



Godstone Primary and Nursery School

SEND information Report

January 2022

Key Contacts for SEND:

- Laura Skingley – SENCO – senco@godstone.surrey.sch.uk

The kinds of Special Educational Needs that are provided for at Godstone Primary and Nursery School:

- We are committed to meeting the educational needs of all our children and when a special educational need is identified we ensure we meet the need, ensuring that all children make good progress from their starting point. Our Special Needs and Disability Policy supports our commitment to work with children and families to achieve the best possible outcomes.
- Godstone Primary and Nursery School regards pupils as having SEND if they:
 - a) Have a significantly greater difficulty in learning than the majority of pupils of the same age;
 - b) Have a disability which prevents, or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area served by the LA;
 - c) A child under compulsory school age has a special educational need if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill).
- Pupils are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.
- We welcome all children to Godstone Primary and Nursery School and endeavour to ensure that the appropriate provision is made to cater for their needs. Pupils with special educational needs and disabilities will be admitted to Godstone Primary and Nursery School in line with the schools' admissions policy and on an equal basis with all other children according to the criteria set out, taking into account the suitability of the children to mainstream education, and availability of resources and facilities to meet that child's needs.
- At Godstone Primary and Nursery School we cater for children with the following needs:
 - Communication and interaction (C&I)
 - Cognition and learning (C&L)
 - Social, emotional and mental health difficulties (SEMH)

- Sensory and/or physical needs (S&P)

Policies for identifying children and young people with SEND and assessing their needs

- When children have been identified as having SEND before they start at Godstone Primary and Nursery School, we work closely with the people who already know them and use the information already available to identify what their SEND needs will be in our school setting and how best to support them and remove barriers.
- If parents tell us that they think their child has SEND, we will discuss this with them and carry out observations and assessments. We will share what we discover with them and agree what we will do next and what parents can do to support their child.
- If our staff think that a child has SEND, this may be because they are not making the same progress as other children; for example, they may not be able to follow instructions or answer questions. We will observe the child and carry out assessments, where necessary in order to fully understand what may be causing the difficulty and how best to support it.
- A pupil is identified as needing provision additional to or different from that provided if, despite receiving high quality first teaching, differentiated learning opportunities and intervention, they:
 - Make little or no progress even when teaching approaches are targeted, particularly in a young person's identified area of difficulty;
 - Show signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas;
 - Present persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques employed by the school;
 - Have sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment;
 - Have communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum;
 - Make slow progress in developing literacy and mathematics skills;
 - Have emotional or behavioural difficulties, which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour management programme;
 - Have SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
 - Have communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning;
 - At Godstone Primary and Nursery School, Pupil Progress meetings take place with each class teacher with the Head Teacher and SENCo, to ensure all children are making good progress. This is another way children may be identified as not making as much progress as they could be. If a child is then identified as having difficulties with their learning, we will set up a meeting to discuss this with parents in more detail, to listen to any concerns they may have and to plan any additional support the child may receive. We will also discuss with parents, any referrals to outside

professionals, such as the Specialist Teaching for Inclusive Practice team (STIPs) or Speech and Language Therapy (SALT), amongst others.

- The teaching team and SENCo will further assess the child and support for the individual will be discussed and action taken.
- The SEND Register holds names of children identified as having SEND under a category of 'SEND Support' and Education, Health and Care Plan (EHCP). All children on the SEND Register will have an Individual Provision Map (IPM), detailing all provision in place to support their SEND and remove any barriers. This document is reviewed three times each year and shared with parents.
- For those children at SEND Support who may need an EHCP in the future, a SEND Support Arrangements document will be put together jointly with parents.

Arrangements for consulting parents of children with SEND and involving them in their child's education:

- At Godstone Primary and Nursery School, we greatly value the role parents play in their child's learning and the impact of parent involvement on pupil progress. When working in partnership with parents, we endeavour to understand the pressures they may be under because of the special educational needs of their child.
- We aim to:
 - Recognise the personal and emotional investment of parents and be aware of their feelings;
 - Focus on the child's strengths as well as areas of additional need;
 - Ensure that parents understand procedures, are offered support in preparing their contributions and are given documents to be discussed prior to meetings;
 - Respect the validity of differing perspectives and seek constructive ways of recording different viewpoints;
 - Respect the differing needs parents themselves may have, such as disability or communication barriers;
 - Recognise the need for flexibility in the timing and structure of meetings
- Parents can make contact with staff either informally in the playground/classroom (where appropriate), via home/link books, email or class Dojo, by telephone, or by requesting a meeting. Parents are notified early of any concerns about their children.
- We respect the differing needs of parents, such as; disability and communication or language barriers. For example, we will try to find a translator for parents whose first language is not English.
- The SENCo has an open door policy, and always welcomes parents to contact her to discuss sharing of information or concerns. The SENCo is also available to book parent consultation appointments.
- A range of other ways will be used to keep you informed, which may include:
 - Individual Provision Maps
 - Letters sent home
 - Parents evenings
 - Additional meets as required

- Newsletter
 - Emails
 - Class Dojo/Tapestry (Early Years)
 - Reports
 - School Website
 - Home link books
 - Meet the teacher sessions
 - Reading mornings and Maths mornings
 - Parent workshops
 - Half-termly curriculum overviews
 - Annual Reviews (for children with EHCP's)
- At the beginning of the school year, parents are invited to a 'meet the class teacher' session in order to meet the teacher of their child's new class and find out about what to expect over the year.
 - Throughout the year, Godstone Primary and Nursery School are proactive in holding regular 'Reading Mornings' and 'Maths Mornings' and attendance at these is always encouraged.
 - We are always appreciative of any parent volunteers to help on school visits and parent reader volunteers in the classroom are actively encouraged.
 - We are fortunate to have a FOGPAN's team that have been an integral part of the school community for a number of years. There are lots of ways parents can help and support their child through this organisation – whether it is offering to help at events to help set up or run a stall or jobs done from home such as wrapping gifts or preparing raffle tickets etc.
 - If parents would like to be more involved, they can volunteer to be a class 'Parent Representative' – we actively support parents of SEND children taking on this role alongside other parents, to ensure our children are fully represented.

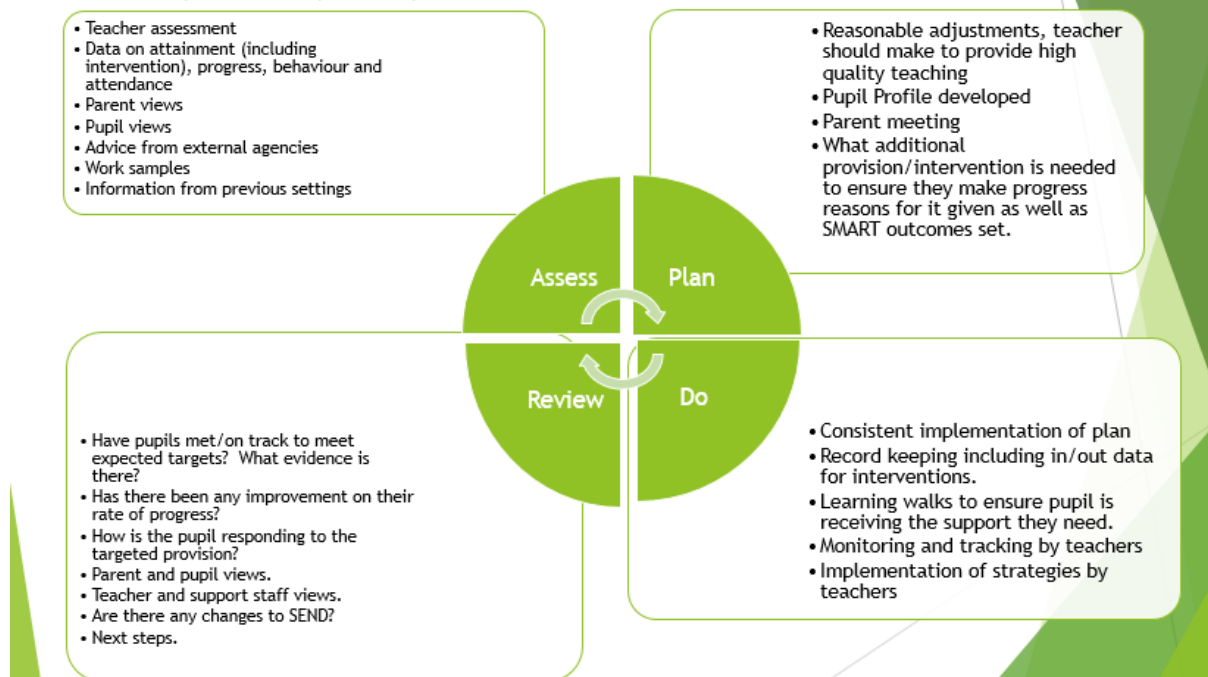
Arrangements for consulting young people with SEND and involving them in their education:

- At Godstone Primary and Nursery School we use One Page Profiles so that all teaching staff has an overview of the whole child and to ensure that all SEND pupils (and some other children within our school population). Children work with adults to produce these documents.
- Children's progress and attainment is tracked regularly and decisions are then made based on the ability of a child to access the curriculum and make their next steps of progress.
- The SENCo and teaching team work closely with parents and staff to discuss relevant intervention, including seeking support and advice from specialist services to make best use of available resources. We regularly assess the impact of any additional support and resources and report children's progress to parents, staff and governors.
- All children with an Education, Health and Care Plan are fully involved in the annual review process, including presenting their own presentation at the meeting.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review:

- We follow the 'Assess, Plan, Do, Review' cycle:

Assess, Plan, Do, Review



- Progress is reviewed formally every term and each child's progress is discussed at Pupil Progress meetings.
- At the end of the year, Year 1 complete a phonics screening check. This is a national test, which all schools are required to do, and it used in order to assess whether the children are at the appropriate level in their phonics understanding and to allocate support for those who do not reach the required level.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using the end of Key Stage assessments. The results of these and the phonics tests are published nationally.
- In 2020, a year 4 times table test is being introduced nationally. These results will also indicate where additional support is needed and support will be allocated for those who need it in preparation for the test, and after, for those who do not meet the required level.
- All children on the SEND register will have a 'Provision Map', which indicates the additional support and intervention they receive to support them in making progress. School staff gather in and out data to assess the starting point and then progress towards targets. This information then informs future target setting. These provision maps are shared with parents, and your views are taken on board in terms of supporting your child further. These meetings take place termly.
- When an Annual Review takes place for children with EHCP's, all professionals who work with them are invited to submit information and attend the meeting, along with parents and

the child. Notes are taken during the meeting and parental views are discussed with clear actions to take, where necessary.

- If the school is working with other professionals, such as an Educational Psychologist or a Speech and Language Therapist, other meetings will be arranged in which parents can attend alongside the professionals. This is in order for a rounded picture of the child to be gathered, parental views to be gathered with joint decision making for plans moving forward.
- Parents are welcome and encouraged to speak with their child's class teacher to discuss their child's progress. Parents are also welcome and encouraged to arrange to meet with the SENCo when they feel it necessary.
- At parent's evenings, if parents feel they need longer to discuss their child, they are welcome to arrange another time to meet with their child's teacher. Parents are also welcome to arrange an additional parents evening slot with the SENCo.
- As a staff team, we regularly moderate learning and progress to check our judgements are correct for children at all ability levels.

Arrangements for supporting children and young people in moving between phases or education and in preparing them for adulthood:

- At Godstone Primary and Nursery school we recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. We also recognise that preparation for adulthood starts at the very early stages of childhood and work carefully to ensure that we are taking a step by step approach from where the child currently is to gradually maximise their independence and develop their skills to prepare for the next stage in their education and, ultimately, adulthood.
- Children with SEND joining our school at either our Nursery or Reception will have a home visit from the class teacher. If SEND is already identified, the SENCo may also attend this visit. Information will be gathered regarding any SEND and discussions about helpful steps to ease transition and ensure the right support is in place on their entry into school is ensured. If additional work is required, further visits may take place either to the home or to the child's current setting – if appropriate. Supportive materials may be provided, such as a social story or picture book to prepare the child for their new class. If outside agencies are involved, with parents' permission, the school will make contact with them to gather relevant information and discuss plans for further transition work once the child has started with us.
- Meetings will be arranged for those children who are already known to SEND Services to make school aware of their needs to ensure that the correct support is in place.
- Additional visits may be arranged in order that the child is familiarised with their new setting. Special arrangements can be made, such as visiting after school hours to see the classroom at a time when it is quiet and relationships with the teacher can be established.
- When children with SEND join the school at a different stage, the school will endeavour to work with parents, the previous setting, the child and outside agencies (where previous involvement is established) to prepare for transition. At these times, transition times can sometimes be more rapid, but every effort is made to ensure that visits can take place, information gathered and meetings with parents and the child (where appropriate) take

place. Additional measures to support transition such as additional visits, social stories can be put in place to aide transition.

- When children are preparing to transition to secondary school, we put a great deal of support in place to ensure that children are well prepared for the next stage in the academic career. We run 'transition groups', run by our Learning Mentor and ELSA, where children who require extra support with transition can attend. The sessions are planned in a bespoke way to cover areas that the children raise.
- We engage with all feeder secondary schools and actively encourage all parents take up opportunities of any extra transition groups or visits that the secondary school may offer. We also work closely with these secondary schools to put together bespoke transition packages, where necessary.
- We ensure that we attend or invite all relevant secondary schools to a transition meeting, where the needs of all children are discussed and that we pass on essential transition information. We also hold additional meetings to discuss transition regarding individual children with EHCP's. During these meetings, parents are also invited, along with outside agencies, where possible.
- When children transition from one year group to the next, we hold a transition day, where children spend the day with their new class teacher and teaching assistant for the coming academic year. We provide social stories to best prepare the children and these are sent home so that parents can share this with their child over the summer break. These social stories include pictures of their new teacher and of their classroom.
- When moving to the next year group, the current teaching staff (including support staff), meet with the new teaching staff to discuss key information. For children with EHCP's who may find changes of staff more challenging, additional transition plans may be put in place, such as spending time jointly with existing TA and new TA so that relationships can be established and new teachers coming to visit more regularly so that children become more familiar with them.
- When children with EHCP's work regularly with an outside agency professional, such as a Speech and Language Therapist, and this professional changes, we ensure that we work closely with the professional and parents to prepare for this transition. This can include planning joint visits with existing professional and new professional, visits to class to familiarise the child with them and holding meetings to handover key information.

The approach to teaching children and young people with SEND

- At Godstone Primary and Nursery School, we will support each child in a variety of ways depending on their individual needs and also taking into account their views and wishes. First and foremost, we ensure that quality first teaching is delivered within the class, where learning tasks will be matched to the child's needs and will be overseen by the class teacher, barriers to learning are identified, and resources to support barriers are put in place to maximise each child's independence.
- Each term children are identified for intervention. This additional, targeted provision may be through small group or one to one work and usually takes place out of the classroom. Our targeted interventions are outlined in our whole school provision map. We work hard

to minimise how often children are removed from the classroom to take part in intervention, to maximise their exposure to the whole class learning and getting the balance right between the additional support they need to make progress and accessing the full curriculum.

- A further, specialist level of provision may involve children working individually with a member of staff to meet specific targets. Our school support with specialist agencies provision is outlined in our whole school provision map.
- Where possible, we link intervention with class teaching; for example, the Speech and Language Teaching Assistant will gather relevant curriculum vocabulary for individual children to include in their speech and language intervention.
- The class teacher will set targets based on data gathered to highlight an appropriate 'next step' target; previous 'out' data also informs target setting. The new target is outlined on our 'Individual Provision Maps' and shared with all the staff who are involved with the intervention and with the child and parents.
- Individual provision maps are reviewed termly, where 'out' data is gathered to assess the effectiveness and impact of the planned provision for the child.
- Our provision maps also contain 'Barriers to learning' and 'Resources to support barriers to learning' information about each individual child. These related to strategies, resources and approaches that work for each individual child. This information is also reviewed termly.
- We work closely with outside agencies to maximise our knowledge and understanding of children's individual needs and how best to support them. This information is also gathered within our provision maps.
- In addition to quality first teaching, children with Education, Health and Care Plans (EHCP's), will receive additional support in a 1:1, paired or small group situation.
- At Godstone Primary and Nursery School, we know that maximising the independence our SEND children is an important part of our inclusive practice. We work carefully to find the next steps of independence for each individual child as we understand that this develops a child's sense of self-efficacy and self-esteem.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

- Our whole class learning and teaching ensures the effective inclusion of all pupils in high-quality, everyday personalised learning. This includes:
 - Effective planning and lesson design that builds on prior learning
 - Clear learning intentions and success criteria that are shared with the children and referred to regularly
 - High levels of pupil involvement and engagement with their learning
 - Effective questioning, modelling and explaining by the teacher
 - Learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
 - Assessment for learning
 - A range of teaching styles
 - High quality differentiation

- Specific praise and encouragement to engage and motivate pupils
 - Reviewing learning and identifying next steps
 - Opportunities for children to stretch and challenge themselves
 - A range of resources available to maximise independence
 - The development of 'Building Learning Power' skills to foster the skills for learning for life
- We provide a wide range of targeted interventions to support those who are making slower progress in a particular area of learning. We also provide specialist support for those who require intervention and support additional to and different from our quality teaching and school support provision. Our targeted interventions and specialist support are outlined in our whole school provision map.
 - We seek advice and work closely and effectively with outside agencies to ensure that the best advice and support is in place in order to support adaptations to curriculum and learning.
 - When we feel children's needs cannot be met through the school's own resources alone, we will apply for an Education, Health and Care Plan assessment. If the Local Authority agrees to put an Education and Health Care Plan in place, additional resources and support will be allocated.
 - We ensure that the school environment is accessible for all children, including those with physical and sensory needs.
 - We ensure that equipment used is accessible to all children, regardless of their needs.
 - A range of visual aids and concrete resources are in place across the school to support learning.
 - The school will liaise with outside agencies to assess for specialist equipment to overcome barriers to learning and access to the full school environment.

The experience and training of staff to support children and young people with SEND, including how specialist expertise will be secured

- Laura Skingley, SENCo, has achieved the National SENCo Award.
- High quality SEND CPD is regularly delivered, either by outside agencies or in house.
- It is the role of the SENCo to support the teachers in planning for children with SEND.
- The school employs 1 ELKLAN trained Speech and Language Teaching Assistant, who also attends any further relevant speech and language training. We also employ one ELSA and one Learning Mentor to support children with emotional and social development needs, including children with ASD.
- The school works closely with outside agencies on an individual basis, such as specialist outreach teams, where one child is observed and the outreach specialist then spends time with the staff team to discuss the best ways to support that child with their ongoing targets and development.
- We also seek additional training from outside agencies relating to SEND issues such as ASD, dyslexia, dyscalculia etc.

- We also run in house training with class teachers and support staff on meeting the needs of all learners in the classroom and on SEND specific issues.
- The SENCo regularly attends SENCo network meetings (run termly) and also attends other projects and initiatives, most recently the Safer SEND Workshops and is currently part of the SEND Peer Review project. She also attends relevant meetings run by the local Dyslexia Association.

Evaluating the effectiveness of the provision made for children and young people with SEND

- Schools receive funding, within the school's allocated budget for all children, including those with Special Educational Needs and Disabilities and their needs are met from this, (including equipment). The Local Authority may contribute more funding if the cost of meeting an individual child's needs is more than £6,000 per year. This forms part of the EHCP application process.
- If an EHCP assessment identifies that a child needs something significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. Parents may choose to request a personal budget to fund support that meets the requirements of the plan
- The Head teacher decides on the best use of the school's funding for Special Educational Needs in consultation with the SENCo, Deputy Head, School Governors and Bursar, on the basis of the needs in the school.
- All resources/training and support are reviewed regularly and changes made as needed.
- Each year the school reviews the impact of SEND funding on outcomes.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- At Godstone Primary and Nursery School we are passionate about inclusion and we work to enable every child to participate as fully as possible in all elements of the wider curriculum. It is our intention that all children attend school trips and residential visits with support and risk assessments as appropriate. Where necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity.
- We have a number of extracurricular activities, which are open to all children. Should any child need support to access these activities, school will make the necessary arrangements.
- We provide 'wrap around care' in the form of our SWANS provision (breakfast and afterschool club) from 7:30am to 6pm, this is accessible to all children.

Support for improving emotional and social development

- The school ethos is one where all pupils are valued and their diverse abilities are equally celebrated, this ethos runs throughout our school 'core values'.
- As a school we reward and celebrate children's achievements in behaviour and ensure that we are fair and consistent, helping children to manage their own behaviour. Sanctions are

reflective and result in pupils making more positive decisions about behavioural choices. All staff consistently follow the school **Behaviour Policy**.

- Risk assessment processes effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.
- Our ELSA is present at break and lunchtimes to support with general friendship issues and vulnerable children who may need additional support to navigate friendship issues.
- If a child needs medication, parents need to complete a form giving us the permission and then the office staff can give it to them at any point during the school day as instructed.
- Godstone Primary and Nursery School recognises that, within a climate of inclusion, there will be children who need a personalised approach to their specific behaviour needs. We have worked to ensure that our Behaviour Policy works for the vast majority of children, including those with SEND, but recognise that, in some cases, the schools sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used.
- Children with Social, Emotional and Mental Health (SEMH), will be given additional support in line with their Individual Provision Map and their particular needs.
- Our ELSA or Learning Mentor will work with these children to support them to understand their feelings, develop empathy for others, develop strategies to enable successful interactions with others and to manage strong feelings and develop emotional resilience.
- We recognise that children with SEND often develop low self-esteem, which can lead to developing behavioural difficulties. We work hard to build all children's self-esteem and are successful in keeping children feeling positive about themselves and engaged with their education. We work jointly with parents in this and have meaningful discussions about homework, developing outside interests, celebrating effort and specific praise around successes, so that children feel valued for their talents both in and out of school.
- When children experience social and emotional issues, we work closely with parents to identify the underlying causes, for example, we recognise that some children can mask their difficulties in school but, when returning home, have significant emotional challenges. We work together with parents to get the right balance of support both in and out of school, sharing 'what works' between each other and engaging with outside supportive agencies for both school and parents.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's SEND and supporting their families

External support services play a crucial part in helping Godstone Primary and Nursery School identify, assess and make provision for children with special education needs and we very much value their input.

These include:

- Educational Welfare Officer Service
- Advice and support from the school nurse and/or 0-19 team
- Access to a Language and EAL specialist teacher
- Regular visits from our Educational Psychologist

- Seeking advice from specialist advisory teaching services for children with sensory impairment or physical difficulties or from services like Occupational Therapy Service or PSSS
- Advice and support from a Speech and Language Therapist and contributions to the reviews of pupils with significant speech and language difficulties
- Access to a Language and Learning specialist teacher
- Access to a Behaviour Support specialist teacher
- Access to a Traveller Support specialist teacher
- Access to the Early Years SEND team
- Access to outreach service such as Linden Bridge for pupils with ASD
- Advice and support from the local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs, including our TAMHS link practitioner
- Multi-agency meetings (known as the Children and Young Person Planning Forum or CYPPF), with representatives from Children and Family Services, Social Care and Health. These are held to ensure effective collaboration in identifying and making provision for vulnerable pupils
- Targeted support for families on a variety of issues through the Family Support service.
- Support from The Early Help team
- Specialised expertise in sport for the disabled

We apply for discretionary funding and/or inclusion support grants for children in Nursery/First Steps who require additional funding and support to meet their needs.

Before the school make any referral to a specialist service we will always gain a parent/carers permission.

Contact information:

- The first point of contact will always be your child's class teacher.
- Laura Skingley – SENCo, has an 'open door' policy and welcomes any contact regarding SEND - senco@godstone.surrey.sch.uk
- Nick Usher, Acting head teacher – deputy@godstone.surrey.sch.uk
- Godstone Primary and Nursery School follows guidance issued by Surrey County Council on handling complaints. Our complaints policy can be found on the school website or you can contact the school office via email: admin@godstone.surrey.sch.uk
- Surrey SEND have a 'SEND Local Offer' online hub, where parents, carers and young people can find a range of information and support services under a number of headings, such as ASD, Health, Finance, Family Matters; amongst others. This can be accessed via the following link: <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>
- SEND Advice Surrey offer free and impartial advice and support on a range of SEND matters. You can visit their website: www.sendadvice.surrey.org.uk for more information, or contact them on 01737 737 300 or email: sendadvice@surreycc.gov.uk

All the above named staff can be contacted through the school office on 01883 742 326