



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 adapted 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. Within each class there will be a range of abilities and aptitudes; some children will be exceeding the age expectations for their year group, some will be meeting them and some will be working below. Working below the age expectation is not an indication in itself that a child has SEND. We acknowledge, however, that some children have additional needs and may require provision that is additional to or different from the provision others require in order to make progress in their learning from their baseline.

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.

Data from the GOV.UK:

	National	Ewell Grove
% of children with SEN (without an EHCP)	12.1%	6.6%
% of children with an EHCP in Primary schools	1.8%	1.1%

What is Surrey's Local Offer?

Local Offer refers to the provision and services that are available. Surrey's Local Offer is available at <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

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. 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.

What we at Ewell Grove can do to support your child is outlined below through the responses to 14 frequently asked questions.

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.
- 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 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 strategies available for children who could potentially 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 adaptation in the activities and resources used is a part of day-to-day high quality teaching; this is frequently referred to as Quality First Teaching. Adaptation can be demonstrated through the setting of work at a developmentally appropriate level for each child, using structured resources to support learning, with additional adult support to engage and motivate or with levelled success criteria for specific activities.
- At Ewell Grove, we believe that intervention should occur at the point of learning and this invariably is within the classroom setting. On occasions, it may be necessary to undertake a bespoke intervention with a child out of the classroom, such as, working on specific targets set by a Speech and Language Therapist or an Occupational Therapist.

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 each child every 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 the 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 abilities and attainment 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 in greater detail for the week and adaptations made daily, responding to the needs of the children. The Curriculum Map and Learning Intentions for each subject are on the School Website.
- 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. The Ewell Grove adapted group teaching approach enables children to develop independence in their learning. Work is adapted 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 and school 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, i.e. relating to their attainment.
- Children who require additional support or support that is different from the others will be included on the school's Special Educational Needs Register. An Individual Education Plan will be written and shared with parents; this will set targets and identify possible actions for supporting their child. The IEP is expected to be reviewed termly. The IEP can also be referred to as SEND Support Arrangements.

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 rewards.
- As a school, we use an Emotion Coaching approach; this encourages the recognition of emotions and supports children to develop strategies for self-regulation.
- 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. As a Surrey maintained school, we are expected to use the services provided by Surrey County Council.
- We have had access to support from a range of organisations such as Speech and Language Therapy, Occupational Therapy, 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. They attend regular SENCo networks and keep abreast of developments in Surrey's SEND provision.
- Development and training opportunities are delivered throughout the year and regular training is given in relation to behaviour and safeguarding. 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, dyslexia, colourful semantics and ASD.
- Staff meetings and INSET provide opportunities to enhance and develop everyone's understanding of planning, assessment, differentiation and monitoring progresses.

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 in order to respond to specific circumstances or challenges not covered by the existing policy.

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 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 setting.

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 an adapted 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. Where possible each class has a Teaching Assistant working alongside the Class teacher. The expectation is for all children to have access to support from both adults within the class.
- Depending upon the nature of a child's additional need the most appropriate strategy for the child is to be in receipt of high quality teaching within class; this is referred to as Universal provision. Movement through School SEND Support and Specialist SEND Support may be necessary and may continue onto Statutory Assessment.
- 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, is compatible with the efficient education of the other children with whom the child will be educated and as such can be varied in extent and focus.
- The SENCo and Strategic Leadership Team monitor the nature and structure of any additional support closely, 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 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.
- Surrey uses a Graduated Response approach to SEND support (please refer to the Surrey Local Offer site for full details). A four-step cycle is used for structuring support; this is referred to as Assess, Plan, Do and Review. We use Surrey's Profile of Need for identifying needs.
- Decisions about specific support, such as Speech and Language Therapy or bespoke behaviour strategies, 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 using the Assess, Plan, Do and Review cycle.

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 opportunities for parents to be involved through Parent Focus meetings, Parent representatives for each class, invitations to Gold Book/Birthday assemblies, Reading Volunteers, parent helpers, 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. (Recent National Lockdowns have resulted in necessary adaptations made to methods of communication).
- 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.

As a Surrey maintained school, we follow the Graduated Response and Profile of Need approach as outlined on the Surrey Local Offer website.

The Profile of Need replaces the previous three waves of intervention approach.

- Wave 1 being the core offer that all children would receive from the school,
- Wave 2 identified the support a child would receive if they needed support that was "additional to or different from" other children,
- Wave 3 identified the support following a Statutory Assessment or the issuing of an Education Health Care Plan – EHCP)

These three waves have been replaced by;

- Universal – this remains the core offer that all children will receive to support their learning,
- School SEND Support – this is for children identified as requiring support that is "additional to or different from" other children as identified in the SEND Code of Practice 1-25 (July 2014),
- Specialist SEND Support – where a child continues to make less than expected progress, despite evidence-based support and interventions previously highlighted in School SEND Support. Consideration will be made for referrals to specialist support from multi-agency professionals.
- Statutory Assessment – where despite relevant and purposeful action being taken to identify, assess and meet the SEND of the child; the child does not make the expected progress with the involvement of multi-agency professionals. Parents and school consider making a request for a Statutory Assessment, which may or may not result in the Local Authority issuing the child with an Education Health Care Plan.

A Provision Map outlines what we can do within school to support your child. The Surrey Profile of Need and the SEND Code of Practice recognise four main areas of need they are;

- Communication and interaction,
- Cognition and learning,
- Social, emotional and mental health,
- Physical and sensory.

Universal Provision Map

Cognition and Learning	<ul style="list-style-type: none"> • High quality teaching and adaptation to individual needs. • 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. 	Communication and interaction	<ul style="list-style-type: none"> • Role-play and drama used to enhance learning. • Emphasis upon vocabulary development across curriculum subjects. • Emphasis upon oral rehearsal for writing. • Visual timetables used to share sequence of the day. • Visual prompts used to support instructions and task descriptions. • 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. • Adult modelling to develop and support social skills work. • Focus on turn taking in games and activities. • Clear expectations for manners and appropriate interactions.
Social, Emotional and Mental Health	<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, 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, reduction in distractions, noise level and lighting. • 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. • Opportunities for structured, well-planned and resourced P.E sessions with Sports Coach.

School SEND Support Provision Map

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 (Individual Education Plan – IEP to be written if needed and shared with parents). • Instructions and steps in learning to be broken down into small chunks with opportunities to revisit and over learn key skills and concepts. • Additional training for staff to develop and update skills for addressing range of needs. 	Communication and Interaction	<ul style="list-style-type: none"> • Individual targets from SALT built into classroom activities. • Programmes for vocabulary development and interaction skills used within group settings. • Social skills group work in class. • Specific focus on listening skills and comprehension using pictures and books. • Use of Colourful Semantics for supporting sentence construction and usage. • Pre-teaching of key vocabulary, pre-exposure to stories and main concepts. • Individualised arrangements for playtimes, e.g. adult to support playing games with group, quiet time spent away from others when child is overloaded
Social, Emotional and Mental Health	<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, including modifications to learning environment, • Fidget toys and Emotion First Aid boxes available. • Focussed work on recognising, naming and self-regulation of emotions. • Support for transitions within and outside the classroom. 	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. • OT programmes followed for targeted children. • Alternative means of recording learning explored. • Use of ICT to support and enhance learning opportunities and access. • Sensory diet activities build into day-to-day activities. • Use of wobble cushions, chewellery, weighted blankets and objects.

Specialist SEND Support Provision Map

Cognition and Learning	<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. Specialist Teachers for Inclusive Practice STiPs, Educational Psychology. Linden Bridge • Additional differentiation provided through resources, outcome and level of support provided. • Alternative means for accessing and recording learning, e.g. enhanced use of technology, adult as scribe, use of overlays 	Communication and Interaction	<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 (SALT), paediatrician (consideration of Autistic Spectrum Disorder) • Implementation of structured language intervention as recommended by SALT. • Adaptations made to expectations for behaviour and supporting/modifying behaviour. • Modifications made to learning environment, e.g. workstation. • Use of visual organisers to support the development of ideas, concept and interconnections.
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Support from the school ELSA to explore and regulate emotions. • Use of now/next and task boards to break activities into small manageable chunks. • Further adaptations to less structured times e.g. provision of quiet space/structured activities for playtimes. • Consider with parents referral to CAMHs. 	Physical and Sensory	<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. Physical and Sensory Support, Occupational Therapy. • Strategies and techniques implemented following advice from multi-professional support. • Adaptations made to learning resources to meet visual/hearing impairment needs.

Statutory Assessment Provision Map

Individualised support for children who may or may not have 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 STiPs, Educational Psychology implemented. • Annual Review meetings held for reviewing and monitoring 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. 	Communication and Interaction	<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. • Specific staff training undertaken to support specified needs of the individual.
Social, Emotional and Mental Health	<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. • Additional support and training for staff in supporting extremely challenging behaviours. 	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.