



EWELL GROVE PRIMARY AND NURSERY SCHOOL

SEN INFORMATION REPORT

Ewell Grove is a maintained mainstream Primary and Nursery School where all children are valued equally, regardless of their abilities, aptitudes, interests and behaviours. Each child is entitled to a broad and balanced curriculum which is relevant to their developmental stage and which is appropriately differentiated to ensure access. Many parents worry about the progress and achievement of their children and we aim to keep parents informed about their child's learning and development through informal meetings, open evenings and end of year reports. Teachers are available at the start and end of each day and mutually convenient times can be arranged to talk in greater detail about their child. We are an inclusive school and have successfully included children with a range of additional needs including, speech and language, learning, behaviour and emotional, genetic conditions and physical disabilities. The development and progress of all children within our school is of paramount importance but we acknowledge that some children have additional needs and may require provision that is additional to or different from the provision others require.

SEND (Special Educational Needs and Disability) relates to the *Children and Families Act 2014* under which schools are required to publish/share information with parents regarding their provision for children with SEN (Special Educational Needs).

Ewell Grove follows the Surrey guidance for the admission of children; this includes specific guidance for a child with an EHCP or a SSEN (Education Health Care Plan or Statement of Special Education Need) www.surreycc.gov.uk/schools-and-learning. If you are the parent of a child with SEND making contact with the school and the SENCo at the earliest possible time would be advised/useful

What is Surrey's Local Offer?

Local Offer refers to the provision and services that are available. Surrey's Local Offer is available at www.surreysendlo.co.uk. What we at Ewell Grove can do to support your child is outlined below.

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?

- A child would need extra help if they were not making progress within a specific area of learning or if their attitude and capacity to learn was hampered by additional needs.
- The progress of all children is monitored regularly formally and informally through formative and summative assessments. Observation and discussion/ feedback with children about their learning are a part of day to day teaching and learning.
- Use of standardised assessments are used to support class teacher assessments, these are then moderated across the year groups, school and with other local schools. There are national expectations for progress and achievement which can form the basis of a generalised indication of progress but the most effective measure is the judgement and observation of the class teacher of the child's performance across time in a range of situations.
- Progress is tracked for each child and pupil progress meetings are held termly with the Head teacher, SENCo and class teachers to discuss the progress of individuals and groups of learners. It is through these formal meetings that concerns regarding progress will be highlighted and appropriate intervention planned.
- Our school Provision Map shows the range of interventions available for children we identify would benefit from additional support.
- Information about progress is shared regularly with parents formally through open evenings and end of year reports and informally through discussion when this is needed.
- Parents who have a concern about their child's progress are encouraged to talk initially to the class teacher; if concerns continue then contact with the SENCo or Head teacher can be arranged.

How will school staff support my child?

- The level and nature of the support individual children receive will be dependent upon their level of need.
- A high level of differentiation in the activities and resources used is a part of day to day high quality teaching. Differentiation can be demonstrated through the setting of work at a developmentally appropriate level for each child or through the use of structured resources to support learning, through the use of additional adult support to engage and motivate or through the use of levelled success criteria for specific activities.

How will the curriculum be matched to my child's needs?

- The children at Ewell Grove follow either the Early Years Foundation Stage Curriculum or the National Curriculum depending upon which key stage they are in. When children move from Reception into Year1 there is a transition period when aspects and approaches of the EYFS are continued into Year 1 to support children making the transition from one Key Stage to another. Information and data is shared with the new teacher for the child each year. Some children may need to continue with aspects of the EYFS curriculum beyond this initial transition period but we have found that the most effective curriculum for any child needs to be based upon their identified level of achievement and their next steps in their learning irrespective of their chronological age.
- The curriculum at Ewell Grove is planned at a whole school level with shared themes for content and skills development; we have found that this enables the class teacher to be more flexible in their planning so that they can address the range of achievement within their class. Coverage of the curriculum content is planned for the year and then broken down into half termly units, planning is then written weekly and adaptations made daily, responding to the needs of the children.
- There is an expectation that teaching and learning will be delivered through a mixture of some whole class teaching, with the majority of the learning taking place within groups. Work is differentiated to meet the needs of individuals and groups of learners. There is an expectation for children to use the knowledge and skills they have acquired in a range of contexts and this drives our approach to learning with an emphasis upon modelling, practising and applying.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Parents are invited to attend open evenings twice a year, during the course of this discussion with the class teacher information about progress, attitudes and dispositions to learning are discussed. Targets are set and shared with parents and progress on previous targets discussed. Suggestions for how the targets can be supported at home are shared.
- We endeavour to ensure parents are aware of the progress of their child in relation to their achievements, in addition as part of the reporting arrangements at the end of each year parents will be given an indication as to whether their child is meeting age related expectations.
- Children who require additional support or support that is different from the others will be included on the schools Special Educational Needs Register and an Individual Education Plan will be written and shared with parents detailing targets and actions for supporting the child.

What support will there be for my child's overall well-being?

- Children will not learn unless they are in an environment in which they feel valued and secure. Staff are aware of the range of influences upon a child's learning and strive to overcome any barriers they may present. Some children have specific medical needs and staff have been trained to support children with the use of specialist equipment or medication. All staff are trained in first aid and some have received additional training to be Paediatric First Aiders.

- We have an effective Behaviour policy which outlines our approach to rewards and sanctions, regular training is given to staff to support their implementation of the policy and we have developed a responsive approach to the specific needs of individuals who may require alternative approaches to ensure their safety and well-being.
- Children are encouraged to develop a positive approach to school and their achievements, behaviour and attendance are all celebrated through special assemblies and certificates.
- Views of parents and carers are sought regularly through our network of Year Group Meetings and Parent Voice Meetings and we endeavour to develop an ethos of working in partnership with parents.

What specialist services and expertise are available at or accessed by the setting / school / college?

- We have an experienced and effective team at Ewell Grove and have developed a positive and supportive approach to meeting the needs of the children in our care. Staff receive regular training and development opportunities to advance their skills and knowledge in relation to overcoming the barriers to children's learning.
- There are occasions when additional specialist support is appropriate and this will be sought following discussion and agreement with parents.
- We have had access to support from a range of organisations such as Speech and Language Therapy, Occupational Health, Paediatricians, Social Care and Outreach for children with ASD. We are mindful of the advice offered and have found guidance and support from these professional partnerships invaluable.

What training are the staff supporting children with SEND had or are having?

- The SENCo for the school is a qualified teacher with a wealth of experience and expertise.
- Development and training opportunities are delivered throughout the year and regular training is given in relation to behaviour and child protection. Specific training relating to children with identified specific needs is offered when the need arises. In the past staff have received training on catheterisation, positive touch, Makaton and ASD.
- Depending upon the level of need of the child the most appropriate strategy for the child is to be in receipt of high quality teaching within class. This is referred to as Wave 1 intervention and greater detail will be found in the Wave 1 provision map. Wave 2 and Wave 3 interventions are provided when necessary.
- Staff meetings and INSET provide opportunities to enhance and develop everyone's understanding of planning, assessment, differentiation and monitoring progress.

How will my child be included in activities outside the classroom including school trips?

- Within the course of the year there may be activities which do not occur within lesson times such as French club, recorders, football, with some activities occurring after school, such as dance club. There may also be activities which occur within lesson time but not all children will participate in, such as choir. All clubs are open to children within a target year group. If a child requires additional support to participate within a club this will not be used as a filter for places when they are allocated.
- Trips and visits outside the school are planned meticulously with special attention being paid to the appropriate nature of the trip for that particular group of children. All trips and activities are planned with the intention of all children being included. Reasonable adjustments will be made to the nature and specifics of trips and activities to allow all children to participate.
- There may be rare occasions in which it is not possible for these adjustments to be made in a reasonable manner and this will be discussed at the earliest possible opportunity with the parents involved.

How accessible is the school environment?

- Information and guidance can be found within the Equality policy which includes an Equality Scheme and Accessibility Plan.
- These plans and policies are reviewed regularly and dependent upon specific needs an early review of any can be called.

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?

- Moving to a new school can be a period of uncertainty for all children and for their parents. We endeavour to ensure that the transition from our school to the next is as smooth as can be. We are in close liaison with local Key Stage 2 schools and are experienced in setting up transition meetings with the new school to discuss the new intake.
- In specific circumstances some children have visited their next school with a member of our staff to look around the school and to meet the adults who will be caring for them in the new school.

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

- Every child has needs and we endeavour to address these needs through the provision of a differentiated and creative curriculum. There are occasions when the level of differentiation or pace of delivery of the curriculum needs to be adapted beyond the expectations for the age or stage of development of the child; in these circumstances it may be necessary to provide additional support for the child. If a child receives support that is deemed additional to or different from the range of support offered to their peers then they would be considered to be on the SEN Code of Practice.
- The notational funding received for a child on the Code of Practice can be allocated in a range of ways. It can be beneficial for the child to receive additional high quality support from the class teacher and additional Teaching Assistant hours may be used to free the teacher to spend additional time with a child. It may be preferable for the child to receive additional support within the classroom to undertake the tasks and activities that the class are doing.
- On occasions it may be beneficial for the child to be part of a small group of children receiving additional support from either the class teacher or the Teaching Assistant through an intervention group.
- The type and range of support provided is dependent upon what is considered to be of greatest benefit to the child and can be varied in extent and focus.
- The nature and structure of any additional support is monitored closely by the SENCo and Strategic Leadership Team, we are mindful of the need to use the resources made available to the school in an efficient and effective manner.

How is the decision made about what type and how much support my child person will receive?

- The nature and extent of the support provided for children will be dependent upon the nature of the child's needs and the impact of different levels and types of support.
- Decisions about support are made in consultation with a child's parents and in response to recommendations made by professionals involved with the child.
- We aim to match the support to individual children and for the support to demonstrate fitness for purpose.
- The impact and effectiveness of support offered is regularly reviewed and monitored.

How are parents involved in the school?

How can I be involved?

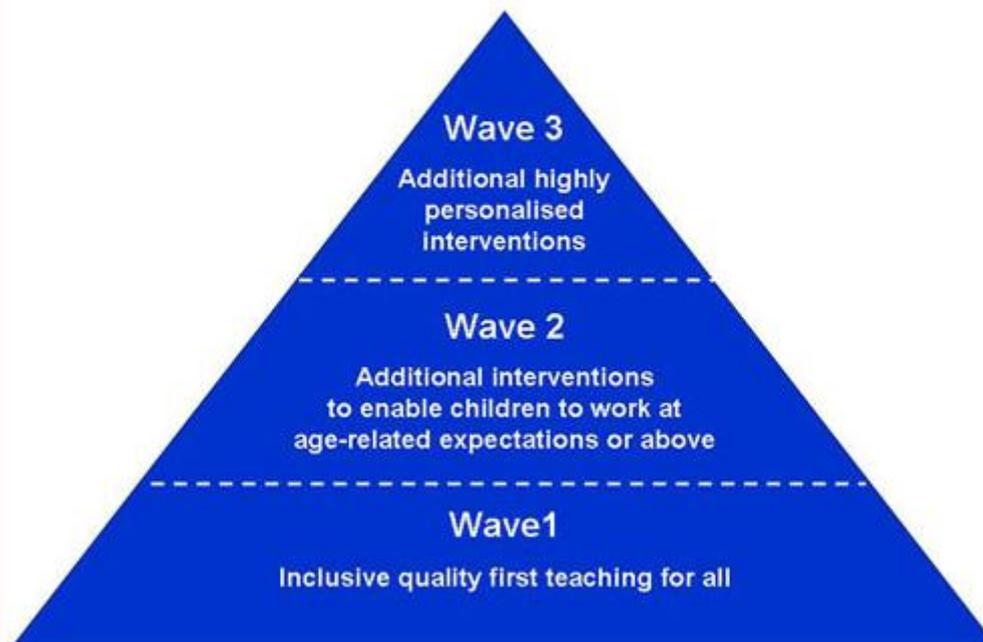
- Parents are encouraged to take an active part in their child's education and their input is valued and respected. There are regular Parent Focus meetings, Parent representatives for each class, invitations to Gold Book and Birthday assemblies, Reading Volunteers support daily in class, parent helpers within class, Year group meetings and help for walks and trips are all part of the regular contact and involvement open to all parents.
- Day to day contact with staff is encouraged and possible through the arrangements made for the start and the end of each day.
- We are aware of the difficulties some parents may face in becoming closely involved in the day to day events of the school due to work commitments and we are always willing to arrange additional meetings or phone conversations to share information and keep each other informed of developments.

Who can I contact for further information?

If you are worried or concerned about your child's progress or development the first person you should contact is the class teacher. If a concern persists then the SENCo is willing to talk to parents whether their child is on the SEN Code of Practice or not and the Head teacher is available for more formal discussions.

Ewell Grove's "local offer" relates to what we as a school do to promote equality of learning opportunity for all children within our school. We provide a graduated response to children with additional needs; this approach is often referred to as "Waves of intervention" there is an expectation that all children can make progress in their learning and development but there are times when the progress can reach a plateau or when the steps seen are very small. A Provision Map outlines what we can do within school to support your child.

Waves of Intervention Model



Wave 1 Provision Map
Inclusive Teaching for All Children

Cognition and Learning	<ul style="list-style-type: none"> • High quality teaching and differentiation. • Small group teaching balanced against whole class teaching. • Effective feedback for learning. • Well-resourced and stimulating learning environments. • Whole school curriculum planning matching developmental levels of learners across the school. • Whole school planning enabling all classes to benefit from areas of expertise from subject leaders. • Synthetic phonics taught. • Structured reading schemes used. • Emphasis upon model, practise apply approach to learning. • Activity based learning across the school. • Varied teaching styles used to accommodate different learning styles. • Balance between teacher led and child initiated activities. • Consistency in practice across the school. • Effective communication with parents about children’s learning and development. 	Speech, Language and Communication	<ul style="list-style-type: none"> • Role play and drama used to enhance learning. • Emphasis upon oral rehearsal for writing. • Visual timetables used to share sequence of the day. • Opportunities to practise talk within different group sizes. • Effective use of ICT to support learning. • Opportunities to perform to different audiences. • Reading to and with children daily.
Social, Mental and Emotional Needs	<ul style="list-style-type: none"> • Positive school ethos • Structure of school day supports routines and independence. • Modifications to playtimes to accommodate specific challenges for children. • Consistent approach by all staff to behaviour and emotional needs. • Clear system of behavioural expectations through the Golden Rules. • Recognition of effort and positive approach to learning through Gold Book and intrinsic and extrinsic rewards. 	Physical and Sensory	<ul style="list-style-type: none"> • Use of adaptations to physical environment and resources such as self-opening scissors, writing slopes, ICT for recording work. • Awareness of children who need more/less stimulation to be receptive to learning and to be in “calm alert” state. • Pattern of the day to reflect need for movement and activity. • Opportunities to practise and develop gross and fine motor skills.

Wave 2 Provision Map
Support for Children Who Are Not Within Age Related Expectations

Cognition and Learning	<ul style="list-style-type: none"> • Additional small group teaching to address specific gaps in learning or to provide additional practise and consolidation of skills. • Identification of specific targets for children (Pathways Plans to be written if needed and shared with parents). • Referrals made to outside agencies for guidance and support if strategies within place have resulted in no progress, e.g. Learning and Language Support, Educational Psychology. • Additional differentiation provided through resources, outcome and level of support provided. • Additional training for staff to develop and update skills for addressing range of needs. 	Speech, Language and Communication	<ul style="list-style-type: none"> • Referrals made to outside agencies for guidance and support if strategies within place have resulted in no progress, e.g. Speech and Language Therapy. • Individual targets from SALT built into classroom activities. • Programmes for vocabulary development and interaction skills used within group settings.
Social, Mental and Emotional Needs	<ul style="list-style-type: none"> • Referrals made to outside agencies for guidance and support if strategies within place have resulted in no progress, e.g. Behaviour Support, Child and Adolescent Mental Health service. • Multisensory delivery of aspects of the curriculum. • Reasonable adjustments made to routines and structures to support participation and inclusion in activities and learning. 	Physical and Sensory.	<ul style="list-style-type: none"> • Additional support and practise time for developing specific skills, e.g. fine motor control, core body strength. • Referrals made to outside agencies for guidance and support if strategies within place have resulted in no progress, e.g. Physical and Sensory Support, Occupational Therapy. • OT programmes followed for targeted children. • Alternative means of recording learning explored. • Use of ICT to support and enhance learning opportunities and access.

Wave 3 Provision Map

Individualised support for children with a Statement of Educational Need or an Education Health Care Plan

Cognition and Learning	<ul style="list-style-type: none"> • Additional small group or individual teaching focussing on specific needs. • Individual targets set and monitored by SENCo and outside agencies. • Advice and support programmes from Learning and Language Support, Educational Psychology implemented. • Annual Review meetings held for reviewing and monitoring Statements of Special Educational Need or Education Health Care Plans. • Information shared with parents regularly. • Modified curriculum delivered to develop access and inclusion. • Small steps teaching with an emphasis on recognition of achievements. • Enhanced levels of adult support. • Additional training for staff to develop and update skills for addressing range of needs. 	Speech, Language and Communication	<ul style="list-style-type: none"> • Advice and support programmes from Speech and Language Therapy Implemented. • Enhanced levels of adult support. • Access to a personalised learning environment to be considered, reduced noise levels, visual prompts for activities.
Social, Mental and Emotional Needs	<ul style="list-style-type: none"> • Advice and support programmes from Behaviour Support, ASD Outreach, and Educational Psychology implemented. • Enhanced levels of adult support. • Access to a personalised learning environment to be considered, sensory stimulation from environment to be minimised. 	Physical and Sensory.	<ul style="list-style-type: none"> • Advice and support programmes from Physical and Sensory Support, Occupational Therapy and Physiotherapy implemented. • Specialist training or equipment accessed through specialist services. • Enhanced levels of adult support. • Access to a personalised learning environment to be considered, use of writing slopes, specialist seating, enhanced lighting, large print text.