



Epsom Primary and Nursery School

School Offer - SEND



Quality First Teaching

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 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*
- *Encouragement and authentic praise to engage and motivate pupils*
- *Reviewing learning and identifying next steps*



Wave 2 Interventions

We provide a wide range of targeted interventions to support those who are making slower progress in a particular area of learning.

Our Wave 2 targeted interventions include:

- *Phonological awareness*
- *Early Years Speech and Language and Personal, Social, Emotional Development*
- *Focus on vocabulary*
- *Project X Code*
- *Number intervention*
- *Maths Barriers*
- *Addressing misconceptions*
- *Meemo – working memory intervention*
- *Learning Mentor Support*
- *Time to Talk*
- *Moving and Handling*



Wave 3 Interventions

We also provide specialist support for those who require intervention and support additional to, and different from, our quality teaching and school targeted support provision.

Our Wave 3 specialist interventions include:

- *Speech and Language support*
- *Occupational Therapy*
- *Sensory*
- *EAL – New to English*
- *EAL – Language Support*
- *Precision Teaching*
- *Write from the start fine motor intervention*
- *Pastoral Support Assistant (PSA) support*
- *Support from our Learning Mentor for those who may benefit from more specialist emotional or behavioural support*



How does the school know if children need extra help and what should I do?

- We work with the people who already know your child and use the information available to identify what their special educational need will be in our school and how we can manage it.
- If you tell us you think your child has a special educational need or disability we will discuss this with you and agree how we can work together to help your child.
- At Epsom Primary and Nursery School, a team of staff meet termly to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. If your child is identified as having difficulties with their learning we will set up a meeting to discuss this with you in more detail, to listen to any concerns you may have and to plan any additional support your child may receive. We will also discuss with you any referrals to outside professionals e.g Learning Support, to support your child's learning.



How will I know if my child has Special Educational Needs?

- If we think that your child has a special educational need this may be because they are not making the same progress as other children or they need provision that is additional to and different from their peers in order to make progress.
- The Inclusion Team will assess your child and support for them will be discussed. They may be identified as having a Special Educational Need.
- The SEND Register holds names of children identified as having SEND under a category of School Support and Education, Health and care Plan (EHCP).
- Within the School Support category, there are two sub categories; School Targeted Support and School Specialist Support. For children who are placed on the register at School Targeted Support, targeted intervention will be put into place and their progress will be closely monitored through pupil progress meetings. For children who are placed on the SEND register at School Specialist Support an Individual Support Plan (ISP) will be written and often external agencies will be involved. For those children at School Specialist Support who may need an EHCP in the future, a SEND Arrangements (SA) will be written.



How will school staff support my child?

- We will support your child in variety of ways depending on their individual needs. The first way is universally, within the class, where learning tasks will be matched to your child's needs and will be overseen by the class teacher.
- Each term children are identified for Wave 2 intervention. This additional, targeted provision may be through small group or one to one work and usually takes place out of the classroom.
- A further specialist level of provision may involve your child working individually with a member of staff to meet specific targets (Wave 3 intervention).
- The class teacher will set targets with your child and these will be outlined on a Individual Support Plan (ISP) and shared with all the staff who are working with your child and you as the parent.
- A One Page Profile is written alongside the ISP to capture key information about the child's interests and strengths. The child and the parents are fully involved in this process.
- Individual Support Plans are reviewed termly to assess the effectiveness and impact of the planned provision for your child.



How will the curriculum be matched to my child's needs?

- Our whole class learning and teaching ensures the effective inclusion of all pupils in high quality, everyday personalised learning (**see quality teaching**).
- 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 universal and targeted provision (**see school targeted support and school specialist support**).
- Children whose needs cannot be met through the schools own resources alone will be provided with an Education Health Care Plan through which additional resources and support will be allocated by the Local Authority.



How will I know how my child is doing and how will you help me to support my child's learning?

- Progress is monitored by class teachers through observations and assessments.
- Progress is continually reviewed and measured against end of year expectations.
- If your child is in Year 1 and above, but is not yet working within National Curriculum expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- 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 is used to assess whether the children are at the appropriate level in their phonics understanding and to allocate support.
- 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.
- Children with special educational needs, at school specialist support level, will have additional targets on their Individual Support Plans which will be reviewed and rewritten, with your involvement, each term.
- The progress of children with a Education Health Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- Key information will be also be reported at termly parents evenings.



What pastoral support is there?

- The school has effective systems for ensuring that all pupils develop self esteem and aspirations for their future. We work hard to ensure that friendships are maintained and no pupil feels isolated.
- We offer additional support for children from our Pastoral Support Assistants and Learning Mentor in the form of group work or one to one sessions where we help children to understand their feelings and develop empathy for others. This helps them to understand the impact of their actions on others. Small group targeted programmes are also delivered to pupils to improve skills in social skills and emotional resilience abilities (see school targeted support and school specialist support).
- 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.
- If a child has a medical condition then parents complete a care plan for this and relevant staff receive the appropriate training to be able to implement this.
- 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 (see Behaviour Policy).



What support is there to support children to manage their behaviour?

- EPS recognises that there will be children who need a personalised approach to their specific behaviour needs. In some cases this will mean that 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 specific behaviour difficulties will be given additional support in line with their Individual Support Plan and their particular needs.
- We keep positive and open communications with parents and help them to reflect some of the strategies we use in school, at home. We offer parent support through our Deputy Head - Inclusion, Early Years and KS1 SENCo, Learning Mentor, Pastoral Support Assistants and Safeguarding, Behaviour and Attendance Lead.
- Our Deputy Head for Inclusion, Early Years and KS1 SENCo, Learning Mentor and Safeguarding, Behaviour and Attendance Lead meet parents and children regularly to reinforce expectations, provide support and give positive messages. Through these meetings parents are informed about how better attendance is increasing their child's behaviour for learning and their life choices and identify any other services that the family may benefit from accessing.
- Children with identified behaviour, social and emotional needs may well require additional specialist support. External support is sought and advice implemented to ensure that the needs of pupils with emotional needs are met.



What specialist services and expertise are there?

External support services play an important part in helping Epsom Primary and Nursery School identify, assess and make provision for children. These include:

- Educational Welfare Officer Service
- Advice and support from the school nurse and/or the 0-19 team
- Access to a Language and EAL specialist teacher
- Visits from our Educational Psychologist
- Specialist advisory teaching services for children with sensory impairment, physical difficulties or from services like Occupational Therapy Service
- Advice and support from a Speech and Language Therapist
- Access to a Language and Learning specialist teacher
- Access to a Behaviour Support specialist teacher
- Access to a Traveller Support specialist teacher
- Advice and support from the local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs
- 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
- Targeted support for families on a variety of issues through the Family Link Worker service
- Before the school make any referral to a specialist service we will always gain permission



What training are the staff supporting children had or are having?

- All staff undertake training to meet the needs of the children in school.
- It is the role of the Deputy Head with responsibility for Inclusion and Early Years and KS1 SENCo to support the teachers in planning for children with Special Educational Needs.
- The school has a training plan for all staff to improve the teaching and learning of children, including those with SEN.
- Individual teachers and support staff attend training courses run by outside agencies and special schools that are relevant to their class.
- We make an annual audit of training needs for all staff taking into account school priorities and staffs' personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs.
- The Special Educational Needs Coordinators of each school within the local area meet together each term to share good practice.



How will my child be included in activities outside the classroom?

- It is the school's policy 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.
- There is extended provision for all children from Nursery to Year 6 from 7.30a.m to 6p.m.
- There is a holiday club for the vast majority of the school holidays.



How accessible is the school environment?

- We ensure that the school environment is accessible for all children, including those with physical and sensory needs or where English is not a first language.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We provide support with homework after school.
- Key words and literacy resources are used across the school to support learning.
- Laptops are provided for children with an Education, Health and Care Plan.
- If a child is due to attend our school who requires specialist equipment we will seek the advice from the appropriate outside agencies to ensure we can meet the child's additional needs.



How will the school prepare my child to join the school or transfer to a new school?

- Children entering Epsom Primary School First Steps, Nursery or Reception will have a home visit and, when deemed appropriate, a visit in the child's current setting, in the summer term prior to them starting in the September. Information will be gathered and any necessary support put in place on their entry into school. Additional visits to school are encouraged for those children who may find the transition difficult between home and school.
- Meetings will be arranged for those children who are already known to Early Years Services to make school aware of their needs to ensure support is in place.
- When children leave Epsom Primary and Nursery School to go to secondary school, meetings are arranged between the schools to speak to the children and the children are invited to visit their new school for an induction day. SENCo's from each school will meet to discuss those children with special educational needs and disabilities including those with statements and additional transition work is planned for where necessary to ensure that all children are fully prepared for the next stage of their education.
- In-school transition is supported with visits to the new class in order to prepare the child for the new academic year and the changes they will face.
- When moving years in school, information about your child will be shared with their new teachers.



How are resources allocated and matched to children's special educational needs?

- 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.
- If the assessment of a child's needs identifies something that is significantly different to what is usually available, the school will seek additional funding through an Education, Health and Care Plan (EHCP). You will be told if this means you are eligible for a personal budget but this must be used to fund the agreed plan.
- The Executive Headteacher and Head of School decide on the best use of the school's funding for Special Educational Needs in consultation with the school governors and School Business Manager, on the basis of needs in the school.
- All resources/training and support are reviewed regularly and changes made as needed.



What type and how much support my child will receive?

- Every student's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. The school Deputy Head with responsibility for Inclusion and Early Years and KS1 SENCo, will work closely with you, and all staff, to discuss relevant interventions, including adult 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.
- In addition to quality First Teaching, children with an Education, Health and Care Plan (EHCP) will receive additional support in a 1:1, paired or small group situation.



How are parents involved in the school? How can I be involved?

- 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.
- The Executive Headteacher and Head of School hold a 'Everything you Need to Know' evening in September where they share their vision for the year ahead.
- We hold parent workshops and curriculum evenings and attendance at these is always encouraged. The Inclusion team hold termly coffee mornings for parents covering a range of themes.
- We are always appreciative of any parent volunteers to help on school visits and parent volunteers in the classroom are actively encouraged.
- Parents are encouraged to come into school to read with children.
- You may have heard of PTA or PSA at other schools. We are fortunate at our school to have a FFoEPS (Friends and Family of Epsom Primary School) that is, and has been, an integral part of the school community for over 4 years.



How am I kept informed?

A range of ways will be used to keep you informed, which may include:

- Home/school communication book for children with an EHCP
- Individual Support Plans and One Page Profiles
- Letters sent home
- Achievement postcards
- Parents evenings
- Additional meetings as required
- Newsletter
- Text messages
- Reports
- School website
- Home Learning Books
- Meet the teacher sessions
- Parent workshops and coffee mornings



Who to contact?

The first point of contact will always be your child's class teacher.

- Marie Newman – Deputy Head with responsibility for Inclusion and Key Stage Two SENCO senco@epsom.surrey.sch.uk
- Julie Clark – Early Years and Key Stage 1 SENCO senco@epsom.surrey.sch.uk
- Julie Kerbey - Assistant SENCO and Pastoral Support Assistant senco@epsom.surrey.sch.uk
- Emma Smith – Executive Headteacher parents@epsom.surrey.sch.uk
- Michelle Pollard – Head of School parents@epsom.surrey.sch.uk
- Jo Jarvis – Deputy Head – 0-5 provision
- Fiona Allen – Safeguarding, Behaviour and Attendance Lead
- Gabby Attia - co-ordinator for children who have English as an additional language
- The SEND Governor with responsibility for SEND at Epsom Primary and Nursery School has regular contact with the Deputy Head - Inclusion of the school to keep up-to-date with, and monitor the school's SEND provision.

Epsom Primary and Nursery School follows guidance issued by Surrey County Council on handling complaints. Our complaints policy can be found on the school website.

All the above staff can be contacted through the school office on 01372720608