



## The Horsell Village School SEN Information Report

Response to the 14 Questions (reviewed 2024)



1	<p>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>	<ul style="list-style-type: none"> <li>• We believe in providing an inclusive culture where the needs and wellbeing of all children is paramount.</li> <li>• We have rigorous, ongoing monitoring in place that tracks the progress our children make in key areas of the curriculum. We continually track the progress of all learners through class teacher's observations and formative assessments.</li> <li>• The Assessment Lead liaises with the Inclusion Lead at Pupil Progress meetings.</li> <li>• Teaching staff meet with the Inclusion Lead at least termly to discuss children within their class, share progress or concerns and co-construct targets and plan provision.</li> <li>• Our staff are vigilant at supporting and raising any concerns they have regarding all aspects of children's learning, development and well-being with colleagues and parents / carers.</li> <li>• Parents / carers and teachers are encouraged to discuss any concerns they have when needs arise.</li> <li>• We follow the SEND Code of Practice 2014 and The SEND Regulations 2014 (0-25).</li> <li>• The Inclusion Lead works closely with school link Speech and Language Therapist, Occupational Therapist and STIPs Team (Specialist Teachers for Inclusive Practise) in order to identify and support specific needs across the school.</li> </ul>
2	<p>How will staff support my child?</p>	<ul style="list-style-type: none"> <li>• All teachers are teachers of inclusion and Special Educational Needs. We believe in high quality teaching where individuals learning styles and needs are recognised and supported.</li> <li>• We recognise the importance of quality Universal teaching and inclusive practise where all learning styles are supported ( visual, auditory and kinaesthetic) through carefully planned scaffolding and adaptation.</li> <li>• At The Horsell Village School we make adjustments to our Quality First Teaching practices to comply with the Equality Act (2010). The SEND Code of Practice and The SEND Regulations 2014 are also adhered to.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Having identified a child as having a particular need, we seek to match provision to the need. We aim to provide an organisational structure which is flexible so that pupils needs come first.</li> <li>• We have a strong inclusive culture and seek to support children within the class using carefully scaffolded and adapted lessons, and additional resources. On occasions a child may work out of class on specific targeted intervention, either 1:1 or as part of a small group. All interventions are monitored closely in order to measure and monitor impact.</li> <li>• 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.</li> <li>• We closely monitor the impact of interventions through regular meetings, 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.</li> <li>• External advice may be sought from multi professional team members e.g. STIPS (Specialist Teachers for Inclusive Practise), Speech and Language or Educational Psychologist.</li> <li>• Multi –Professional Team members e.g. Educational Psychologist, may also contribute to this tracking and review meeting process.</li> <li>• Assessment informs planning, and results in appropriate scaffolding and adaptation. We monitor progress through termly pupil tracking, pupil progress meetings and SEN 1:1 meetings.</li> <li>• We believe in the importance of a close partnership with parents and working towards a shared goal, in order to provide the best outcomes for children and their families.</li> <li>• We follow Surreys Graduated Response for Early Years and Schools, Assess – Plan – Do – Review Cycle.</li> </ul>
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Differentiation and scaffolding 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</li> </ul>

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		<p>their needs. This means that tasks are matched to each child's ability and starting point, 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.</p> <ul style="list-style-type: none"> <li>• Where necessary, specialist resources will be provided so that the curriculum is accessible to all children e.g. visual timetable, enlarged print.</li> <li>• We also encourage a culture of constructive self-appraisal where pupils are involved in the setting of targets and reflecting on progress.</li> <li>• We take on board advice given by outside agencies and we build this into a child's regular day eg. incorporating exercises recommended by physiotherapists or specific speech programmes.</li> <li>• We provide group support where a need has been identified.</li> </ul>
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"> <li>• We believe that partnership with parents is paramount in order to support the whole child.</li> <li>• We regularly share progress feedback with all our learners and their families. We do this by providing a number of opportunities for parents / carers to meet with staff to discuss learner progress, e.g. Parents evenings, SEN meetings to discuss targets, Specialist Teacher Review meetings (e.g. with Behaviour Support or Speech and Language Therapist). At such meetings, we share what is happening in school, along with what can be done by families at home to support the learning at school.</li> <li>• We would encourage parents to share any concerns with us however minor.</li> <li>• 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.</li> <li>• The class teacher and Inclusion Lead are available for meetings to discuss concerns and ways forward. The Class Teacher will direct parents / carers to the Inclusion Lead if needed.</li> <li>• Reports written by external professionals are shared with parents / carers</li> <li>• We host a number of learning events including reading meetings, Inclusion 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.</li> <li>• Updates to the curriculum are shared through our school newsletter, information meetings and website.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Each year groups' curriculum topic web is published on our website as well as weekly updates.</li> </ul>
5	What support will there be for my child's overall wellbeing?	<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.</p> <ul style="list-style-type: none"> <li>• We are committed in supporting our children in developing healthy bodies, healthy relationships and healthy minds.</li> <li>• We have a Mental Health and Wellbeing Team, which includes a trained ELSA ( Emotional Literacy Support Assistant.</li> <li>• Our ELSA delivers interventions around supporting anxiety, developing friendships, self-esteem etc.</li> <li>• Our Values based curriculum supports the development of emotional literacy skills, encouraging children to express themselves more clearly, to develop tolerance and empathise with others.</li> <li>• Staff are trained in Emotion Coaching and this restorative approach is central to our daily practice.</li> <li>• Learners voice is central to our school ethos and this is encouraged in a variety of ways including through the school council.</li> <li>• We have several systems in place to celebrate achievement in learning, and relating to our Values, e.g. Horsell Superstar and Horsell Hero, Kindness Ambassador and Celebration Assembly once a week.</li> <li>• Relevant staff are trained to support medical needs e.g. identified First Aiders: all staff receive training in Epi – Pen use. We have a medical policy in place.</li> <li>• Working alongside medical professionals we may have medical care plans / emergency plans in place.</li> <li>• Our Behaviour Policy includes guidance on expectations, rewards and sanctions and is shared with all staff.</li> </ul>
6	What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> <li>• We have a skilled staff with a variety of different expertise which we draw upon on a daily basis. We encourage staff to regularly update their skills and knowledge through internal training, sharing expertise, as well as external courses.</li> <li>• The school has close links with external specialist services such as our school link Speech and Language Therapist or STIPS team (Specialist Teachers for Inclusive Practise), Freemantles Outreach, CAMHS ( Child and Adolescent Mental Health</li> </ul>

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		<p>Service) . Referrals to these agencies will only be made with the permission of parents/carers.</p> <ul style="list-style-type: none"> <li>• Our Designated Safeguarding Leads work closely with colleagues from Children's Services in order to meet any social care needs</li> <li>• We also have access to;                     <ul style="list-style-type: none"> <li>Occupational therapy Service, and use the Surrey OT Pack</li> <li>Physiotherapy Service</li> <li>Physical and Sensory Support</li> </ul> </li> <li>• Collaboration and sharing of good practice with schools in the SWAN Trust</li> </ul>
7	<p>What training are the staff supporting children with SEND had or are having?</p>	<ul style="list-style-type: none"> <li>• 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 provision for all children.</li> <li>• Where necessary we provide appropriate training for staff to ensure they can effectively provide specific targeted support for children for individuals e.g. Attention Autism, Precision Teaching, Colourful Semantics.</li> <li>• Our School Link Speech and Language Therapist and STIPs team discuss training needs at planning meetings and training is provided based on current needs of cohort and staff.</li> <li>• We invest heavily in the continuing professional development of our teaching assistants so that the children receive high quality additional support.</li> <li>• Staff Appraisal procedures identify and support training needs.</li> <li>• Whole provide opportunities during school staff meetings to discuss specific children and their needs, when required.</li> <li>• Specific training needs are discussed in termly SEN 1:1/ Pupil Progress meetings between staff and Inclusion Lead.</li> <li>• Our Inclusion Lead is a qualified teacher and part of the Senior Leadership Team.</li> </ul>
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> <li>• Our school promotes inclusion and the involvement of all our children in all aspects of the curriculum including activities outside the classroom.</li> <li>• Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met.</li> <li>• Where applicable parents/carers are consulted and involved in planning. We always produce very thorough risk assessments of all off-site activities</li> <li>• Individuals are supported with preparation for trips by the use of Social Stories</li> </ul>

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9	How accessible is the school environment?	<ul style="list-style-type: none"> <li>• We value and respect diversity in our school and do our best to meet the needs of all our learners.</li> <li>• We are vigilant about making reasonable adjustments.</li> <li>• Our policy and practice adheres to the Equality Act 2010.</li> <li>• 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.</li> <li>• We endeavour to make not only the physical environment accessible but also the learning environment, this may mean developing an alternative curriculum / flexible curriculum for those learners with SEND.</li> <li>• Parents / carers are encouraged to make appointments to meet with staff members if they have concerns about their child.</li> </ul>
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"> <li>• 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.</li> <li>• We have very good relationships with the feeder nurseries and invest time in order to provide a smooth transition.</li> <li>• Reception teachers meet nursery staff in the summer term for a full handover as well as visiting feeder nurseries to meet children.</li> <li>• The Inclusion Lead will also visit nurseries and attend transition meeting for children with EHCP's or complex needs.</li> <li>• 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, routines and resources.</li> <li>• All records are shared with the new school, including Individual Support Plans, Education Health and Care Plans (EHCP) and reports from outside agencies. This is in order to maximise continuity for the child.</li> <li>• Social stories are sent home in the summer term for all children moving into Reception.</li> <li>• For some children further transition work may be needed and further meetings with new class teacher, or additional school visits, may be needed in order to develop a trusting relationship and for the child to know 'what's coming up' and adjust to new adults and setting.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Transition Reviews are arranged for children with EHCP's where specialist agencies and new members of staff have the opportunity to meet with parents and plan the child's transition.</li> </ul>
11	How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> <li>• Resources are allocated according to the needs of the child.</li> <li>• When a child needs additional resources e.g., a writing wedge, adapted scissors, recordable devices etc, we use our SEN budget to buy the right equipment.</li> <li>• The needs of the child are identified, discussions between Class Teacher, Inclusion Lead and parent / carer take place. We then decide if an outside professional e.g. an Specialist Teacher for Inclusive Practice (STIPS) needs to be involved and make the necessary referral. Parents / carers are kept informed throughout this process.</li> <li>• We are flexible with our staffing and can move members of staff around according to individual need, if appropriate.</li> <li>• We keep a wide range of SEN resources for use in the classrooms eg. pencil grips, sequencing picture cards, language resources etc.</li> <li>• All interventions are monitored and RAG rated to ensure quality provision.</li> </ul>
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> <li>• All decisions taken are in line with the SEN Code of Practice.</li> <li>• We follow the guidance set out in Surreys Ordinarily Available Provision document, this supports practitioners, families, and carers to work together to ensure that children's additional needs are met at the earliest opportunity.</li> <li>• 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, parents and any outside agencies involved.</li> <li>• The school identifies the complexity of each child's needs in order to allocate support according to level of need. Inclusion Lead and teachers meet with external agencies to discuss provision.</li> <li>• If your child has an 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 EHCP is decided after the views of key professionals have been taken on board and after a period of consultation with parents. Short term targets are reviewed at least termly and long term EHCP Outcomes and provision are reviewed at least annually.</li> <li>• We follow the assess, plan, do, review cycle. All interventions are reviewed and RAG rated at least termly in order to monitor impact.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Pupils progress is monitored through Pupil Progress and SEN Meetings and appropriate interventions put in place for any child who we consider requires additional support to meet their targets.</li> <li>• The Inclusion Lead oversees additional support and shares updates with the Headteacher and SEN Governors.</li> </ul>
13	How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> <li>• Parents are strongly encouraged to participate in the whole life of the school e.g. the PTA, Parent Governors, Reading Buddies etc.</li> <li>• Parents are often invited to help out in class and on school trips.</li> <li>• We whole-heartedly believe in working with parents in order to support a child's learning, aspirations and needs.</li> <li>• We offer a range of workshops for parents / carers to attend, these include maths workshops, phonics and reading meeting</li> <li>• Parent are kept up to date with what is happening in school via the website, newsletter, Parent Induction Meetings and daily via the class whiteboard.</li> </ul>
14	Who can I contact for further information?	<p>If you would like further information, please do contact us. Our school office will be able to answer any queries and pass on messages/ comments to the appropriate member of staff.</p> <p>Tel: 01483 714804  <a href="mailto:reception@horsell-village.surrey.sch.uk">reception@horsell-village.surrey.sch.uk</a></p> <p>For further information you may wish to contact on of the following;</p> <p>Mrs Jane Reeve – Head teacher          Mrs Laura Sharkey – Deputy          Mrs Rachel Wright – SENCo/ Inclusion Lead          Miss Rachel Cadey – ELSA ( Emotional Literacy Support Assistant)</p> <p>Information and Services for Young People in Surrey can be found on Surreys Local Offer Page  <a href="https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page">https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page</a></p>
<p>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  <a href="http://www.horsell-village.surrey.sch.uk">http://www.horsell-village.surrey.sch.uk</a></p>		

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