

Responses to the 14 Questions (September 2022)

	Questions	School Response
1	<p>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?</p>	<p>Following a thorough induction programme before starting school it is hoped that any concerns relating to developmental needs will have been highlighted by the preschool or parents. On entry further assessments for each pupil are undertaken and progress is monitored throughout the reception class. Class teachers, leaders and the headteacher (also the SENCo) track all pupils and make observations to monitor the progress of pupils. If a pupil is not making expected progress or having difficulties in a particular area of learning the school might identify the need for intervention work or additional support.</p> <p>Parents who have questions about the needs or progress of their child should make an appointment with the class teacher in the first instance to discuss their concerns. A further appointment can then be made with the SENCO if appropriate.</p>
2	<p>How will early years setting / school / college staff support my child/young person?</p>	<p>We aim to offer all pupils work and experiences appropriate to their ability. If specific additional needs are identified we can offer support within school e.g. further differentiating work, providing additional resources or planning targeted group intervention support from the teacher or teaching assistant. Where possible this will be done within the class, but on occasions a quieter space within the school may be used.</p> <p>This would usually be offered in small groups where children will be given carefully targeted work for a limited period and the effectiveness of the intervention will then be monitored. (Wave 2 level of support)</p> <p>We work closely with parents and if special educational needs are identified the class teacher and/or SENCo will write an ILP (Individual Learning Plan) and this will be shared with parents. This will outline the pupil's needs, the desired outcomes, what will be put in place and who will be responsible. In some cases specialist advice will be sought. (This may include some 1:1 or paired work(Wave 3 level of support)) ILPs are usually reviewed termly but may be done on a more regular basis.</p>
3	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p>We follow the EYFS and national curriculum for KS1 as the core component of our curriculum and run a two-year cycle or curriculum topics to provide more engaging opportunities for learning. Work is differentiated to suit the levels within the class according to their ability or stage of learning. It is important to provide the right level of challenge to enable progress, provide opportunity to embed skills and build confidence. Staff use assessment and observation to assess and adjust their planning accordingly.</p>

4	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?	<p>Parents' evenings are held termly. All parents receive an annual written report in July with achievements acknowledged and areas for development identified. The school will be tracking the progress of your child at an individual level and will also be measuring the impact of any specific interventions that have been put in place. At any time during the year teachers are happy to discuss the progress of your child and an appointment can be made with them if that is requested. Where appropriate, we sometimes issue a home school book to monitor a concern.</p> <p>At the start of the year we hold an evening curriculum meeting for EYFS parents and an afternoon meeting to introduce the Year 1 curriculum. Year 2 parents have a meeting to discuss assessment and curriculum during the spring term. At the start of each term a topic curriculum overview summarising the main learning for each class is sent to parents. We occasionally host curriculum events to help parents understand what learning is expected and how best they can support them.</p> <p>Parents make active and valued contributions to writing and reviewing ILPs and will therefore be able to use this involvement to monitor progress against those targets.</p>
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<p>5</p> <p>What support will there be for my child's/young person's overall wellbeing?</p>	<p>At Newdigate we support children with a wide range of special needs from all areas within the SEND code of practice:</p> <ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Social, emotional and mental health• Physical and sensory <p>We have a team of experienced teachers and teaching assistants, all trained in first aid, who are committed to supporting all aspects of each child's welfare. Five members of staff are trained paediatric first aiders and one members of staff are trained in the use of the community defibrillator. All staff are trained in use of epipens, jextpens and anapens. This training is updated annually or when necessary. We operate a nut free school policy.</p> <p>Where there is a need for the short-term administration of medicines we encourage parents to come in to do this themselves but there is a procedure for administering medicine by office staff in exceptional circumstances if the parents are unable to call in to administer medicine. If there is a long term need for medication the school will make arrangements for this on an individual basis through an Individual Health Care Plan (IHCP)</p> <p>We regularly monitor attendance and will take action to prevent prolonged unauthorised absence, this includes tracking of SEND and other vulnerable groups.</p> <p>Our curriculum includes social, emotional and spiritual aspects of learning and we place a high value on these aspects as well as academic skills.</p> <p>The school is a Church school and we strive to create an exclusive and distinctive ethos using the Christian values we have chosen as our guide; the holistic development of the 'unique child' is at the core of all we do. We review our behaviour policy annually with the whole staff and we use our 'Behaviour Bee Rules' to share expectations with the children and parents to promote good behaviour.</p> <p>If your child experiences difficulty with behaviour we will work closely with you to put strategies in place to address this. We can draw on the Specialist Teachers for Inclusive Practice (STIP) team to provide additional advice when necessary.</p> <p>Staff work closely with parents to try for positive outcomes in all aspects of the child's well-being. If additional family support is needed we refer to a Home School Liaison Worker or Emotional Literacy Support Assistant (ELSA). We are also able to refer to CAMHs for specialist advice and support.</p>
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6	What specialist services	Within school we have Teachers and Teaching assistants trained in a variety of diagnostic tests or support interventions. We also work with a range of specialist outside agencies who provide support to our pupils
	and expertise are available at or accessed by the setting / school / college?	<p>when appropriate and on whose advice, we act upon. Educational Psychologists 9EP) Specialist Teachers for Inclusive Practice (STIP) including Behavioural Support Teachers Educational Welfare Officer Speech and Language Therapists Occupational therapist Children's Services (c-SPA) Child and Adolescent Mental Health Team (CAMHs)</p> <p>We are also part of the Dorking Partnership of Schools and work with SAfE (School Alliance for Excellence) sharing expertise on a formal and informal basis. This enables exchange of good practice and access to a range of additional expertise. We have termly meeting with speech and language and STIP professionals to discuss active cases, general issues and needs for training etc. We have access to an EP consultation phone line.</p>
7	What training are the staff supporting children and young people with SEND had or are having?	The school regularly invests money in training our staff to improve provision, delivery and develop skills and knowledge. Training is also arranged according to need. This training is often targeted specifically at the cohort of children at the school e.g. we have recently trained staff in language and social interventions as they were identified as a need following the pandemic. Much of our training can now be conducted remotely, making it more accessible than ever.
8	How will my child/young person be included in activities outside the classroom including school trips?	<p>We are an inclusive school and make every effort to include all children in all school and before and after school activities by making the appropriate reasonable adjustments. We will discuss provision for your child on an individual basis should the need arise.</p> <p>In the past this has included providing additional adult support, taking photographs during the pre-visit to help talk the child through the trip, use of a visual timetable and discussing specific needs with staff at the location to be visited.</p>
9	How accessible is the setting / school / college environment?	Although the school has wheel chair access to all areas, there are short flights of stairs in various parts of the building which means not all rooms are accessible without going around the outside of the building. Two different types of ramps are available to use when necessary. The school has a disabled access toilet. Where alterations are made to the building these are done with accessibility in mind so lips on the floor at the bottom of the door frames to outside doors have been replaced by smaller humps and colours are chosen to provide contrast. All steps have handrails.

10	<p>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?</p>	<p>We have a governor run preschool on site and both the children and staff have good contact with the school, this supports an excellent transition for the majority of our pupils. We run an induction afternoon with a welcome meeting for parents of children due to start school. All of these parents are provided with a detailed welcome pack including a 'Welcome to Newdigate' transition story. Any parent who is concerned about their child starting school has the opportunity to mention their concerns in the informal time after the welcome meeting or by making an appointment to speak to a member of staff. We also offer two other sessions for the children to come and listen to a story.</p> <p>Where possible we may visit other pre-schools from which the children are coming or make a phone call to discuss the pupil. In some cases, the pre-school staff will arrange a specific handover meeting with the class teacher. Parents are encouraged to organise a home visit at the start of the autumn term. For children transferring to their next school, we arrange a handover meeting. Our feeder schools offer one or more induction visits and for our neighbouring school the children also have the opportunity to attend an</p>
		<p>additional induction event. Where necessary we arrange an additional visit with a support assistant and provide pupils with a photo book of the school they are about to attend.</p>
11	<p>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</p>	<p>The budget is closely monitored by the Finance Committee and any special needs funding is accounted for. The school works to provide the appropriate support and resources that every child needs from within the budget. If a child requires a higher level of support through an EHCP the school will work with families to facilitate this. As an infant school we pride ourselves on early identification and assessment so that children who have higher needs are assigned an EHCP before they leave us.</p>
12	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>Currently the school follows the Surrey Guidance that outlines which features and characteristics would trigger support for a child. Short term interventions to help children develop the necessary skills or boost attainment will be put in place by the school when appropriate.</p> <p>If your child is identified as having special educational needs then the appropriate level and type of support will be discussed with you by both the class teacher and SENCo/Headteacher and an ILP drawn up so the strategies and roles are clearly defined. Referral to outside agencies will be made if appropriate after monitoring interventions and after discussion with parents and school. This will involve completing one or more referral forms and signing a parental permission form.</p>

13	<p>How are parents involved in the setting/school/college? How can I be involved?</p>	<p>We whole-heartedly believe in co-production with parents i.e. a two-way dialogue to support a child's learning, needs and aspirations. We operate an open-door policy and take every opportunity to strengthen this dialogue. We hold a number of parent meetings throughout the year. We encourage parents to complete a parents' questionnaire annually, which provides the school with honest feedback. The School has an active PTA (FONS) and all are encouraged to participate in a range of activities and fund-raising events which support the school. Parents are also represented on the Governing Body. Parents are encouraged to volunteer to help in school, subject to a satisfactory DBS check.</p>
14	<p>Who can I contact for further information?</p>	<p>In the first instance parents are encouraged to talk to their child's class teacher. Further information and support may be obtained from the School Office staff using info@newdigate.surrey.sch.uk or 01306 631353 who can make an appointment for parents to see the SENCo/ Headteacher if necessary.</p> <p>SEND Advice Surrey provides information, advice and support to parents, carers, children and young people with special educational needs and/or disabilities (SEND) aged 0 to 25 years. The information, advice and support we provide is impartial, confidential, free and at 'arms length' to the Local Authority. Our experienced team will listen to your concerns and discuss any issues in confidence. Our service is statutory and we aim to provide information, advice and support to empower parents, children and young people to:</p> <ul style="list-style-type: none"> fully participate in discussions and make informed decisions express their views and wishes about education and future aspirations promote independence and self-advocacy develop positive relationships with nurseries, preschools, schools, colleges, universities, the local authority and supported services to achieve positive outcomes. <p>Our service - SEND Advice Surrey</p> <p>Surrey SEND information, advice and support service offer confidential, impartial and independent information, advice and support for young people 0-25 at : http://www.sendadvicesurrey.org.uk/ Information about Surrey SEND support service are accessed through their website: Special educational needs and disability (SEND) - Surrey County Council (surreycc.gov.uk) Any parent that is not happy with the support provided by the school may choose to make a complaint following the school complaint procedure.</p>