



**Godstone Primary and Nursery School**

**School Offer**

Updated December 2019

1	<b>How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</b>	<p>The school has an SEN policy which can be found on the school website. The SENCo is Miss Laura Skingley and she can be contacted on 01883 742 326 or via her email <a href="mailto:senco@godstone.surrey.sch.uk">senco@godstone.surrey.sch.uk</a>.</p> <p>We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment to support early identification of additional needs and to celebrate achievement. When a need has been identified and a provision/intervention has been put in place assessments are run prior to the intervention taking place, this will highlight key areas that should be focused on. Periodically (this can vary depending on the intervention), further assessments are carried out and decisions regarding next steps are made. This is part of the 'Assess, Plan, Do, Review' cycle.</p> <p>Each term the Headteacher and SENCo meet with each class teacher to discuss progress of all children on the SEN register. Further actions may result from such meetings.</p> <p>Parents/carers are encouraged to speak to the class teacher, SENCO and senior leadership team about any concerns they have.</p> <p>We have in-house specialist expertise in a number of areas of special educational needs and this is recorded on our provision map.</p>
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2 **How will early years setting / school / college staff support my child/young person?**

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (January 2015). Staff have been trained so as to be able to cater for learners who may have difficulty with:

Cognition and learning  
Communication and Interaction  
Social, Emotional and Mental Health  
Sensory and/or Physical

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). We adopt a graduated approach to meeting needs, through quality first teaching our staff make reasonable adjustments to help include all children, not just those with SEN. We take a holistic school approach to supporting learners. Where quality first teaching is not enough we look at specific interventions that are identified and selected according to the needs of the individual child. Through reviews and assessment further interventions may be put in place. Sometimes a referral to an outside agency is appropriate. Parents are kept informed at each stage of the process.

We have staff trained in the following areas:

ELKLAN  
Learning Mentor  
ELSA (Emotional Literacy Support Assistant)  
Precision Teaching  
Phonics  
ASD Practices  
Dyslexia Awareness  
Dyscalculia Awareness

The Head teacher, senior leadership team and SENCo work closely with class teachers to support the early identification of special educational needs and barriers to learning. All interventions we put in place are research informed and evidence based and are measured to monitor impact against expected rates of progress. Where we feel something is not working, we are quick to respond and find alternatives through dialogue with the learner and their families. All our teachers are overseen and supported by the SENCo. Where appropriate we seek advice and support from outside agencies such as language and literacy support, speech and language and behaviour support.

3	<b>How will the curriculum be matched to my child's/young person's needs?</b>	Differentiation is embedded in our skills based curriculum and practice. We have a tailored personalised curriculum and termly pupil progress meetings help us to monitor this and reflect on the next best steps. All our teachers are clear on the expectations of wave 1 provision and offer high quality teaching and learning experiences, and this is monitored regularly by the leadership team.
4	<b>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b>	<p>The SENCo has an 'open door' policy where parents are welcome to come in and speak to her should they have any concerns about the overall progress of their child. Class teachers are also very alert in discussing any concerns and will do so immediately, where there is a need, rather than waiting for parent consultation meetings.</p> <p>The SENCo will discuss with parents before inviting any outside agencies to assess/observe/work with your child. She will also discuss with you following receipt of reports to decide upon future actions.</p> <p>We regularly share progress feedback with all our learners and their families through termly parent consultation meetings and an end of year report. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. We send home curriculum 'overviews' describing the topic and related learning each term, and these include references to websites and books which can be accessed by parents to support their child's learning. We invite parents to come into school regularly for 'reading mornings' and 'maths mornings'. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</p>
5	<b>What support will there be for my child's/young person's overall well-being?</b>	<p>All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this encouraged in a variety of ways and regularly.</p> <p>We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our PSHE programme support to develop emotional and social development and enables our learners to find solutions to helpfully solve friendship and relationship issues. The school also employs a Learning Mentor and ELSA to work with learners to positively focus on social and emotional development. We also run 'friendship</p>

		<p>groups' and 'Construction Club' groups within the school where there is a need. In the first instance, every child has a class teacher who they can talk to in order to share any concerns. Concerns may be communicated through our worry box, which is then followed up by a senior member of staff.</p>
6	<p><b>What specialist services and expertise are available at or accessed by the setting / school / college?</b></p>	<p>Our staff receive regular training and our teachers all hold qualified teacher status. We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p> <p>We have trained staff within the school such as ELKLAN staff (speech and language support), a learning mentor (social and emotional support) and an ELSA. We aim to ensure that all staff working with learners who have SEN, possess a working knowledge of the difficulty to help them in supporting access to the curriculum.</p> <p>Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.</p> <p>This academic year the school has worked with:  Learning and Language Support Service, Behaviour Support Service, Educational Psychology Service, Speech and language therapists, Occupational Therapy, Physical and Sensory Support Service, CAMHS, Linden Bridge Outreach, Woodfield Outreach, Children's Services, The Children's Centre and the Family Support Service.</p> <p>We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person.</p> <p>We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher (Mrs Jarrott Chase – 01883 742 326) meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develop holistically.</p>

7	<b>What training are the staff supporting children and young people with SEND had or are having?</b>	<p>Our Special Needs Co-ordinator (SENCo) has completed the mandatory National SENCo Award and is a qualified teacher. We regularly invest time and money in training our staff to improve wave 1 provision delivery and develop enhanced skills &amp; knowledge delivery of wave 2 and 3 interventions. In staff meetings our staff are updated on matters pertaining to special educational needs and disability.</p> <p>Our SENCo also holds regular meetings with support staff in order to deliver in house CPD.</p>
8	<b>How will my child/young person be included in activities outside the classroom including school trips?</b>	<p>We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs.</p> <p>During this academic year additional staff accompanied all school trips so that learners with SEN could attend. Registers are taken for all school activities and we actively monitor the engagement of learners across the school.</p> <p>Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.</p>
9	<b>How accessible is the setting / school / college environment?</b>	<p>We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments; where possible. Our policy and practice embraces The equality Act 2010. We also take advice from our linked Occupational Therapists and other experts to ensure our setting meets the needs of all pupils.</p>
10	<b>How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?</b>	<p>We have a robust Induction programme in place for welcoming new learners to our setting. Our Provision Management systems records what aspects of our environment help children learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings children/young people move onto. Representatives from the main schools that we feed into visit us in the Summer Term in order that we can pass on an overview of our learners that have SEN. Good practice is shared so that transition to the next phase is made easier. In some cases staff from secondary schools come in to work with learners to give them a familiar face for when they transfer.</p> <p>Visits to the local secondary school are also organised and we fully encourage all our learners to attend induction days. We have been able to secure bespoke transition packages with secondary schools for children that need it. We also run internal transition groups, to support children who may feel anxious about the move from primary to secondary education.</p>

		<p>If a child moves to us from another primary school we ensure that we receive all relevant paperwork, liaise with previous school staff and any external agencies that may have previously been involved with your child and meet with parents to discuss any plans that may be useful to put in place to support transition.</p>
11	<p><b>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</b></p>	<p>Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure value for money service, so all interventions are costed and evaluated. Our budget is allocated according to our Provision Management system.</p>
12	<p><b>How is the decision made about what type and how much support my child/young person will receive?</b></p>	<p>Through a graduated response, starting with Quality First inclusive Practice (wave 1). This is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with senior leadership team and Governing body.</p> <p>The SENCo liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information decisions are made as to the most appropriate type of support to put in place for the learner. Learners are then spoken to regarding progress/concerns with a one page profile being completed, parents are also consulted when the profile is put together.</p> <p>One page profiles are produced in consultation with learners so that teaching staff have a clear overview of the whole child. We feel that it is important to have the views of the learner so that they feel involved in their own learning.</p>

13	<p><b>How are parents involved in the setting / school / college? How can I be involved?</b></p>	<p>We whole-heartedly believe in partnering parents in a two-way dialogue to support children’s learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means, including the newly introduced ‘Parent Reps’. Our Governing Body includes Parent Governors/representatives. This academic year we will be holding our first ‘SEND Forums’</p> <p>The Friends of Godstone Primary and Nursery School "FOGPANS" is an active group that raises funds for all of the children at the school. The Chair of the group is Mr Ben Thackray and ,if you wish to find out more about the group or about becoming a member, he can be contacted through the school office or by email at: <a href="mailto:friends@godstone.surrey.sch.uk">friends@godstone.surrey.sch.uk</a></p> <p>School governors are members of the school's Governing Body and have representatives from parents at the school and local community members. They have responsibility for raising school standards through three core strategic functions of:</p> <ul style="list-style-type: none"> <li>a. Ensuring clarity of vision, ethos and strategic direction;</li> <li>b. Holding the head teacher to account for the educational performance of the school and its pupils; and</li> <li>c. Overseeing the financial performance of the school and making sure its money is well spent.</li> </ul> <p>School governors are the largest volunteer force in the country. If you wish to find out more about the governing body or about becoming a governor, please contact the Chair of Governors, Ms Linda Waghorn, who can be contacted through the school office or by email at: <a href="mailto:chair.gvs@gmail.com">chair.gvs@gmail.com</a></p>
14	<p><b>Who can I contact for further information?</b></p>	<p>In the first instance if a parents has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENCo may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. The SENCo at the school is Miss Laura Skingley – 01883 742 326, email <a href="mailto:senco@godstone.surrey.sch.uk">senco@godstone.surrey.sch.uk</a>.</p>
	<p><b>Is there any additional provision you have developed this year?</b></p>	<p>Additional resources to support Wave 1 quality first teaching including ASD, Dyslexia and Dyscalculia awareness.</p>