

Responses to the 14 Questions for Thorpe Church of England Primary School

| | Questions | School Response |
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| 1 | <p>How does the school / 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>The school has an SEN policy which can be found on the school website www.thorpe.surrey.sch.uk The Special Educational Needs Coordinator (SENCO) is Mrs Orriss 01932 562329 senco@thorpe.surrey.sch.uk</p> <p>We have a continuous open dialogue between parents, the child and staff regarding what interventions are having an impact and which are not. We identify children with special educational needs through rigorous monitoring that tracks the progress our children make in all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher about any concerns they have.</p> |
| 2 | <p>How will early years school / school / college staff support my child/young person?</p> | <p>We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with:</p> <ul style="list-style-type: none"> ✓ Cognition and Learning ✓ Communication and Interaction ✓ Social, Emotional and Mental Health |

✓ Sensory and/or Physical

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

We have staff that have training in the following areas:

✓ Learning Language Support

✓ Speech and Language Support (Elklan)

✓ TRACKS - reading, spelling and writing support

✓ Drawing and Talking

✓ First Class @ Number

✓ Autistic Spectrum Disorder

✓ SNAP - Maths support

✓ Emotional Literacy Support Assistant (ELSA)

✓ Precision Teaching

✓ Literacy for All

We adopt a graduated approach to meeting needs. Through quality first teaching our staff make reasonable adjustments to help include all children not just those with SEN. When children are identified with a special educational need they are given a SEND Support Arrangements Form. This form will outline: the provision needed, who will deliver the provision, for how long and how often in order for the child to succeed. The SEND Support Arrangements Form will be developed with the class teacher, SENCO and parents or carers. Our governors play an active role in monitoring the quality

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| | | of our special educational needs provision, as does the Headteacher, senior leadership team and SENCO. Children are assessed and monitored by the class teacher to demonstrate the impact of the provision. |
| 3 | How will the curriculum be matched to my child's/young person's needs? | Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum and regular Pupil Progress Meetings help us to monitor this and reflect on the next best steps. All our teachers are clear on the expectations of the new special needs procedures and this is monitored regularly by the leadership team. We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by learners and their parents. |
| 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? | We regularly share progress feedback with all our children and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website. We deliver a 'Meet the Team' evening and workshops to parents so that they can support their children's learning in school and at home. Through regular assessments class teachers are aware of the progress children are making. Through termly parents' evening, parents are kept |

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| | | <p>informed of the progress their children are making. We operate an open door policy to allow opportunities for parents to have regular contact with class teachers. Home learning activities are sent home with the half termly newsletter to keep parents up to date with curriculum planning. The long and medium term planning is on the website and weekly planning is on the white boards outside the classrooms as well as in the newsletter.</p> |
| 5 | <p>What support will there be for my child's/young person's overall well-being?</p> | <p>All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and in some cases all staff receive training. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is in place and fully understood by all staff.</p> <p>Behaviour Support Specialist Teacher is called upon for advice when needed.</p> <p>We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our PSHGE programme also looks to develop emotional and social development.</p> <p>We work closely with the Educational Welfare Officer to regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</p> <p>We operate a 'buddy' system for all children who are new to the school. For Reception children, this will be a Year 2 child. For other year groups this will be a child from their own class.</p> <p>We work closely with our Primary Mental Health Worker, Child Well-Being Practitioner and Specialist Teacher for Inclusive Practice.</p> |

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| 6 | <p>What specialist services and expertise are available at or accessed by the school / school / college?</p> | <p>Some of our staff are trained in specialist areas to support special educational needs and we work collaboratively with external partners. We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases, parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the child</p> <p>During this academic year we have worked with social services, primary care trust workers, child and adolescent mental health teams, and parent working partnership.</p> <p>We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher Helen Southgate head@thorpe.surrey.sch.uk may meet with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) will be produced termly to help support the child develop holistically.</p> <p>We have access to a range of specialist support from Specialist Teachers for Inclusive Practice, Speech and Language Therapists as well as Physical and Sensory.</p> |
| 7 | <p>What training are the staff supporting children and young</p> | <p>Our Special Needs Coordinator (SENCO) has completed the mandatory National SENCO Award and is a qualified teacher. We regularly invest time and money in training our staff to improve our provision.</p> |

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| | <p>people with SEND had or are having?</p> | <p>Every staff meeting, our staff are updated on matters pertaining to special educational needs and disability. We have trained staff within the school who have been trained by ELKLAN (speech and language specialists), literacy, firstclass@number (numeracy support). We aim to ensure that all staff working with learners who have SEN possess a working knowledge of the difficulty to help them in supporting access to the curriculum.</p> |
| <p>8</p> | <p>How will my child/young person be included in activities outside the classroom including school trips?</p> | <p>We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions of what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. Additional staff accompany learners on school trips so that children with SEN can be fully included. Registers are taken for all school activities and we actively monitor the engagement of learners across the school.</p> <p>Our Inclusion Policy promotes involvement of all our children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.</p> |
| <p>9</p> | <p>How accessible is the school / school /</p> | <p>Our Accessibility Plan is robust and we continually remind staff of the Equality Act 2010. We value and respect diversity in our school and do our</p> |

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| | college environment? | very best to meet the needs of all our children. We have two toilets with disability access and the building is wheelchair accessible. |
| 10 | How will the school /school / college prepare and support my child/young person to join the school /school / college, transfer to a new school / school / college or the next stage of education and life? | <p>We have a robust Induction programme in place for welcoming new children to our school. We work closely within year groups to ensure good transition. We work closely with partnership schools.</p> <p>We work closely with local secondary schools to ensure a smooth transition for our SEN children.</p> |
| 11 | How are the school's / school's / college's resources allocated and matched to children's/young people's special educational needs? | <p>We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. The SENCO carries out learning walks which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.</p> <p>Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.</p> |

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| | | <p>Each year we review the needs of the whole cohort to see if there is a change in the overall make- up of the school. Decisions are then made as to whether any additional interventions need to be put in place.</p> |
| 12 | <p>How is the decision made about what type and how much support my child/young person will receive?</p> | <p>One page profiles are produced in consultation with learners so that teaching staff have a clear overview of the whole child. We feel that it is important to have the views of the learner so that they feel involved in their own learning.</p> <p>The SENCO liaises with key staff in the school and parents where there are concerns about progress or engagement. Following the sharing of information decisions are made as to the most appropriate type of support to put in place for the learner. Learners are then spoken to regarding progress/concerns with a one page profile being completed, parents are also consulted when the profile is put together.</p> |
| 13 | <p>How are parents involved in the school/school/college? How can I be involved?</p> | <p>We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute though a number of means. Our Governing Body includes Parent Governors. We also have a Parent Voice group who meet with the Headteacher once a term and a Parent Association, Friends of Thorpe School (FOTSA) who meet regularly to support with fund raising at the school.</p> |

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| 14 | Who can I contact for further information? | <p>In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCO and Headteacher through the school office; 01932 562329. The local offer for the local authority can be found at www.surreycc.gov.uk or http://www.surreycc.gov.uk/?a=298313</p> <p>There are a number of parent support groups - the SENCO and Headteacher will be able to provide information on these.</p> |
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