make every effort to respond promptly. • We may also liaise with a range of outside agencies to seek further support and specialist advice for individual pupils. • Our School Governors are responsible for monitoring the effectiveness of provision in place for children with SEND. There is a named governor with this responsibility.
3	<p>How will the curriculum be matched to my child’s needs?</p>	<ul style="list-style-type: none"> • Differentiation is embedded in our curriculum and teaching practice. Class Teachers review and evaluate children’s progress to ensure future planning and teaching continues to reflect children’s emerging needs.

		<ul style="list-style-type: none"> • At Wray Common Primary School we ensure that all Class Teachers and Teaching Assistants are aware of children's individual needs, and are supported to adapt provision to ensure that all children are enabled to make progress from their individual starting points. • We ensure that teachers from the same year group have their Planning, Preparation and Assessment time together. This, along with our Pupil Progress meetings, helps us to monitor progress and reflect on the next steps for individual children. • All teachers are clear on the expectations of Wave 1 provision (Quality Teaching) and are regularly supported by the Leadership Team, outside agencies and Subject Leaders, through training, monitoring, feedback and recommendations. • All children have personalised targets in Writing and, where appropriate, in Maths. Formative assessment is used to enable teachers to craft the provision in their classroom to reflect children's individual needs and progress.
4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Children are given clear feedback on their learning and they respond to their teacher's comments through our marking system of 'think pink' and 'go green'. • We have two formal opportunities, Parent Meetings, where parents/carers can meet with staff to discuss their child's progress. At such at meetings, teachers will also share what can be done by families at home to support their child's learning at school. These meetings are reinforced by updates on the curriculum which are shared though our newsletters and website. Parents also receive a mid-year and end of year written report from Class Teachers, which highlight children's progress and next steps. • We host a number of more informal information opportunities for parents/carers to learn more about how their children are taught at school and how they can support at home. These include, but are not limited to, year group coffee mornings, 'Learn with Your Child' sessions, 'Stay and Read', sessions, and curriculum evenings. • Parents are always welcome to speak to Class Teachers as the need arises, either by calling in at the end of the day to speak to them directly, or by phoning the school office to make an appointment. • Parents are also welcome to speak to the SENDCo by phoning the school office to make an appointment. The SENDCo will invite parents to be part of meetings with outside agencies where appropriate, and will promptly share recommendations given for their child. This will help to ensure parents' understanding of the support in place for their child at school, and enable them to support their child at home.
5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • At Wray Common all staff work to provide a high level of pastoral support. We aim to help all of our children to develop holistically, nurturing a secure sense of self and respect for self and others. This is achieved through our PSHE curriculum and our strong Values programme. • We want children to feel safe in school. Each class has a Worry Box and children are reminded regularly of who they can talk to in school if they are worried or upset about anything. • Pupil voice is central to our school ethos and this is encouraged in a variety of ways, but particularly through our House System and School Council. • We have a trained Pastoral Team led by our SENDCo which includes a Team Around the Child Champion (TACC) who is also trained as an Emotional Literacy Support Assistant, an SEN Teacher with a Level 5 British Dyslexia Association qualification, and Teaching Assistants that work in small groups and on a 1:1 basis with children.

		<ul style="list-style-type: none"> • Support is provided on the playground for children through our Team Around the Child Champion (TACC) and designated Worry Buster, both of whom work with children to support them to engage in positive play experiences. • We have a medical policy in place regarding the administration and management of medication on the school site, and all appropriate activities are carefully risk assessed. Relevant staff are trained to support medical needs. • Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and followed by all staff. This includes details on restorative approaches which staff use to support children in conflict resolution. Our Year 6 Playground Mentors are trained Peer Mediators and help to support conflict resolution on the playground, as well as helping children to engage in positive play. • We use 'The Zones of Regulation' as a whole-school approach, which sets out to support children with gaining the necessary skills in order to regulate and manage their actions and emotions; we promote a curriculum which fosters self-regulation and emotional control. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. • We are also able to invite colleagues from our 'outside agencies' to talk with a whole class (or whole school on occasion) about what it means to have a specific difficulty or disability, or to face a particular challenge. • As part of whole class provision, Class Teachers plan for opportunities to support children's overall wellbeing through activities such as mindfulness and learning breaks, and focus on developing children's resilience and self-esteem as part of their everyday learning dialogue.
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Staff receive regular training as identified in our School Improvement Plan. • We have staff trained in a range of intervention programmes, including Precision Teaching. • We have a number of established relationships with professionals in health, education and social care, and we meet with them regularly to plan for training and support in school. All of our external partners hold valid, up to date DBS checks. • All staff receive regular in-house training, and they also benefit from attending relevant external courses such as Positive Touch training. • Our Team Around the Child Champion (TACC) works closely with families to provide a strong link between home and school.
7	<p>What training have the staff supporting children with SEND had, or are having?</p>	<ul style="list-style-type: none"> • Our SENDCo is a qualified and experienced teacher who is part of the Senior Leadership Team and has completed the National SENDCo Award. • Our SENDCo plans and delivers training for staff to update and support them in crafting provision for children with SEND. • Class Teachers and Teaching Assistants meet regularly to discuss planning, and review the support in place for individual children. • We continually invest in our staff expertise: to improve Quality Teaching for <u>all children</u> (Wave 1), to develop enhanced skills and knowledge in the delivery of short term, small group (Wave 2) and 1:1 (Wave 3) interventions. • Recent staff training has enabled staff to develop their understanding of inclusive approaches within Quality Teaching, managing challenging behaviour and supporting children with literacy difficulties.

8	How will my child person be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • We believe that all children have the right to learn together and should not be devalued or discriminated against by being excluded as a result of any disability or learning/behaviour difficulty. Our Inclusion Policy promotes the inclusion of all learners in all aspects of the curriculum, including activities outside the classroom. • Wherever possible, we support children in a way that allows them to share the same learning experiences as their peers. However, there are times when we ask children to work in small groups or in a one-to-one situation (e.g. to boost an individual's reading skills) away from the classroom in order to maximise their learning in a quieter environment. • Where there are concerns for safety and access, risk assessments are put in place. Where applicable, parents are consulted and involved in planning.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • We have a full Accessibility Plan in place and the majority of our school environment is accessible. • We are vigilant about making reasonable adjustments, and regular Governor led Health and Safety Inspections ensure that these are put in place. Reasonable adjustments are based on the individual needs of the child, and where appropriate we will seek advice and recommendations from outside agencies. • We have one disabled toilet which is located in our library. • We try to ensure that translators and signers are brought in to support parents in attending meetings and school events where necessary. • At Wray Common, we value and respect diversity and make every effort to meet the needs of all learners.
10	How will the school prepare and support my child to join the school, transfer to a new school, or the next stage of education and life?	<ul style="list-style-type: none"> • We have adopted a Learning to Learn culture and our school motto is 'Inspiring Lifelong Learning'. • Through our Values programme we aim to develop key skills in children so that they will be successful learners whatever their learning journey. • We have developed strong relationships with our feeder settings, as well as other settings that our children move onto. • Prior to starting with us, we make visits wherever possible to see the child in their pre-school setting. We offer home visits to parents immediately prior to the children starting school, so that some individual time can be spent with staff, the child and their parents/carers. When appropriate, the SENDCo and TACC will also attend these visits. Where children have already been identified with a particular need, we liaise carefully with the nursery setting to share successful strategies. • Year 6 teachers and our SENDCo meet with key staff from secondary schools to pass on information that will support a smooth transition to secondary school. We encourage children to take part in any specific transition programmes that are on offer from local secondary schools. • We invite the SENDCo from any receiving school to attend review meetings, prior to a child's transition. • When a child joins us at another time than one of these points, care is taken to contact previous schools for relevant information. Similarly, when a child moves away from school, records are sent promptly and receiving staff are liaised with as appropriate. • We liaise closely with parents to plan for the transition of children with SEND, to ensure children have access to a setting which will be able to meet their needs appropriately.

11	How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. • Each class has a Class Teacher and a Teaching Assistant, who supports teaching and learning in the mornings. • We have a number of TAs who are trained in specific interventions to meet the needs of children with SEND. • We monitor and evaluate our interventions to ensure value for money. • We have several TAs who work with the Class Teacher and SENDCo to meet the needs of specific individual children. This may be through individual and small group work, as well as supporting within class.
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • Quality Teaching (Wave 1) is clearly defined at Wray Common with high quality inclusive teaching expected in all classrooms. Differentiation is used to support the needs of all children. • We monitor the level of progress and attainment children make against national and age-expected levels, at 3 summative assessment points throughout the year. This enables us to identify and plan additional support for children who are not making expected progress. • When children have SEND Support Arrangements, progress against the targets set within these is reviewed termly, and this is shared with parents. Provision may also be revised at this time. • Support is determined by children's individual needs and where appropriate, recommendations from external agencies. • The SENDCo oversees all additional support.
13	How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> • Wray Common fully recognises the important role that parents play in their children's school success. As a parent, you know your child best and the closer you work with your child's Teachers and school, the more successful any provision will be. • We encourage attendance at school events such as Parent Meetings and Curriculum Evenings. We operate an open door policy and encourage parents to speak to their child's Class Teacher if they have a question or concern. • There are many ways for parents to become involved in our school: <ul style="list-style-type: none"> ~ We have an active PTA (known as the Friends of Wray Common School) of which all parents are automatic members. ~ Our 'Parent Steering Group' has previously worked with staff to revise the Sex and Relationships Policy. ~ Parents form part of the Travel Group that works towards safer routes to school. ~ Our Governing Body includes Parent Governors. ~ There are always opportunities to support learning in the classroom from volunteering to listen to children read, to supporting the school's Eco-Council with their latest venture. If you are interested, please contact the office to arrange to meet with our Deputy Headteacher (Mr Little).
14	Who can I contact for further information?	<ul style="list-style-type: none"> • Further information and support can be obtained from the school office who can arrange a meeting for you with the relevant member of staff. • If you are thinking about joining our school, we would encourage you to visit us first. We would be pleased to organise a school tour for you with our Year 6 pupils as guides, followed by a chat (if you would like) with our Headteacher (Mr Murphy), our Deputy Headteacher (Mr Little) or our SENDCo (Miss Kober). • If your child is already at Wray Common, your first point of contact should be your child's Class Teacher.

- You can find further information about Surrey County Council's Local Offer via <http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/our-local-offer-support-and-advice-for-children-and-young-people-with-send>