



## Epsom Primary and Nursery School

### SEND Information Report

#### Key Contacts for SEND

- Marie Newman – Deputy Head with responsibility for Inclusion and Key Stage 2 SENCO [senco@epsom.surrey.sch.uk](mailto:senco@epsom.surrey.sch.uk)
- Julie Clark – Early Years and Key Stage 1 SENCO [senco@epsom.surrey.sch.uk](mailto:senco@epsom.surrey.sch.uk)
- Mrs Julie Kerbey - Assistant SENCO [senco@epsom.surrey.sch.uk](mailto:senco@epsom.surrey.sch.uk)

#### The kinds of Special Educational Needs that are provided for at Epsom Primary and Nursery School

- At Epsom Primary and Nursery School, we are committed to meeting the special educational needs of pupils and ensuring that they make good progress. The Special Needs and Disability policy at Epsom Primary and Nursery School supports the vision of the school where Every Person Shines.
- Epsom Primary and Nursery School regards pupils as having a 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 age has special educational needs 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 Epsom 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 Epsom 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 child to mainstream education, and availability of resources and facilities to meet that child's needs.
- At Epsom Primary and Nursery School we cater for children with the following needs:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs

#### 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 Epsom Primary and Nursery School, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting and how we can manage it.
- If parents tell us they think their child has a SEND we will discuss this with them and look into it. We will share what we discover with them and agree what we will do next and what parents can do to help their child.
- If our staff thinks that a child has a SEN 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 them and assess their understanding of what we are doing in school to find out what is causing the difficulty.
- 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 ameliorated 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 Epsom Primary and Nursery School, a team of staff meet termly 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 any referrals to outside professional's e.g. Learning Support.
- The Inclusion Team 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 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 the School Specialist Support level 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.

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

- At Epsom Primary and Nursery School, we value greatly 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
- Our Safeguarding, Behaviour and Attendance Leader and Learning Mentor work closely with parents, supporting them by meeting with them at home or school. Parents can make contact with staff either informally in the playground, or by requesting a meeting. Parents are notified early of any concerns about their children. Some children, especially those with an EHCP or with behavioural difficulties have home school contact books.
- We respect the differing needs of parents such as disability, communication or language barriers. For example we will try to find a translator for parents whose first language is not English.
- The Deputy Head with responsibility for Inclusion, and the Early Years and KS1 SENCO are available at parent consultation sessions for parents to pre-arrange appointments.
- A range of other ways will also be used to keep you informed, which may include:
  - Home/school communication book for children with an Education Health and Care Plan
  - 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
- 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 an 'Everything you Need to Know' meeting in September where she shares her vision for the year ahead.
- Epsom Primary and Nursery School is proactive in holding parent workshops and curriculum evenings and attendance at these is always encouraged. The Deputy Head with responsibility for Inclusion holds a termly Inclusion workshop for parents covering a range of themes over the year.
- We are always appreciative of any parent volunteers to help on school visits and parent volunteers in the classroom are actively encouraged.
- Reading is high profile and parents are encouraged to come into school on a regular basis to read with children.
- We are fortunate at our school to have a FFofEPS (Friends and Family of Epsom Primary and Nursery School) that is and has been an integral part of the school community for over 4 years.
- There are lots of ways parents can help and support their child through the FFofEPS. Offering to help before events or at other times during the year is so valuable. There are always jobs that can be done from home if you have half an hour to spare e.g. wrapping gifts, preparing raffle tickets etc.
- If parents would like to be more involved they can volunteer to be a Class Representative or Committee Member. Or they can simply support the AGM.

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

- At Epsom Primary and Nursery School we use a child centred approach and pupils are fully involved in the decision making process as to the best support to put in place to ensure that they make progress.
- One Page Profiles are used so that all teaching staff has an overview of the whole child and to ensure that all pupils have full involvement in their own learning.
- A One Page Profile is completed for all children on the SEN register at the School Specialist Support stage; parents are also asked to contribute to the One Page Profile.
- Every child'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 parents and all staff to discuss relevant interventions, including support and advice from specialist services to make best use of available resources. We regularly assess the impact of any additional support and resources with the child 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 the progress they have made at the meeting, with the support of their class teacher.

### **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**

- 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 is 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.
- All children have targets linked to English and Maths which are reviewed regularly. Children at School Specialist Support will have additional targets on their Individual Support Plan which will be reviewed with your involvement, each term and the plan for the next term made.
- Parents of children with an EHCP and those on the SEND register at School Targeted Support and School Specialist Support are kept informed of their child's progress through termly review meetings with the Class Teacher and SEND Teaching Assistant. The Deputy Head with responsibility for Inclusion, Early Years SENCo and/or Teaching Assistant may attend when necessary.
- In the case of an Annual Review for a child with an EHCP, all professionals who work with them are invited to submit information and attend the meeting, along with parents, the child and a representative from the Local Authority. Minutes of these meetings are kept and these include parental views.
- Parents are invited to contribute with information for the child's One Page Profile, which forms part of their Individual Support Plan, if they are on the SEN register at School Specialist Support.
- If the school is working with other professionals, such as the Educational Psychologist or a Speech and Language Therapist, other meetings with parents may be scheduled. These could be for the collecting of additional information or for the feeding back of findings.
- Parents are very welcome to contact the Deputy Head with responsibility for Inclusion or Early Years and KS1 SENCo to arrange a less formal meeting should they feel it necessary. An appointment or telephone call can usually be arranged at relatively short notice.
- We use termly staff meetings to moderate across all areas of learning in Nursery and Reception and in writing and maths throughout the school to check our judgements are correct for children at all ability levels.

### **Arrangements for supporting children and young people in moving between phases of education and in preparing them for adulthood**

- We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.
- Children entering Epsom Primary and Nursery School in First Steps, the Nursery or Reception will have a home visit and a visit in the child's current setting, in the summer term prior to them starting in the September. Information will be gathered regarding any SEND 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 SEND Services to make school aware of their needs to ensure the correct 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 SEND including those with EHCPs 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.
- For children with ASD, booklets are made with pictures of new staff and the classroom in order to prepare the child for the new academic year and the changes they will face.
- When moving years in school, information about each child will be shared with their new teachers.

## **The approach to teaching children and young people with SEND**

- At Epsom Primary and Nursery School, we will support each child in variety of ways depending on their individual needs (**see School Offer**). The first way is through quality teaching, within the class, where learning tasks will be matched to the child's needs and will be overseen by the class teacher.
- 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 **School Offer booklet and Provision Map**.
- 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 **School Offer booklet and Provision Map**.
- The class teacher will set targets with each child and these will be outlined on an Individual Support Plan and shared with all the staff who are working with the child and parents.
- Individual Support Plans and One Page Profiles are reviewed termly to assess the effectiveness and impact of the planned provision for the child.
- 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 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 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*
- 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 **School Offer booklet and Provision Map**.
- Children whose needs cannot be met through the schools own resources alone will be given an Education Health and Care Plan through which 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.
- 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 where appropriate.

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

- Julie Clark, the Early Years and Key Stage 1 SENCO has achieved the National SENCO Award.
- All staff undertakes training to meet the needs of the children on roll at Epsom Primary and Nursery School.
- It is the role of the Deputy Head with responsibility for Inclusion and Early Years and Key Stage One SENCO to support the teachers in planning for children with SEND.

- The school employs 3 ELKLAN trained Teaching Assistants and 3 Pastoral Support Assistants (PSAs) to deliver specialist support for children with speech, language and communication needs and children with emotional and social development needs respectively.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia etc
- Individual teachers and support staff attend training courses run by outside agencies and special schools that are relevant to the needs of specific children in their class e.g. from the ASD Outreach Team.
- The school regularly run whole staff training focussing on meeting the needs of all learners in the classroom and SEND Teaching Assistant training on working with children with an Education Health and Care Plan in a mainstream setting.
- 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 SENCOs of each school within the local area meet together each term to share good practice.

### **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.
- If the assessment of a child's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. This may mean parents are eligible for a personal budget which 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 Deputy Head with responsibility for Inclusion, 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.
- 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**

- 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. Any child can access this.
- There is a holiday club for the vast majority of the school holidays.

### **Support for improving emotional and social development**

- The school ethos is one where all pupils are valued and their diverse abilities equally celebrated.
- 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 follows 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.
- The delivered curriculum ensures that Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching.

- The school has effective systems for ensuring that friendships are maintained and no pupil feels isolated.
- 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.
- Epsom 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. 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 offer additional support for children in the form of group work sessions where we help children to understand their feelings and develop empathy for others which is led by our experienced Learning Mentor. This helps them to understand the impact of their actions on others. One to One targeted programmes are also delivered to pupils by three trained Pastoral Support Assistants (PSAs) to improve skills in social skills and emotional resilience abilities. Our targeted interventions and specialist support are outlined in our **School Offer booklet and Provision Map**.
- Our nurture rooms, bespoke to the needs of children at Epsom Primary and Nursery School, provide a safe environment for children receiving targeted emotional support.
- We try to help children develop self-esteem and aspirations so that they want to improve and plan for the future
- 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 with responsibility for Inclusion, Early Years and KS1 SENCo, Learning Mentor and Safeguarding, Behaviour and Attendance Lead.
- Our Deputy Head with responsibility for Inclusion, Early Years and KS1 SENCo, Learning Mentor and Safeguarding, Behaviour and Attendance Lead meets parents and children regularly to reinforce expectations, provide support and give positive messages. Through the meetings, parents are informed about how better attendance is increasing their child's behaviour for learning and their life choices. We also use these meetings to identify any other services that the family may benefit from being signposted to.
- Children with identified behaviour, social and emotional needs may well require additional specialist support. External support is sought and advice implemented to ensure that pupils with emotional needs are effectively responded to.

### **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 an important part in helping Epsom Primary and Nursery School identify, assess and make provision for children with special education needs.

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
- 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 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
- 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 Link Worker service.
- 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.
- Marie Newman –Deputy Head with responsibility for Inclusion and Key Stage Two SENCO [senco@epsom.surrey.sch.uk](mailto:senco@epsom.surrey.sch.uk)
- Julie Clark – Early Years and Key Stage 1 SENCO [senco@epsom.surrey.sch.uk](mailto:senco@epsom.surrey.sch.uk)
- Julie Kerbey - Assistant SENCO and Pastoral Support Assistant [senco@epsom.surrey.sch.uk](mailto:senco@epsom.surrey.sch.uk)
- Emma Smith – Executive Headteacher [parents@epsom.surrey.sch.uk](mailto:parents@epsom.surrey.sch.uk)
- Michelle Pollard – Head of School [parents@epsom.surrey.sch.uk](mailto:parents@epsom.surrey.sch.uk)
- Jo Jarvis – Deputy Head – 0-5 provision [parents@epsom.surrey.sch.uk](mailto:parents@epsom.surrey.sch.uk)
- Fiona Allen – Safeguarding, Behaviour and Attendance Lead [parents@epsom.surrey.sch.uk](mailto:parents@epsom.surrey.sch.uk)
- Gabby Attia - co-ordinator for children who have English as an additional language [parents@epsom.surrey.sch.uk](mailto:parents@epsom.surrey.sch.uk)
- Mrs Catherine Hickson is the current Governor with SEND oversight at Epsom Primary and Nursery School. She has regular contact with the Deputy Head with responsibility for 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**