



The Horsell Village School Local Offer

	Question	Response	Some examples of good practise in our school	School Self Evaluation
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>We believe in providing an inclusive culture where the needs and wellbeing of all children is paramount. We have rigorous, ongoing monitoring in place that tracks the progress our children make in key areas of the curriculum. Our staff are skilled in identifying any concerns regarding a child's educational or social needs, early identification and intervention is paramount to closing the gap for all children. We also use data and other forms of assessment to identify additional needs, and this is then shared with members of the steering group. Parents are strongly encouraged to speak to the class teacher about any concerns they have. They will be informed about the next steps the school will take and what is involved.</p>	<ul style="list-style-type: none"> • The class teacher notifies the SENCo if they and/or a parent have concerns about a child. • We identify children who need additional support through our regular SEN 1to1 meetings with the SENCo • We use the current SEN criteria to decide whether a child needs additional support together with our professional knowledge of the child. 	
2	How will staff support my child?	<p>All teachers are teachers of inclusion and Special Educational Needs. We believe in high quality teaching where individuals learning styles and needs are recognised. We recognise the importance of quality first teaching and inclusive classrooms where lively, interactive teaching styles are used with maximum use of visual and kinesthetic as well as auditory/verbal learning.</p> <p>Having identified a child as having a particular need, we seek to match provision to the need</p>	<ul style="list-style-type: none"> • Intervention programmes are designed and tailored to meet the needs of specific children. • We have many areas of expertise amongst our staff and we are able to draw on this in order to get the right provision for each child. • When we notice particular needs arising we endeavour to train key staff accordingly • We identify 'vulnerable' children early and provide provision to meet needs and remove barriers. 	

		<p>in order to support the child's learning. We aim to provide an organisational structure which is flexible so that pupils needs come first. The school is mindful of inclusion and seeks to, where possible, support children within class. However on occasions the child may work out of class, either 1 to 1 or as part of a small group. Every class has at least one teaching assistant (TA) in addition to a qualified teacher. This means that if a child needs additional help in the classroom to access the curriculum we are able to allocate staff accordingly. We closely monitor the impact of interventions through regular meeting, tracking or pupil progress and comparison of outcomes to baselines. Where we feel progress is not as rapid as we would expect, we are quick to respond to find alternative support.</p>		
3	<p>How will the curriculum be matched to my child's needs?</p>	<p>We believe that all children should have access to the whole curriculum. We provide a curriculum which is designed to excite and motivate all different types of learners. Differentiation is embedded in our curriculum and practise and we aim to ensure that as far as possible all children have access to a broad and balanced curriculum, and equal opportunity to an education that is appropriate to their needs.</p> <p>This means that tasks are matched to each child's ability so that they can make rapid progress against their targets. The targets set will be within reach for the child and be shared amongst relevant staff. We also encourage a culture of constructive self-appraisal where pupils are involved in the setting of targets and reflecting on progress.</p>	<ul style="list-style-type: none"> • We take on board advice given by outside agencies and we build this into a child's regular day eg. we incorporate exercises recommended by physiotherapists. • In Reception we have a balance of adult-led and child initiated activities. • We are aware of the importance of quality first teaching at Wave One and daily teaching reflects a knowledge of children with a variety of different learning style (visual, auditory, and kinaesthetic). 	
4	<p>How will I know how my child is doing and how will</p>	<p>We believe that partnership with parents is paramount in order to support the whole child.</p>	<ul style="list-style-type: none"> • Access to daily communication through Communication Diaries. 	

	<p>you help me to support my child's learning?</p>	<p>We share progress on each child at termly Parents' Evenings where we talk about what can be done by families at home to support a child's learning at school. This is also reinforced by publishing each year groups' topic themes (curriculum web map) on our website as well as weekly updates. We host a number of learning events including reading meetings and curriculum evenings, to help families understand what and how we teach their children and how they can best support their child's needs. We would encourage parents to share any concerns with us however minor. Learner feedback and self-evaluation is part of our daily practise and embedded in our learning culture. Children themselves are aware of what learning expectations are, big picture connections and reflect on next steps.</p>	<ul style="list-style-type: none"> • The days learning and notices written on whiteboards outside classroom daily. • We give on-going specific feedback to children through our marking and through discussion with the child. • We run Curriculum workshops for parents to help support their children at home . • We conduct regular updates on targets and put in new ones when required. • When required, we give parents/carers updates at the end of the school day or over the phone. • We give formal feedback through Parents' Evenings, School Reports, SEN Support Meetings, Person Centred Reviews, TAF meetings and Annual Reviews for children with an Education Health and Care Plan (EHCP). • We hold meetings with external agencies to set, review and update targets 	
5	<p>What support will there be for my child's overall well-being?</p>	<p>We know that all children learn best when they are happy secure and confident. Our staff share this belief and work very hard to establish positive relationships with each child in their care. Our Values based curriculum helps support emotional literacy, encouraging children to express themselves more clearly, to develop tolerance and empathise with others. Our Behaviour Policy includes guidance on expectations, rewards and sanctions and is shared with all staff. Learners voice is central to our school ethos and this is encouraged in a variety of ways including through the school council. Many staff are trained to support medical needs. We have clear medical procedures which are shared with parents.</p>	<ul style="list-style-type: none"> • Relevant staff have been trained in general first aid. • Key members of staff have received bereavement training. • There is a high level of communication amongst staff in order to provide a consistent approach for each child. • We have procedures in place for when a child needs medication to be given by school staff. • The Drawing and Talking programme is used to support specific children. 	
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>We have a skilled staff with a variety of different expertise which we draw upon on a daily basis. We encourage staff to regularly</p>	<ul style="list-style-type: none"> • We always inform parents if an outside agency is visiting a child and extend an invitation to a parent/carer if it is required. Reports will be 	

		<p>update their skills and knowledge through internal training, sharing expertise, as well as external course. The school makes effective use of specialist teachers at the Local Authority such as the Educational Psychologist or colleagues from Learning and Language Support. We also have excellent links with colleagues in the NHS such as Speech and Language Therapists, Paediatricians and Physiotherapists. Referrals to these agencies will only be made with the permission of parents/carers. Our Child Protection Liaison Officer works with colleagues from Children's Services in order to meet any social care needs.</p>	<p>shared by the class teacher with parents.</p> <ul style="list-style-type: none"> • We utilise outreach services from specialist schools such as Freemantles School (specialising in teaching children with Autism). 	
7	<p>What training are the staff supporting children with SEND had or are having?</p>	<p>All staff who work with SEND children are dedicated to making a difference to each child's education. We regularly invest time and money in training our staff to continuously further improve Wave 1 provision. Where necessary we provide appropriate training for staff to ensure they run Wave 2 and Wave 3 interventions effectively. We invest heavily in the continuing professional development of our teaching assistants so that the children receive high quality additional support. Staff Appraisal procedures identify and support training needs. Our Special Educational Needs Co-ordinator (SENCo) is a qualified teacher.</p>	<ul style="list-style-type: none"> • We draw on our own expertise within the school to provide training and professional development for members of staff working with our children. • Continuing professional development is part of the culture of the school and often staff will attend courses by outside providers. • SENCo has a Certificate in Speech Language and Communication Needs 	
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Our school promotes inclusion and the 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. We always produce very thorough risk assessments of all off-site activities.</p>	<ul style="list-style-type: none"> • Where necessary, individual risk assessments are carried out in consultation with parents/ carers. • Thorough risk assessments for all off sight activities. 	

9	How accessible is the school environment?	We value and respect diversity in our school and do our best to meet the needs of all our learners. We are vigilant about making reasonable adjustments. Our policy and practice adheres to the Equality Act 2010. We monitor the languages spoken by families in our school. Where possible, we try to ensure that non-English speakers or those who struggle with written English understand the content of letters that go home.	<ul style="list-style-type: none"> • The school is equipped with extra small toilet. • Where possible we try to find other adults or children who can translate for non-English speakers. 	
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?	We have a robust induction programme in place for welcoming new children to our school and offer a flexible and individualised induction programme where appropriate. We have very good relationships with the feeder nurseries and invest time in order to provide a smooth transition. Reception teachers meet nursery staff in the summer term for a full handover as well as visiting feeder nurseries to meet children. The SENCo will also visit nurseries and attend transition meeting for children with statements or complex needs. We have also built strong links with the local junior schools and work hard to share information to ensure continuity of care including sharing of successful strategies, routine and resources. All records are shared with the new school, including SEND Support Arrangement Plans, Closing the Gap Plans, Education Health and Care Plans (EHCP) and reports for outside agencies. This is in order to maximise continuity for the child.	<ul style="list-style-type: none"> • Our SENCo meets with the SENCo from the main transfer school. • SENCo meets with SENCo of nurseries of children with Education Health and Care Plan (EHCP) or complex needs. • Where a child has a EHCP we invite the SENCo from the next school to attend the Annual Review meeting. • Nurseries Teas – reception staff meet nursery staff for handover • The Head teacher invites all new children and parents for individual meetings in the Summer term before they begin school. 	
11	How are the school's resources allocated and matched to children's special educational needs?	Resources are allocated according to the needs of the child. All interventions are monitored to ensure quality provision. When a child needs additional resources eg. a writing wedge or adapted scissors we use our SEN budget to buy the right equipment.	<ul style="list-style-type: none"> • We are flexible with our staffing and can move members of staff around according to individual need, if appropriate. • We keep a wide range of SEN resources for use in the classrooms eg. pencil grips, sequencing picture cards, language resources etc. 	

12	How is the decision made about what type and how much support my child will receive?	The school identifies the complexity of each child's needs in order to allocate support according to level of need. Decisions are made on an individual basis according to the needs of the child. Should additional support be required, this is undertaken after consultation with the relevant staff and outside agencies such as the Educational Psychology Service. Our decisions taken are in line with the SEN Code of Practice. If your child has a Education Health and Care Plan (EHCP), we will provide the level of support listed in the document. The amount and type of provision in the Statement/EHCP is decided after the views of key professionals have been taken on board and after a period of consultation with parents.	<ul style="list-style-type: none"> • SENCo and teachers meet with external agencies to discuss provision. • SENCo, teachers and external agencies, where appropriate, meet families to talk through the best type of intervention to further support their child's learning. Targets are reviewed regularly and adapted as required. 	
13	How are parents involved in the school? How can I be involved?	Parents are strongly encouraged to participate in the whole life of the school eg. the PTA, Parent Governors, Reading Buddies etc. We whole-heartedly believe in working with parents in order to support a child's learning, aspirations and needs.	<ul style="list-style-type: none"> • Parents are encouraged to be involved in school in many ways including; the PTA, Parents' Voice meetings, Reading Buddy Program. • Parents are often invited to help out in class and on school trips. 	
14	Who can I contact for further information?	In the first instance parents/carers are encouraged to talk to their child's class teacher. Further information and support about SEND can be obtained from the school's SENCo. The school website hosts lots of information about the curriculum and school approaches as well as key policies.		

Additional Information

Children will not necessarily access all of the provision mentioned in this document but they will receive what is appropriate to their individual needs.

Please refer to our school prospectus and website for further information about the school <http://www.horsell-village.surrey.sch.uk>

For further information about our Children's Centre please visit the website <http://www.horsell-village.surrey.sch.uk/badgers/childrenscentre.html>