

SPECIAL EDUCATIONAL NEEDS AT MOLE VALLEY GATEWAY FEDERATION

<b>Responses to the 14 questions (September 2024)</b>		
	<b>Questions</b>	<b>School Response</b>
1	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?	<p>Prior to reception class home visits are carried out at the beginning of term by teachers which provides an opportunity for parents to raise any concerns. Professional and pre-school reports will be handed over as part of transition, with any concerns being highlighted.</p> <p>From the moment children start school all pupils progress will be monitored. We have systems in place that use data to support tracking to identify the needs and celebrate achievements. If a pupil is not making expected progress or having difficulties, in a particular area, the school will identify the need for intervention. This will be monitored and discussed with the SENCO (special educational needs coordinator) and parents/carers.</p> <p>Parents/carers are encouraged to speak to the class teacher about any concerns they have via an appointment or other form of communication such as email if that is not possible. Class teachers will inform the SENCO of their concerns. These are logged as initial concerns. If these concerns meet the criteria for extra support in school then a meeting is arranged with the SENCO and/or teachers and parents to discuss the next steps in terms of the best way to support the child in school. The Mole Valley Gateway Federation provides a wide range of support from all areas of the SEND Code of Practice.</p>
2	How will the school staff support my child?	<p>When the school identifies the need for additional support, parents and staff including the SENCO will plan the interventions that will need to be put in place to support the pupil. These may include working in small groups with more adult support or 1:1 support in a specific area of learning. All teachers are teachers of pupils with SEND children and will oversee the educational program in place with advice and support from the SENCO and other outside support services if required.</p> <p>Any intervention is evaluated. Learning is carefully planned and tasks adapted to meet</p>

## SPECIAL EDUCATIONAL NEEDS AT MOLE VALLEY GATEWAY FEDERATION

		<p>the needs of the pupil. Feedback from all adults working with the child is shared with the SENCO, who oversees the program. Our school provision map demonstrates the range of interventions available in our school. The progress of all pupils receiving additional support is monitored termly. This is monitored through an individual learning plan (ILP) as well as class teacher assessment. All interventions put in place are research and evidence based. The SENCO keeps the governors informed of the process and the needs of SEN pupils.</p>
3	<p>How will the curriculum be matched to my child's needs?</p>	<p>Staff plan the curriculum carefully, differentiating it to further each child's learning. Lessons and activities are interactive and delivered in a variety of ways to support each child's learning style. Advice from outside agencies is followed and progress is constantly assessed in the assess, plan, do and review cycle. Learning takes place in both the classroom and out in the grounds and is planned to accommodate all learning styles. Next steps in the form of preferred outcomes are planned for each child. Teachers and support staff work closely with pupils to ensure access to the curriculum.</p>
4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Staff regularly assess pupils progress and understanding and this informs future planning. Children are given the opportunities to discuss their learning with adults in school. Parents are welcome to discuss progress with teachers on a more informal basis and at the more formal parents evenings. Any outside agency reports will be sent to parents. Parents are invited to attend any relevant meetings regarding their child, e.g. a talk on dyslexia by a specialist. Progress review meetings between teachers and parents and, if needed, the SENCO are arranged termly and more often if required. The school runs workshops to inform parents and increase their knowledge of how to support their child at home. Annual reports are sent out in the summer term. Parents evenings are held in the autumn and spring terms. The school hosts "drop in" sessions for parents and curriculum newsletters are sent home. Parents also have the opportunity to complete school surveys.</p>

## SPECIAL EDUCATIONAL NEEDS AT MOLE VALLEY GATEWAY FEDERATION

5	What support will there be for my child's overall well-being?	<p>In the Mole Valley Gateway Federation, 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"><li>• Communication and interaction</li><li>• Cognition and learning</li><li>• Social, emotional and mental health</li><li>• Physical and sensory</li></ul> <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. Multiple members of staff are trained paediatric first aiders as well as training 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.</p> <p>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. 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 vision and values we have chosen as our guide; the holistic development of the 'unique child' is at the core of all we do. We have a behaviour policy which we share 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</p>
---	---	--

SPECIAL EDUCATIONAL NEEDS AT MOLE VALLEY GATEWAY FEDERATION

		<p>Practice (STIP) team to provide additional advice when necessary. 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 may refer to the C-SPA (childrens single point of access). If necessary, we are able to refer to CAMHs for specialist advice and support. We have on site an Emotional Literacy Support Assistant (ELSA) or a well-being leader to support children and families.</p>
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>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.</p> <p>When appropriate and on whose advice, we act upon.</p> <ul style="list-style-type: none"> <li>Educational Psychologists (EP)</li> <li>Specialist Teachers for Inclusive Practice (STIP) including Behavioural Support</li> <li>Inclusion Officer</li> <li>Speech and Language Therapists</li> <li>Occupational therapist</li> <li>Children's Services (c-SPA)</li> <li>Child and Adolescent Mental Health Team (CAMHs)</li> </ul> <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 termly access to an EP consultation phone line.</p>

## SPECIAL EDUCATIONAL NEEDS AT MOLE VALLEY GATEWAY FEDERATION

7	What training are the staff supporting children and young people with SEND had or 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 be included in activities outside the classroom including school trips?	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. 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.

SPECIAL EDUCATIONAL NEEDS AT MOLE VALLEY GATEWAY FEDERATION

9	How accessible is the school environment?	<p>There is wheelchair access on both sites and one disabled toilet. The play space however has restricted access as there is a sloping site and the main playground is accessed via steps. Three class bases are accessible. All undercover. Steps have handrails. (St Michael's)</p> <p>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.</p>
10	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?	<p><b>St Michael's</b></p> <p>We have close links with the pre-school setting near the school site. Visits are regularly encouraged and welcomed by staff and pupils. Parents have commented on these saying how smooth the transition is from pre-school to school. Our Reception class staff visit pre-school settings to foster links between schools. The SENCo also visits new students if they have identified SEND. Prospective pupils are invited to events throughout the year, including the Christmas play and open days. Home visits are offered to all Reception admissions in the first week of the autumn term, where parents have the opportunity to talk about their child before starting school. The SENCO liaises with pre-school SEND staff where there is an already identified need.</p> <p>Transfer to Junior school involves visits and discussions with the Year 3 lead teachers where relevant pupil information is shared. This allows time for the setting to put in place whatever support the pupil will need upon transfer.</p> <p>A detailed transfer is provided involving SENCO's from both schools where there is a child with SEND.</p> <p><b>Newdigate School</b></p> <p>We have a governor run preschool on site and both the children and staff have good</p>

SPECIAL EDUCATIONAL NEEDS AT MOLE VALLEY GATEWAY FEDERATION

		<p>contact with the school, this support s 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. 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 additional induction event. Where necessary we arrange an additional visit with a support assistant and provide pupils with a photo of the school they are about to attend.</p>
11	<p>How are the school's resources allocated and matched to children's special 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>

## SPECIAL EDUCATIONAL NEEDS AT MOLE VALLEY GATEWAY FEDERATION

12	How is the decision made about what type and how much support my child will receive?	<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. 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	How are parents involved in the school? How can I be involved?	<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) or (FRIENDS) 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>



## SPECIAL EDUCATIONAL NEEDS AT MOLE VALLEY GATEWAY FEDERATION

14	Who can I contact for further information?	<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 <a href="mailto:info@newdigate.surrey.sch.uk">info@newdigate.surrey.sch.uk</a> 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"><li>fully participate in discussions and make informed decisions</li><li>express their views and wishes about education and future aspirations</li><li>• promote independence and self-advocacy</li><li>• develop positive relationships with nurseries, preschools, schools, colleges, universities, the local authority and supported services to achieve positive outcomes.</li></ul> <p><u>Our service - SEND Advice Surrey</u></p> <p>Surrey SEND information, advice and support service offer confidential, impartial and independent information, advice and support for young people 0-25 at : <a href="http://www.sendadvice.surrey.org.uk/">http://www.sendadvice.surrey.org.uk/</a> Information about Surrey SEND support service are accessed through their website: <a href="https://www.surreycc.gov.uk/schools-and-learning/send">https://www.surreycc.gov.uk/schools-and-learning/send</a></p> <p>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>
----	--	---