



Life in all its fullness

SEND Information Report – November 2023

Key Contacts for SEND

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The kinds of Special Educational Needs that are provided for at St Andrew's Primary School

- At St Andrew's Primary School, we are committed to meeting the special educational needs of pupils and ensuring that they make good progress. The Special Educational Needs and Disabilities policy at St Andrew's Primary School supports our motto, Life in all its Fullness, describing the opportunities and experiences we provide for all our pupils through our broad and challenging curriculum.
- St Andrew's Primary School regards pupils as having a Special Educational Need or Disability (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 school 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 St Andrew's Primary 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 St Andrew's Primary 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 St Andrew's Primary School we cater for pupils with the following needs:
 - Communication and interaction (includes speech and language, social communication difficulties, autistic spectrum disorder)
 - Cognition and learning (includes specific learning difficulties with, for example, literacy, numeracy, sometimes described as dyslexia or dyscalculia)
 - Social, emotional and mental health difficulties (includes attention deficit (hyperactivity) disorder)
 - Sensory and/or physical needs (includes medical needs)

Policies for identifying children and young people with SEND and assessing their needs

- When pupils have been identified as having SEND before they start at St Andrew's Primary 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 will observe and assess 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 a class teacher thinks that a pupil has a SEND this may be because they are not making the same progress as other children. They will speak to parents and consult with the SENDCo. The teacher and SENDCo will

work together to identify the specific barriers to learning: this may involve observations in-class and during unstructured time, assessments and book looks, and conversations with the pupil to understand their views on their strengths and difficulties in school. We will communicate with parents throughout this process.

- Specific psychometric assessments, which are administered by the SENDCo, may include:
 - Speech Screens (e.g. Surrey Mainstream Teachers Speech screen)
 - Language Screening (e.g. Infant Language Link, Renfrew Action Picture Test)
 - Phonological Awareness screening (e.g. PHAB 2 – Phonological Awareness Battery edition 2)
 - Literacy Attainment screening (e.g. WRAT 5 – Wide Range Attainment Test edition 5, WIAT-III-T-UK – Wechsler Individual Attainment Test edition 3 teachers UK version)
 - DASH (Detailed Assessment of Speed of Handwriting)
 - Cognitive Ability tests (e.g. Wide Range Intelligence Test)
 - Tests for Working Memory (e.g. Digit Memory Recall Test)- Social Emotional and Behavioural screens (e.g. Strengths and Difficulties Questionnaire, Boxall Profile)
- A pupil is identified as needing provision additional to or different from that provided, if despite receiving high quality first teaching, adaptations, scaffolding 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 reduced by the behaviour strategies used in 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 continue 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 St Andrew's Primary School, teaching and senior leadership staff meet termly for Pupil Progress meetings to ensure all pupils are making good progress. This is another way pupils may be identified as not making as much progress as they could be. If a pupil 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.
- The Inclusion Team and SENDCo will further assess the pupil and support for the individual will be discussed and action taken according to the Surrey model of graduated response. We will also consider making referrals to outside professionals e.g. Surrey Specialist Teachers for Inclusive Practice. No referral is made to an external agency without signed parental consent.
- The SEND Register holds names of pupils identified as having SEND under the categories of School SEND Support, Specialist SEND Support and pupils Education, Health and Care Plan (EHCP). For pupils who are placed on the register at School SEND Support, targeted intervention will be put into place and their progress will be closely monitored through pupil progress meetings and termly SEND Clinics between teachers and the SENDCo. Pupils with involvement from external specialists, including paediatricians or CAMHS, are placed on the register at Specialist SEND Support: these pupils will have SEND Support Plans in place, which will track targets set by external agencies (e.g. targets set by the Speech and Language Therapy Service). For pupils who may require an Education Health and Care Plan, SEND Support Arrangements (SSA) will be written, bringing together information on the pupil's needs from school, parents, specialists and evidencing several cycles of assess, plan, do and review that have been put in place to overcome barriers to learning or difficulties with progress.

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

- At St Andrew's Primary 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 Inclusion Team and SENDCo work closely with parents to plan and agree the right provision for their child. Parents can make contact with staff either informally in the playground or by requesting a meeting via the school office. Parents are notified early of any concerns about their children.
- The SENDCO 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 pupil and report back to parents, staff and governors.
- All children with an Education, Health and Care Plan are fully involved in the annual review process including attending for part of the meeting when this is beneficial for the individual pupil.
- 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, as well as working with them using technology to translate messages
- The SENDCO is available at parent consultation sessions for parents through pre-arranged appointments.
- A range of other ways will also be used to keep you informed, which may include:
 - Home/school communication book
 - SEND Support Plans
 - Letters sent home
 - Achievement postcards
 - Parents evenings
 - Additional meetings as required – face to face, by phone, by email
 - Newsletter
 - Reports
 - School website
 - Parent workshops and coffee mornings
- The Inclusion Team regularly signposts parents to specialist workshops and helplines to support them in supporting their child in the home environment.
- 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.
- St Andrew's Primary School is proactive in holding parent workshops and curriculum evenings and attendance at these is always encouraged.
- 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 Friends of St Andrew's School Association (FOSA) that is and has been an integral part of the school community for several years.

- There are lots of ways parents can help and support their child through FOSA. 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.

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

- At St Andrew's Primary 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. When assessing for SEND, the pupil will be consulted about their own views on their learning, their strengths and the areas they find difficult.
- One Page Profiles are used so that all teaching staff have 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 by all pupils annually.

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 pupils 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 pupils 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 pupils have targets linked to English and Maths which are reviewed regularly.
- SEND Learning Plans for pupils on the SEND Register are reviewed termly to assess the pupil's progress towards their own individual targets.
- 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, when appropriate, a representative from the Local Authority. Discussions from the Annual Reviews are recorded in the documentation and these include parental views. Parents are invited to contribute their own report prior to annual review.
- 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 to review targets and response to interventions.
- Parents can contact the SENDCO to arrange a meeting or conversation at any time.
- We use termly staff meetings to moderate across all areas of learning in Reception and in writing and maths throughout the school to check our judgements are correct for pupils 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 especially challenging for a pupil with SEND and take steps to ensure that any transition is as smooth as possible.
- All pupils entering St Andrew's Primary School in 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 St Andrew's Primary 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. SENDCO'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.
- If a pupil with SEND transfers to a new school outside of expected keystage transfers, the SENDCo will arrange a meeting (usually virtual) with the SENDCo of the new school to discuss the pupils needs and the provision and interventions required. All paperwork will then be transferred to the SEND department of the new school.
- At the end of each academic year, for children who find change and transition difficult, 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. Pupils with SEND are given additional opportunities to build relationship with their new class teacher before the summer vacation.
- As pupils move into a new year group, teachers will hand over information and recommended teaching strategies for pupils with SEND to their new teacher.

The approach to teaching children and young people with SEND

- At St Andrew's Primary School, high quality teaching is essential to securing best outcomes for all pupils, whatever their individual learning needs.
- Class teachers are trained to scaffold learning and adapt teaching and activities to enable all pupils to access a broad and balanced curriculum.
- Each term pupils are identified for intervention. This additional, targeted provision may be through small group or one to one work, either within or outside of the classroom. These interventions are delivered by trained and experienced staff and directed by the class teacher and/or SENDCo. Our targeted interventions are outlined in our Whole School Provision Map.
- A further specialist level of provision may involve pupils working individually with a member of staff to meet specific targets, e.g. targets and specialist interventions directed by the Speech and Language Therapist or Occupational Therapy service
- Each term, the class teacher will set targets/outcomes for all pupils with SEND and these will be outlined on their SEND Support Plan and shared with all the staff who are working with the pupil and parents.
- SEND Support Plans are reviewed termly to assess the effectiveness and impact of the planned provision for the child.
- Pupils with an Education, Health and Care Plan (EHCP) will receive the provision and interventions stated in their EHCP.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

- High quality teaching and careful curriculum planning ensures that children with SEND are able to access a broad and balanced curriculum and make progress from their starting points. 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*
 - *Scaffolding and adaptations that remove barriers to learning*
 - *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 Whole School Provision Map.
- We ensure that the school environment is accessible for all pupils, including those with physical and sensory needs.
- We ensure that equipment used is accessible to all pupils regardless of their needs. Specialist equipment to support learning may include Move N' Sit cushions, writing slopes, ear defenders, etc.
- We provide support with homework after school and create opportunities for online learning within school for pupils who may have issues with access to technology and broadband
- Key words and literacy resources are used across the school to support learning. Classroom displays are carefully planned to enhance learning and provide scaffolds. All classrooms have visual timetables to support pupils in managing the school day.
- Laptops are provided where appropriate.

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

- All staff undertake regular training and coaching to meet the needs of the pupils on roll at St Andrew's Primary School.
- Our Learning Support Assistants access regular training as well as specialist advice and coaching from external professionals – e.g. the speech and language therapy service – as appropriate for the pupils they support. We have an LSA trained in ELKLAN, who delivers speech and language interventions. Our LSAs have completed external courses in a wide range of special educational needs, including Autism, ADHD, attachment theory and other specific learning difficulties.
- We regularly invest in training our staff to improve Quality First Wave 1 provision delivery, with a strong focus on effective feedback to pupils.
- Support staff are regularly trained by outside agencies such as Autism Outreach, Surrey County Council Behaviour Support and Learning and Language Support Teachers, Occupational Therapists, Speech and Language Therapists etc, and we actively seek to recruit experienced and trained support staff.
- Support staff are trained to deliver programmes of intervention and are trained in specific programmes to support children with SEND: e.g. Fresh Start, Project X, Infant Language Link
- Within the Pastoral Team we have a trained Counsellor and access to a Primary Mental Health Worker. Our Pastoral Assistants receive ELSA training in addition to training in Zones of Regulation, the Friendship Formula, Emotion Coaching.
- Our Pastoral Team is supported by our School Counsellor to deliver appropriate interventions to pupils who have undergone trauma or adverse childhood experiences.
- Our staff members are regularly updated on matters pertaining to special educational needs and disability, either on a national, local or school level.

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 pupils 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 pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. This may mean parents are eligible for a personal budget which must be used to fund the agreed plan.
- The Headteacher decides on the best use of the school's funding for Special Educational Needs in consultation with Enlighten Learning trust, the SENDCO, 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 pupil 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 pupils. Should any pupil need support to access these activities, school will make the necessary arrangements.

Support for improving emotional and social development

- The school ethos is one where all pupils are valued and their diverse abilities equally celebrated.
- Our collective worship focuses on the school's key values and pupils learn about what these mean and how they can apply them in their daily lives.
- As a school we regularly reward and celebrate pupils' achievements. Our weekly newsletter records those pupils who have been recognised in our weekly celebration assembly. Pupils with special educational needs are well represented in these nominations.
- All staff consistently follow the school **Behaviour Policy**, which takes a restorative approach. Sanctions are reflective and result in pupils making more positive decisions about behavioural choices. The behaviour policy is applied with fairness and consistency, and pupils are clear about the expectations.
- Risk assessment processes effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.
- Our personal development/Jigsaw programme gives all pupils the time, space and guidance to understand themselves and care for their peers, promoting their emotional wellbeing. During break and lunchtimes, effective systems, such as OPAL (Outdoor Play and Learning) and Lunch Club, are in place to facilitate positive play and socialisation for all children.
- St Andrew's Primary 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 school's 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 an Individual Support Plan and their particular needs.
- Children who may have pastoral or emotional needs are monitored through our Pastoral Tracker by the Inclusion Team. The Inclusion Team will assess needs and may refer children for additional support in the form of 1:1 therapies, key adult and nurture support, ELSA programmes and groupwork. Decisions are always made in communication with parents, and through a thorough understanding of the pupil concerned.
- Working with the Inclusion Lead, the school counsellor and the SENDCo, our Pastoral Assistant delivers a range of interventions to support children in the areas of emotional regulation, anxiety, self-esteem, resilience, and other needs. Our Hub is a designated space for children receiving targeted emotional support.

- We offer parent support and keep positive and open communications with parents and help them to reflect some of the strategies we use in school, at home.
- Our Inclusion 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.
- Some pupils with identified behaviour, social and emotional needs may require additional specialist support. St Andrew's Primary School works with the Surrey Primary Mental Health Worker and Child Wellbeing Practitioner and coordinates programmes of intervention with play therapists. We also work with Surrey Behaviour Support and can refer children to CAMHS or other agencies as appropriate. We engage with a number of local charities and organisations that work with young people on their emotional and mental wellbeing.
- 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 St Andrew's Primary School identify, assess and make provision for children with special education needs.

These include:

- Educational Welfare Officer Service (now the Education Inclusion Team)
- Advice and support from the school nurse and/or 0-19 team
- Access to a Language and EAL specialist teacher
- Access to the Educational Psychologist Hotline.
- 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 Surrey Specialist Teachers for Inclusive Practice. Access to Autism outreach service
- 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.

Before the school make any referral to a specialist service we will always gain a parent/carer's permission.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school:

St Andrew's Primary School follows guidance issued by Surrey County Council on handling complaints. Our complaints policy can be found on the school website.

Contact information:

- For any concerns, the first point of contact will always be your child's class teacher.
- Stina Witkowski, Headteacher and Inclusion Lead s.witkowski@standrews-primary.surrey.sch.uk
- Katy Johnston, SENDCo k.johnston@standrews-primary.surrey.sch.uk

- Deb Coward, Pastoral Assistant d.coward@standrews-primary.surrey.sch.uk
- Rowan Putman is the current Governor with responsibility for SEND at St Andrew's Primary School. She has regular contact with the SENDCO to keep up-to-date with, and monitor the school's SEND provision.

All the above staff can be contacted through the school office on 01932863452.