



The Echelford Primary School (a Lumen Learning Trust school)

	Questions	School Response
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>At Echelford Primary we:</p> <ul style="list-style-type: none"> ● Use on-going assessment processes on a daily basis and use these evaluations to inform the next sequence of learning. ● Track the progress and attainment of all our learners and collect assessment data daily. ● Support our Year Group Leaders and teachers to analyse the data collected to help identify any issues regarding progress and development. We use data and other forms of assessment to identify additional needs and celebrate achievement. Children who are significantly below age related expectations are highlighted on the data. ● Meet weekly in our Year teams to discuss individual children’s needs both in terms of pastoral as well as academic development. ● Foster a climate of open and honest dialogue so that all staff members feel able to identify issues which may impact on a child’s progress and development so that they can be attended to as soon as possible ● Encourage parents to speak to the class teacher about any concerns they have. These can then be referred onto the Year Group Leader, a member of the Senior Leadership Team, the Home School Link Worker (HSLW) or the Inclusion Lead if necessary. ● Ensure staff receive relevant training to enable the individual needs of children are met. ● Draw on the strengths of our close working relationships with relevant LA specialists as well as specialists across the Lumen Learning Trust.
2	How will school staff support my child?	<p>Having identified needs, we:</p> <ul style="list-style-type: none"> ● Seek to match provision to the need through providing relevant in-class adaptations (Ordinarily Available Provision), small group intervention programmes or individual intervention support. ● Record the additional support and expected person centred outcomes for individual children on the relevant year group provision map.

		<ul style="list-style-type: none"> • Monitor the impact of interventions on our year group provision maps which also enables the tracking of pupil progress. • Share information about the impact of specific interventions with parents every term through the use of Individual Provision Maps. • Seek support and advice from outside agencies when necessary e.g. Speech & Language, Educational Psychology, Specialist Teachers for Inclusive Practice, Occupational Therapists, Physical and Sensory Service, Freemantles Outreach.
3	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Adaptation and mastery are both embedded in our curriculum and practice – the starting point for all aspects of our provision is the child and their needs. Our curriculum is crafted to meet the needs of individual learners within their class settings. Weekly year team meetings monitor their progress and identify any issues. • Class inclusion meetings take place with the Inclusion Lead to explore emerging needs and ensure appropriate additional provision is in place where needed. • Pupil Progress Meetings between Year teams and Senior Leaders take place termly to help monitor and develop the provision for individuals as necessary. • Progress monitoring meetings between Year Group Leaders and Senior Leaders also take place termly to enhance this process. • All classroom provision and additional intervention is rigorously monitored by the Senior Leadership Team through lesson observations, planning scrutiny, book scrutiny, analysis of provision mapping, data analysis and pupil progress discussions. • Advice from outside agencies will feed into planning for the needs of the children in each lesson.
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>	<ul style="list-style-type: none"> • Parent consultations are held in the Autumn and Spring terms during which parents are given information about their child's progress and achievements. At the Spring parent consultation meeting, parents are also provided with specific information about their child's current attainment along with an explanation as to where their child's achievement sits within end of year expectations. In the Summer term, a formal written report for each child is written by the class teachers and sent to the parents. • Information about key knowledge the children will be taught each year is shared half-termly on our website as well as at parent consultations, along with resources to use at home. • When a concern arises between these pre-set meetings, staff will contact parents to arrange an opportunity to discuss the concerns. Equally, parents can request meetings throughout the school year. • Parents of children requiring additional or different provision will be involved in reviewing targets with teachers and the child through the Individual Provision Map document. • We often host curriculum events to help families understand what learning is expected and how they can best support their child's needs.

		<ul style="list-style-type: none"> • Our website gives information such as the Curriculum Overview and half-termly Knowledge Organiser and Curriculum Web for each year group as well as specific Special Educational Needs & Disabilities information.
5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • Through the expectations and ethos of the school, all staff provide a high level of pastoral support. • Through the PSHCE curriculum, children are explicitly taught how to understand and manage their feelings as well as consider the feelings of others. This includes the use of Zones of Regulation. PSHCE learning is developed through assemblies and through the shared language used in school. • We have a clear process in place to enable children's wellbeing to be supported and concerns to be identified. • Our staff are supported by our Pastoral Coordinator, Home School Link Worker (HSLW) and our ELSA, who may provide additional or specific support to a child. • In addition to employing a Welfare Assistant, all relevant staff are trained to support specific medical needs e.g. diabetes, epilepsy • We have a medical policy in place. • Our Behaviour Policy includes guidance on expectations, rewards and sanctions and is fully understood and implemented by all staff. • Attendance is monitored rigorously and necessary actions taken to prevent prolonged unauthorised absence. • We have a school council to elicit the views of the learners and ensure they play a part in school development planning. • The school has roles for children to become Playground Pals and Diversity Ambassadors who work to support the wellbeing of pupils in school. • We work with outside agencies such as the School Nurse, Primary Mental Health Worker and Children's Wellbeing Practitioner who provide additional advice and support for children and parents. • We are part of the Mentally Healthy Schools Team programme and have Education Mental Health Practitioners in school several days a week working with individual children and leading Brain Buddies lessons to Year 5 and 6 children.
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Our staff receive training specific to meeting Special Educational Needs and our teachers all hold qualified teacher status. • We have well established relationships with professionals in health and social care and these are recorded on our provision map. • We are able to contact the following agencies, dependant on the needs of individuals: Educational Psychologist, Specialist Teachers for Inclusive Practice, Physical and Sensory Support Service, Speech and Language Therapy Service, Occupational Therapy Service, Physiotherapy Service Mindworks, Art Therapist, Freemantles Outreach.

		<ul style="list-style-type: none"> All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.
7	What training have the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> We regularly invest time and money in training our staff to improve our Ordinarily Available Provision delivery and to develop enhanced skills & knowledge for additional or different provision and interventions to be provided. Our staff are kept up to date on matters pertaining to special educational needs and disability. Support staff meet with class teachers to discuss planning and training is planned according to staff needs. We are responsive to the specific needs of our children and train staff appropriately. Training is provided in school, across the Trust and externally for all staff to access. Weekly staff meeting and fortnightly support staff meetings are in place to meet training needs.
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> Our SEND Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, further safety measures are put in place to ensure needs are met. Where applicable parents/carers are consulted and involved in planning and robust risk assessments are put in place.
9	How accessible is the school environment?	<ul style="list-style-type: none"> Our Accessibility Plan (see the school policies section of the website) is robust and we continually remind staff and learners about the Equality Act 2010. We are spread over three floors and there is no lift. Where challenges arise, we always give it careful thought and make relevant adjustments. This is driven by the needs of the child and advice and recommendations from outside agencies. We value and respect diversity in our school and do our very best to meet the needs of all our learners. We monitor the languages spoken by families in our setting and when required, translators are invited to attend meetings.
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?	<ul style="list-style-type: none"> Induction is important to us and we invest time in welcoming our pupils in a way that makes them feel safe and secure. We have very good relationships with feeder settings. We prepare transition booklets for all pupils at the end of each school year and bespoke transition booklets for children who require additional support to manage transitions throughout the school and to other school settings.

		<ul style="list-style-type: none"> • We hold transition meetings with nurseries and secondary schools to receive and share relevant information about the children to aid smooth transition and arrange additional transition support where needed. • Strong relationships are crucial and as such teachers and support staff will spend additional time with identified pupils at transition points. • Our school ELSA will work with groups and individuals' to provide additional transition support as required. • The Mental Health Schools Team offer a transition programme for our Year 6 pupils. • We work with the Specialist Teachers in Practice team to support Year 6 children with transition as required. • Our HSLW will work with families to offer support at transition points.
11	How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. • We seek to ensure value for money so all interventions are costed and evaluated. • Our budget is allocated according to our Provision Management system.
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • High quality teaching/Ordinarily Available Provision is clearly defined in our setting and we expect all staff to deliver this to all children across the curriculum. • Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. • Depending on the level of need, the year group provision map is used to capture the child's next steps and person centred outcomes. • The amount of additional or different provision will be linked to the level of need the child has at that time and the amount of progress the child is making. • All interventions are monitored for impact and outcomes are defined at the start of any intervention using the year group provision maps. • The Inclusion Lead oversees all additional support and regularly shares updates with the relevant governors responsible.
13	How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> • We whole-heartedly believe in engaging parents in a two-way dialogue to support a child's learning, needs and aspirations. • We operate an open door policy. • Parents are encouraged to come and volunteer in school. • We take every opportunity to strengthen parental dialogue.

		<ul style="list-style-type: none"> ● Parents are encouraged to provide feedback about the provision their child is receiving through review of the Individual Provision Maps. ● Parents are able to request a meeting with the class teacher and/or Inclusion Lead at any point and the Inclusion Lead is available to speak with during Parents Consultations. ● Our Governing Body includes Parent Governors. ● We have an active PTA which parents are able to join.
14	Who can I contact for further information?	<ul style="list-style-type: none"> ● 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 Inclusion Lead. ● A SEND brochure is available in school and on the school website which summarises SEND support at Echelford. ● Parent Partnership is a SEN advice service offered to parents in Surrey. Please see the following link. http://www.sendadvice.surrey.org.uk/ ● Surrey's Local Offer details support and advice that Local Authority offer to children with a SEND. Please see the following link. https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page ● If you have a SEND-related enquiry or concern, you can call the Learners' Single Point of Access (L-SPA) on 0300 200 1015. This is connected to the Surrey SEND Local Offer and can be found on the web link above. ● If you have a concern or complaint, the school complaints procedure can be found on the School Information page of the website.