



# SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY 2024-2025

**Date of Policy:** Summer 2024

**Date of next review:** Summer 2025 (Annually)

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Puttenham School's SEND policy is in keeping with the school's mission statement:

**'Our village school strives to provide the best possible education for all its children in a caring and happy Christian community'.**

Puttenham Infant School is committed to offering and providing an inclusive learning environment and curriculum in line with our vision and values to ensure the children flourish to become the best they can be. We believe that at the heart of our school are core values of **love, hope, respect, resilience** and **wisdom**. These values underpin our spiritual, moral, social and cultural development. As a school, the governing body and staff all work together to focus on individual outcomes ensuring all pupils succeed. We strive to ensure that provision is tailored, balanced and relevant to meet the varied needs of all pupils. Respecting the unique contribution that every child can make to the school community, we seek to place this contribution within a clear structure, which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

**Central to our SEND policy is the core belief that every teacher is a teacher of every pupil, including those with special educational needs. We fully comply with the regulations of the SEND Code of Practice (2015), which can be found at**

**<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>**

At Puttenham School, we want each child to achieve his/her best, we want to develop skills that are unique to the individual, to develop their confidence, to live fulfilling lives and to make a successful transition into their next school. We aim to create a safe, happy, healthy, sustainable and supportive school that will foster a lifelong love of learning, build relationships based on the Christian beliefs and values of love, care and respect and encourage excellence in all things.

There is a high standard of pastoral care in our village church school where children are known as individuals. Each member of staff is committed to caring for the children. The Special Educational Needs Coordinator (SENCo) and staff are sensitive to the changing needs of each individual child. There is close contact between parents and the school, and staff are usually aware of circumstances

that may affect the child. We will use appropriate and reasonable adjustments to give children with SEN and disabilities every support they need.

## **Definition of Special Educational Needs and Disability (SEND)**

At our school, we use the definition for SEN and for disability as outlined in the SEND Code of Practice (2014 updated 2015):

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.*

*([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf))*

A disability under the Equality Act 2010 is defined as ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

## **SEND Support: A Guide for Parents**

SEND support can take many forms. At Puttenham Infant School this could include:

- An initial chat/meeting with the class teacher to discuss needs that have been identified
- A meeting with the teacher, SENCo or Headteacher to discuss the needs of the child
- A special learning programme for your child
- Extra help from a teacher or a learning support assistant
- Making or changing materials and equipment
- Working with your child in a small group
- Observing your child in class or at break and keeping records
- Helping your child to take part in the class activities
- Making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with your child, or play with them at break time
- Supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Where children have higher levels of need, the school works in partnership with other specialist professionals and agencies e.g. specialist teachers (STIPs), educational psychologists, speech and language therapists, to assess and advise on the next steps of support.

## **Working with the school to support your child**

- On your child's admission to school please notify the SENCo of your child's SEN and disability and provide any relevant documents. You may contact the school office by email at [info@puttenham.surrey.sch.uk](mailto:info@puttenham.surrey.sch.uk) or the SENCo at [support@puttenham.surrey.sch.uk](mailto:support@puttenham.surrey.sch.uk)
- If your child's needs become apparent during their time at Puttenham the class teacher or SENCo will contact you to discuss how the school can support your child. Please speak to your child's class teacher first if circumstances arise that you wish the school to be informed of.
- If your child's needs cannot be met in class, without additional support, then the class teacher will ask the SENCo to contact you to discuss your child's needs and to work with you on drawing up a plan.

- Half termly or termly meetings will then take place, depending on the needs of your child, with the class teacher and or SENCo to inform you of the child's progress and plan for next steps.
- If you are unsatisfied with how the school is meeting the needs of your child, then please inform the Headteacher. Information on how to contact Local committee members is available from the school office.

### **Supporting parents/carers**

Support and additional information may be found:

- In the SEND Information Report on the school website (go to Home-> Key Information -> SEND)
- In the Surrey County Council website providing information for parents with children with SEN and disabilities [www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page](http://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page)
- In the school's admission arrangements as outlined on the Key Information page of the school website
- From SEND advice Surrey which provides impartial and independent information, advice and support for young people and parents/carers of children with special educational needs or a disability (SEND) aged 0-25. They can be contacted on 01737 737300 / <https://sendadvicesurrey.org.uk/>
- To make a comment, raise a question or voice a complaint about how your child's needs are being met by the school, please speak in the first instance to the child's class teacher. If the matter is not resolved, please arrange a mutually convenient appointment with the SENCo or the Headteacher.

### **ROLES AND RESPONSIBILITIES**

Provision for pupils with SEND is a responsibility of all the staff at Puttenham. This includes the following roles:

#### **The Headteacher is responsible for**

- Meeting the SEND and medical needs of pupils.
- Monitoring the progress of SEND children and the effectiveness of practice in school.
- Holding the SENCo, class teachers and teaching assistants to account through rigorous performance management.
- Responding to parents' concerns about provision.

#### **The SENCo is responsible for**

- Day-to-day operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN and disabilities (SEND), including those who have Educational Health and Care (EHC) plans.
- Co-ordination of arrangements with the class teacher regarding those pupils with SEND.
- Liaising with parents and carers to gain their views, share concerns and successes, decide on next steps and support parents and carers with practical strategies.
- Championing special educational needs as a member of the Senior Leadership Team.
- Monitoring the progress of SEND children.
- Organising training for staff.
- Monitoring interventions delivered by staff.

#### **The SEN Governor is responsible for**

- Liaising with the SENCo
- Monitoring participation and progress of children with SEND.
- Ensuring that the appropriate procedures are implemented and monitored.
- Holding the school to account in the areas listed above.

**The Class Teacher is responsible for**

- Daily planning to meet the learning needs of all children including SEND pupils in his/her class.
- Working in partnership with the SENCo, parents and specialist advisors to develop a SEND learning plan for SEND pupils, review the plans with and update parents as needed.
- Work with and use the Surrey document Ordinarily Available Provision (OAP).  
<https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision>
- Formative and summative assessments and data tracking to monitor children's progress. Discuss progress at pupil progress meetings with the SENCo and Head Teacher.
- Reporting to parents.
- Directing teaching assistants in the delivery of support to children in class.
- Recording and filing evidence of support in class SEND folders e.g. list of identified children and area of need identified, map provision on provision mapping tool, complete SEND learning plans, reviewing targets on these plans or EHCPs.
- Records of teacher and parent meetings and agreed actions.
- Records of behaviour logs.

**The Teaching Assistant (TA) or Learning Support Assistant (LSA) is responsible for**

- Supporting pupils in class under the direction of the class teacher.
- Supporting the pupils in the class by following the recommendations in the reports from outside agencies.
- Attend meetings and work alongside outside agencies whenever possible.
- Feedback information about strategies or recommendations to all members of staff.
- Implementing a range of intervention programmes according to pupil needs.
- Reporting on the achievements and progress of children they are supporting to the class teachers and the SENCo.
- Be part of the review process for targets or annual reviews.
- Under the direction of the teacher or SENCo communicate with parents.

**At Puttenham School our aims for children with SEND are:**

- To provide early identification, adequate provision and continued monitoring and assessment of all pupils with special needs.
- To enable each individual pupil with SEND to meet or exceed the high expectations set for them based on their age and starting points.
- To set ambitious educational outcomes together with parents and children.
- To encourage self-motivation and an ability to work independently.
- To develop the self-confidence and self-esteem of each child, enabling them to make a successful transition on to the next phase of their educational journey.

Key priorities from Puttenham School's Development Plan (SDP) help ensure outcomes for children with SEN are realised.

**A Graduated Approach to SEND at Puttenham School**

Surrey has been working with a range of partners including families to develop new ways of working with children with special educational needs and disabilities (SEND). The result of this work is a revamped Graduated Response. Documents are available to support and implement this inclusive way of working they are:

Early Years Profiles of Need and Response

Early Years SEND Support Plan  
Ordinarily Available Provision  
Graduated Response  
Profile of Need Schools  
SEND Support Guidance  
SEND learning plans

The Profile of Need document is divided into 4 areas:

Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health (SEMH), Sensory and/or Physical.

Each of these areas has the following sections:

Profile of Need (assess)

Assessment and Planning (plan)

Intervention and Support (do)

Evaluating Progress and Reviewing (review).

Each of these areas are then subdivided into the following four categories; supporting children at Universal, Setting Support, Specialist Support and Statutory Assessment.

### **How does the school decide whether to make special educational provision?**

Pupils with SEND are identified and their needs determined and reviewed through

- Liaison with nursery or playgroup
- Early Years Foundation Stage profile in Reception Year
- Development matters
- Consideration of all of the information gathered from within the school about the pupil's progress based on their age and starting points and against national data and expectations of progress
- If the need is not identified, then the Profile of Need document is used to identify the needs of the child.
- Accurate formative and summative assessment
- Internal staff moderation of progress and provision management outcomes
- Specific assessments
- On-going classroom observations
- Expression of concern from involved adult (e.g. parent, teacher, Health Authority)

At Puttenham parents/carers of SEND pupils are asked to meet with the class teacher and occasionally the SENCo each term to review the progress made by their child as well as discussing future objectives through parent teacher meetings. Pupils may also be involved (depending on age and stage of development) in the process. The partnership between home and school is crucial in helping a child reach his/her full potential and working towards the assess, plan, do, review, cycle.

**Some children need support for a short period, as a "catch-up" and therefore are not classified as having special educational needs.** Targets and outcomes of this support are recorded on class trackers, class provision maps or intervention records. If concern continues regarding a child's progress, additional support may be put in place. The SENCo, in liaison with the class teacher and Head Teacher, decides on who would benefit by being placed on the SEN register, which is updated termly.

SEN and disability support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with an increasing understanding of the pupil's needs and of

what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. For this the cycle of **assess, plan, do** and **review** is adopted.

The effectiveness of the support, interventions and outcomes are recorded either on the SENCo provision map or class provision map and reviewed in line with the agreed date. This informs the planning of next steps for a further period or where successful the removal of the child from SEND support.

Our interventions are research-based, with proven outcomes: RWI Fast Track Tutoring, Emotional Literacy Support (ELSA) and personalised programmes for children with specific learning and emotional difficulties, Lego therapy, and Nuffield Early Language Intervention (NELI) programme. Additional, specialist services are available for advice and consultations. These may be a single consultation, visit if necessary or can continue for a period of time.

When a child is on the Special Educational Needs Register they and their parents will be asked to complete a One Page Profile. The class teacher, with the support of the SENCo, will write a SEND learning plan for the child. This outlines what we hope the child will achieve and the support we have put in place. The SEND learning plan is discussed with the child and his/her parents/carers and a date will be set for its review. SEND learning plans are discussed with parents/carers at specially arranged meetings in the first half term of a new academic year and then at termly parent-teacher meetings. However, it may be necessary to review a plan more frequently in which case additional meetings will be arranged. Parents/carers can request a meeting at any time. If the targets set are not achieved to the expected level, it may be necessary to increase the amount of provision in place and to complete a full SEND Support Arrangements document.

Special Educational Needs and Disability provision and other intervention work is recorded. The Headteacher and SENCo reviews the impact on progress made by the interventions and support every term. The intervention programmes currently in use in the school are detailed on the school's website under SEND – Special Educational Needs and Disability Provision.

In tailoring support for some children, we may draw on the assessments and guidance of other education professionals e.g. educational psychologists, specialist teachers or/and professionals from health and social services.

## **Children with Higher Levels of SEND Need**

For children with higher level of SEND needs a SEND Support Arrangements documents is drawn up by the school and parents, sometimes in partnership with the support of other agencies. This will include the service inputs and provision which will support a child to achieve their outcomes. The teacher and the SENCo will agree in consultation with the parent and, if appropriate, the child, the adjustments, interventions and support to be put in place. A clear date to review the expected impact on progress, development or behaviour is also recorded. The SEND Support Arrangements will be reviewed termly.

If a child has a high level of need and is not making adequate progress through the extra support provided from school and external agencies, the school may apply for an Education, Health and Care Plan (EHCP). The parents and child are at the centre of this process. The local authority considers evidence of progress towards outcomes and evidence of costed provision as outlined on the SEND Support Arrangements and provision maps. If an EHCP is provided, the local authority and the parents will set out the provision needed, following multi-agency meetings. This will be reviewed annually.

Click on the link to see Surrey's guidance on the SEND support arrangement process.

[https://search3.openobjects.com/mediamanager/surrey/fsd/files/03\\_send\\_support\\_arrangements\\_process\\_v2\\_0.pdf](https://search3.openobjects.com/mediamanager/surrey/fsd/files/03_send_support_arrangements_process_v2_0.pdf)

## **Training and development**

As part of our normal school self-evaluation and budget planning, we determine how to use our resources to support the progress of pupils with SEND. Training organised for the staff reflects the current needs of the children and staff at our school.

## **Monitoring and evaluation of SEND**

We monitor and evaluate the quality of provision offered to our pupils to ensure future developments and improvement. The school has a comprehensive monitoring cycle outlined above in the graduated approach to SEND. Further evaluation of SEND in Puttenham is achieved through:

- Identify and assess using the Profile of Need document and the Ordinarily Available Provision document.
- An evaluation of the Provision Maps to show the most successful interventions.
- Verbal or written feedback, reviewing targets and interventions.
- Evidence that appropriate differentiation is taking place during classroom observations, monitoring of planning and work scrutiny.
- Our SEND Governor ensuring that appropriate procedures are implemented and monitored.
- School Development Plan priorities.
- External audits.
- Developing best practice e.g. moderation of pupil progress through SENCO networks and local partnerships.
- The parents/carers questionnaires.
- Questionnaires and feedback from children and staff.

## **Other documents**

This policy was created in partnership with the SEND working party group which includes the Headteacher, Local committee members, SENCo, staff and parents. It complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2014
- Child Protection and Safeguarding Policy
- Equality Policy
- Accessibility Plan
- Inclusion Policy
- Teachers Standards
- Touch and use of restrictive physical intervention policy

Copies of all school policies are available on request from the school office.

## **STORING AND MANAGING INFORMATION**

The school details its approach to holding data in its Privacy Notices and Data Protection Policy. All records are stored following DfE guidelines.

## **Appendices**

Appendix 1 - Identification of SEND need and children with medical needs

Appendix 2 – SEN Information Report and Quality First Teaching Wave 1; Wave 2 and Wave 3

Appendix 3 – Glossary

### **Appendix 1**

#### **IDENTIFICATION OF NEED AND CHILDREN WITH MEDICAL NEEDS**

There are four broad areas of need, as outlined in The SEND Code of Practice, 2014. These groupings are for the purpose of identification and to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time.

##### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

##### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

##### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.



Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

### **Provision at Puttenham C of E Infant School**

At Puttenham C of E Infant School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs. Our school provision as detailed on the school website, explains levels of provision for different needs.

[www.puttenhamschool.co.uk](http://www.puttenhamschool.co.uk)

## **Supporting pupils at school with medical conditions**

Puttenham School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.



Staff are trained in line with Individual healthcare plans, access to any spaces including changing and toilet facilities and follow Surrey guidelines in intimate care.

If a child with medical conditions is disabled, the school will comply with duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. For children with SEN, this guidance should be read in conjunction with the SEN code of practice (page 6 of the guidance).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## Appendix 2 SEN Information Report

		 <b>Puttenham Church of England School</b>
		<b>SEN INFORMATION REPORT</b>
	<b>Questions</b>	<b>School Response</b>
<b>1</b>	<b>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?</b>	<ul style="list-style-type: none"> <li>• We track the progress of all children.</li> <li>• We regularly discuss any concerns.</li> <li>• We have systems in place to use data to support tracking.</li> <li>• At any point, parents are encouraged to speak to the class teacher and to the SENCo about concerns.</li> <li>• We have in-house expertise in special educational needs.</li> </ul>
<b>2</b>	<b>How will school staff support my child?</b>	<ul style="list-style-type: none"> <li>• Through monitoring, observations and assessment, it is decided whether a child needs short term intervention or more long-term support</li> <li>• We monitor the impact of all interventions through regular meetings and tracking of pupil progress.</li> <li>• The SENCO supports and/or oversees interventions.</li> <li>• SENCO and or class teacher will discuss targets with parents and if beneficial advise on home support.</li> <li>• Governors play an active role in monitoring the quality of our special educational needs provision; there is an assigned governor for SEN. <a href="https://www.puttenhamschool.co.uk/meet-the-governors/">https://www.puttenhamschool.co.uk/meet-the-governors/</a></li> </ul>
<b>3</b>	<b>How will the curriculum be matched to my child's needs?</b>	<ul style="list-style-type: none"> <li>• We have a tailored personalised curriculum and regular Pupil Progress Meetings to monitor and reflect on the next best steps.</li> <li>• A child's progress is carefully monitored by the SENCo and class teacher through observations, monitoring and analysis of attainment data.</li> <li>• Communication with parents is central throughout this process.</li> </ul>

		<ul style="list-style-type: none"> <li>• Outside specialists may be consulted for advice or support, to ensure ongoing progress.</li> </ul>
4	<b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b>	<ul style="list-style-type: none"> <li>• The school monitors progress and has expected half termly targets for each child. If the school is concerned about a child's progress, parents are consulted and support is/may be put in place. Parents are encouraged to voice any concerns.</li> <li>• We have two formal parent evenings each year when parents/carers can meet with staff to discuss children's learning progress, where we clearly share what can be done at home to support learning. In addition to this we also have an open-door policy when parents can make appointments to talk with teachers and likewise teachers approach parents about their child's learning.</li> <li>• Updates on the curriculum are shared through our weekly newsletter, curriculum pages on the school's website and class pages on Class Dojo.</li> <li>• Curriculum evenings/learning events are held to help families understand what learning is expected and how they can best support their child's need.</li> <li>• Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</li> </ul>
5	<b>What support will there be for my child's overall well-being?</b>	<ul style="list-style-type: none"> <li>• Puttenham Church of England School is a small school and all our staff know and care about the children and their needs. Staff are regularly reminded of policies.</li> <li>• Through home visits, meetings with feeder nurseries and conversations with parents, we aim to anticipate medical, social and emotional needs of the children.</li> <li>• Relevant staff are trained to support medical needs.</li> <li>• Our Behaviour Policy, which includes guidance on expectations, rewards and consequences, is in place.</li> <li>• Attendance is regularly monitored and necessary actions are taken to prevent prolonged unauthorised absence.</li> <li>• Learner voice is central to our ethos and encouraged in a variety of ways. A school council, Assemblies and Circle time activities in PSHE encourage children to give opinions and participate in decision making. Our annual children's questionnaire helps all children feel their opinions are valued and that their security and happiness are central to the values of the school.</li> </ul>

6	<b>What specialist services and expertise are available at or accessed by the school?</b>	<ul style="list-style-type: none"> <li>• All teachers hold qualified teacher status and are all teachers of special educational needs.</li> <li>• The SENCo is a qualified teacher who has experience of special educational needs in mainstream schools.</li> <li>• Some of our staff are trained in specialist areas. We continually aim to keep abreast with current training in areas of need. Staff regularly attend training and update skills and knowledge.</li> <li>• We have established relationships with Surrey specialist teaching teams (STIPs), Educational Psychology Services, Occupational therapy, health and speech and language specialists.</li> </ul>
7	<b>What training have the staff supporting children and young people with SEND had or are having?</b>	<ul style="list-style-type: none"> <li>• Our SENCo is a qualified teacher with a specialist qualification in special educational needs, and a degree in Education.</li> <li>• Teaching staff update skills regularly in different areas of need. As well as having whole staff training in areas of SEN, we ensure any new knowledge is shared through in-house training and group discussion.</li> </ul>
8	<b>How will my child/young person be included in activities outside the classroom including school trips?</b>	<ul style="list-style-type: none"> <li>• Where there are concerns of safety and access, a risk assessment is carried out and further thought and consideration is put in place to ensure needs are met;</li> <li>• Parents/carers are consulted and involved in planning for inclusion.</li> <li>• In special circumstances to keep the child safe and others safe we may ask the parent to support the child on school trips or enrichment visits if there are no extra staff available and the child requires a 1:1.</li> </ul>
9	<b>How accessible is the school environment?</b>	<ul style="list-style-type: none"> <li>• We are a committed inclusive school and our Accessibility Plan is robust. The school is a single storey building with a ramp for access.</li> <li>• We review our resources and environment regularly.</li> <li>• The requirements of the Equality Act 2010 are in place and monitored.</li> <li>• We monitor the languages spoken by families in our school.</li> </ul>

10	<b>How will the school prepare and support my child to join the school?</b>	<ul style="list-style-type: none"> <li>• We visit children and their parents/carers in their homes prior to starting in school. Reception teachers also visit and/or contact the feeder nursery/preschool and children and their parents are invited to attend several transition sessions in school before starting.</li> <li>• Induction meetings for parents of reception children take place before they start school. After the child has started school further meetings are held to discuss progress and concerns.</li> <li>• We have a good relationship with our feeder school and have meetings where all pupils are discussed individually to aid transition.</li> <li>• Extra transition visits can be scheduled if needed.</li> </ul>
11	<b>How are the school's resources allocated and matched to children's/young people's special educational needs?</b>	<ul style="list-style-type: none"> <li>• Our finances are monitored regularly and we utilise resources to support the strategic aims of our school, as well as individual learner needs. We seek to ensure a value for money service.</li> <li>• At times when necessary we allocate specific provision for SEN training and resources. Additional adult support has been provided by the school to provide extra supervision at playtimes and enhanced teaching assistant support in classes according to need.</li> <li>• Playtime supervisors receive training for their role as facilitators of play, supporting children struggling with social interaction as well as emotional and behaviour management techniques.</li> </ul>
12	<b>How is the decision made about what type and how much support my child will receive?</b>	<ul style="list-style-type: none"> <li>• If ongoing classroom or playground observation and assessment indicate additional support may be required, consultation is undertaken with the relevant staff, the learner and their families.</li> <li>• The SENCo oversees all additional support and regularly shares updates with the SEN Governor.</li> <li>• All interventions are monitored for impact.</li> </ul>
13	<b>How are parents involved in the school? How can I be involved?</b>	<ul style="list-style-type: none"> <li>• We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations and operate an open-door policy.</li> <li>• Parents are invited to contribute through a number of means: Parent View (Ofsted tool for parent views) as well as our annual internal parents' survey.</li> <li>• Our Governing Body includes elected parent governor representatives.</li> </ul>

14	<b>Who can I contact for further information?</b>	<p>Parents/carers are encouraged to talk initially to their child's class teacher. Further information and support can be obtained from Headteacher and SENCo.</p> <p><b>Puttenham Church of England Infant (A) School</b>  School Lane, Puttenham,  Guildford, Surrey  <b>Telephone:</b> 01483 810 317  <b>Fax:</b> 01483 810 052  info@puttenham.surrey.sch.uk</p> <p>Headteacher– <b>Miss Anna De Filippis</b>  head@puttenham.surrey.sch.uk</p> <p>SENCO – <b>Mrs Elizabeth Dynan</b>  support@puttenham.surrey.sch.uk</p>
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### Is there any additional provision you have developed this year (2024-2025)

Continue to monitor whole school teaching of RWI and monitoring the progress of the lowest 20% in reading, training staff, parent reading meeting, set up resources and supporting assessment and groupings with Headteacher. Ofsted gave positive feedback.

'Reading is a high priority of the school. Children learn to read from the minute they join Reception. Staff are experts in teaching phonics. They deliver lessons in a methodical way. The books pupils read are closely matched to the sounds that they know. Staff check pupils' learning of phonics systematically. Staff make all reading activities engaging.'

'Leaders have designed a curriculum that is challenging and caters for the needs of all pupils at the school, including those with special educational needs and/or disabilities (SEND). Subject leaders and teachers are knowledgeable and enthusiastic. Leaders identify the needs of pupils with SEND quickly. Staff receive appropriate training to support these pupils. As a result, they thrive in lessons alongside their peers.'

Training for staff includes:

Freemantle's training for all staff Jan 2023

RWI Fast track tutoring twilight Jan 2023

Directed and encouraged more staff to use Occupational Therapy virtual consultation and mental health link worker service for advice, strategies and resources to use at school.

Organised Freemantle training in Spring 2 2023 for supporting children with ASD, PDA or sensory needs to look at the suggested resources and strategies to use in wave 1 quality first teaching, also to support setting up brain breaks, sensory needs, social communication and support children who finish their work and work stations.

All staff to have further phonics training to keep up to date and help support all learners.

Anxiety in children training for the CT from our link mental health nurse spring 2024

Fast Track tutoring has supported TAs to help with the teaching and learning for the phonics screening for this academic year and is being used more as a directed intervention.

Develop and set up of the whole class NELI programme in year R to support speech and communication needs. This is new this year 2024-2025 and will support the whole class.

Provision map training Aut 2024

Positive touch and de-escalation strategies Oct 2024

Systems and recording processes for SEND since joining the GST academy to ensure consistency with in the trust.

Mindful 10 minutes continues to be scheduled into the start of every morning. The children complete a mindful exercise or activity at the start of everyday to promote positive wellbeing. This may include breathing activities, mindful music, reminders of strategies related to our 3 and 5-point scale or zones of regulation. Class teachers then have the opportunity to do emotions coaching or individual timetables with children if they need it.

Retraining for Emotions coaching for staff organised and took place Sept 2022 INSET.

Processed 2 EHCPs (1 then transferred to a new school) Currently in the process of gaining 2 new EHCP to ensure that the children receive the right provision at our school and then at their next school to help support

further progress and transition.

Continued to ensure an additional playtime supervisor supports the development of identified children's social skills and behaviour discussed in briefing meetings.

SENCo worked closely with the ELSA to develop social communication skills using recommendations from the SaLT & EP services and looking at the individual needs of the children.

## **Puttenham Infant School**

**WAVE 1 – Quality First Teaching or High-Quality Teaching is the effective inclusion of all pupils, in high-quality everyday personalised teaching.**

Teaching and Learning	Inside and Outside Environment
<p><b>At School</b></p> <p>Lessons are planned, based on knowledge and prior attainment of pupils.</p> <p>Activities are differentiated to meet all children's needs.</p> <p>Learning objectives are stated at the beginning of lesson.</p> <p>Progress is tracked through ongoing observation and regular assessment.</p> <p>Different questioning techniques are used, differentiated for different learners.</p> <p>Pupils have individual targets.</p> <p>Teaching styles are varied and interactive.</p> <p>New vocabulary is carefully explained and displayed in the class. Teacher and pupil jottings, counters to aid writing and number work, individual visual timetables and number lines support memory.</p> <p>Language is adapted for instructing, incorporating, rehearsing and reminding.</p> <p>There is an expectation of high-quality handwriting and presentation.</p> <p>Subject teaching promotes all children's communication skills through group, paired and whole class discussion.</p> <p>Teaching and learning is auditory, visual and kinaesthetic.</p> <p>Reward charts and Head teacher's award play an important part of encouragement and building confidence.</p> <p><b>At Home</b></p> <p>The Home Learning policy encourages children to practise reading, learn sounds and spellings at home; maths games are available to take home from our library.</p> <p>Regular communication with parents is seen as a vital.</p> <p>There is an open-door policy for communication.</p> <p><b>Adult and Peer Support</b></p> <p>Extra adults are purposefully managed and involved in the planning and implementation of lessons and to support pupils' access to learning.</p> <p>Staff review pupil progress and identified needs half termly/termly and monitor the impact of support and intervention.</p> <p>Collaborative learning skills of turn-taking, contributing ideas, adopting roles, making predictions and negotiating disagreements are taught.</p>	<p>Resources are accessible and labelled to encourage early independence.</p> <p>There is role play opportunities covering a wide range of interests.</p> <p>Forest school area established with benefit to active learning, social skills and problem-solving.</p> <p>Class number lines are visible and Numicon material is used to teach aspects of number.</p> <p>Key vocabulary is shared and visual timetables are displayed.</p> <p>Seating is purposeful, according to needs of pupils.</p> <p>Different writing materials are readily available, including triangular pencils, pencil grips etc.</p> <p>A variety of books, RWI alphabet/sound cards word mats are easily accessible.</p> <p>The school has a quiet garden, 'quiet' games and toys, active games and toys and large climbing frame and trim trail.</p> <p>Log cabin for sensory time and group work.</p> <p><b>Building</b></p> <p>The school is a one storey building with disabled access.</p> <p>Light switches are at appropriate levels.</p> <p>The furniture, toilets, sinks are suitable for young children.</p> <p>Reception class have access to tricycles and bikes for support outdoor play.</p> <p>Adults support crossing the road to the hall.</p> <p><b>Our School Family</b></p> <p>A variety of visitors come to school.</p> <p>Weekly celebration assemblies and the showing of home learning help children feel valued and that their achievements are important.</p> <p>Extra-curricular clubs encourage increased self-esteem, and aim to improve speaking and listening skills.</p> <p>The spiritual aspect of our church school aims to encourage children to be kind and to value others.</p> <p>Playtime buddies support children at playtime.</p> <p>Behaviour expectations are high and permeate the whole of the school day.</p> <p>Class newsletters, outlining schemes of work for each term, are sent to home.</p> <p>Weekly learning is shared on ClassDojo.</p> <p>Enrichment days/weeks broaden aspects of learning.</p> <p>There are high expectations that adults and children will support and help one another.</p>



Puttenham Infant School **WAVE 2 SUPPORT** is the additional and time-limited interventions providing help for some children to accelerate their progress, and catch up with their peers. These well-structured, short-term programmes may be delivered by a teaching assistant working with a teacher. Many of our interventions address more than one area of need. All interventions in Wave 1 can be accessed in Wave 2. Individual Support Plans will be written in consultation with parents.

Social, Mental and Emotional Health	Speech, Language and Communication	Cognition and Learning	Physical
<p>10-15 minutes dedicated time in our daily timetables for mental health and wellbeing every morning. This gives a chance for the CT or TA to do emotions coaching and practise some of our mindfulness strategies.</p> <p>Tasks are <b>modified</b> to consider difficulties.</p> <p>Other strategies to support children include:</p> <ul style="list-style-type: none"> <li>• further differentiation of activities;</li> <li>• personalised group interventions;</li> <li>• fiddle toy;</li> <li>• lunchtime mentor;</li> <li>• social stories;</li> <li>• comic strips;</li> <li>• nurture and social skills groups;</li> <li>• anger management support; calm down tool kit</li> <li>• adult mentor/learning mentor;</li> <li>• separate work stations;</li> <li>• anti-bullying policy and process;</li> <li>• external agency involvement including CAMHS, Paediatrician , BSS, REMA, STIPs</li> <li>• Resilience Doughnut model to be worked through with chosen children to highlight their strengths.</li> <li>• Emotional Literacy Support (ELSA) This is to support children to regulate their own emotional wellbeing whilst respecting the feelings</li> </ul>	<p><b>Tasks are modified</b> to take any difficulties into account.</p> <p><b>Time to Talk Speaking and Listening Programme</b> is a programme to develop oral and social interaction skills for Reception and Key Stage One.</p> <p>Social skills and Lego Therapy play which encourages more effective speaking, listening and group interaction skills for children with speech, language and communication needs (SLCN).</p> <p><b>Speak Clearly</b> activities encourage improved articulation</p> <p>Teaching staff may focus on language development with a child or group of children by:</p> <ul style="list-style-type: none"> <li>• modelling language;</li> <li>• pre-teaching vocabulary;</li> <li>• picture/text sequencing or talking about the picture;</li> <li>• playing barrier games;</li> <li>• listening skills activities;</li> <li>• External agency involvement including SALT, LLSS, REMA</li> <li>• Sandwell Speech and language toolkit. Screening and interventions for the Early Years.</li> <li>• WellComm A speech and language Toolkit for Screening and Intervention in the Early Years.</li> <li>• Whole class and group Nuffield Early Language Intervention (NELI) programme. Is a Language Screen tool to</li> </ul>	<p>After auditory and phonic assessment, if appropriate, <b>SpLD personalised programmes</b> are devised by the SENCO and delivered to an individual child by CT or TA.</p> <p>The <b>Five-minute box</b> daily phonic and reading programme may be prescribed by specialist teacher or SENCO as a catch up strategy.</p> <p><b>Numicon</b> - Closing the Gap, an intervention for a small group work, may be used as a catch up programme is available.</p> <p><b>Precision teaching</b> is a personalised intervention approach which can be used to accelerate progress in word/letter reading, spelling or number knowledge.</p> <p><b>Join.me App</b> – links the iPad to the interactive whiteboard for visual needs and attention.</p> <p><b>Fast Track Tutoring</b>– focused reading catch up support for small groups of children or on a 1:1, breaking down the phonics and reading strands of Read Write Inc. into smaller steps, providing opportunities to over learn and to then accelerate children’s reading progress.</p>	<p><b>Jump Ahead and Activ8</b> is a resource to assess and improve gross and fine motor skills.</p> <p><b>Occupation Therapy programmes Handies and Vizzies</b>, help develop gross and fine motor skills</p> <p><b>Dough Gym</b> is a series of developmental games to improve language, fine motor skills and handwriting.</p> <p>Tasks can be <b>modified</b> to take account of any difficulties.</p> <p>Individual children may use the following to help their learning:</p> <ul style="list-style-type: none"> <li>• pencil grips,</li> <li>• sit and move cushions,</li> <li>• writing slopes,</li> <li>• weighted bands to aid concentration</li> <li>• fiddle toys</li> <li>• coloured overlays</li> </ul>



of those around them. Lego therapy, zones of regulation, Language for thinking.	identify children with language difficulties and provided a programme which will help develop language skills.		
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### **Puttenham Infant School**

**WAVE 3 SUPPORT involves a more intensive support for children for whom Quality First teaching and Wave 2 catch-up programmes are not enough. This individual support involves a highly personalised programme or specialist expertise. All interventions in wave 1 & 2 can still be accessed in wave 3. A SEN Support Assessment will be drawn up to outline a child's individualised aims and provision for their needs. SEND Support Arrangement documents will be completed by school and parents.**

<b>Social, Mental and Emotional Health</b>	<b>Speech, Language and Communication</b>	<b>Cognitive and Learning</b>	<b>Physical</b>
<p>Advice from external agencies including specialist teachers e.g. Behaviour Support Service and/or Educational Psychologist is sought. Support at this level may include:</p> <ul style="list-style-type: none"> <li>• SEND learning plans;</li> <li>• Movement breaks with TA support;</li> <li>• Lunchtime and playtime support;</li> <li>• Individual visual prompts and support;</li> <li>• Social skills training or anger management;</li> <li>• Resources to support learning, concentration and reduce anxiety.</li> </ul>	<p>Advice/intervention by external agencies including specialist teachers e.g. Speech and Language therapist and/or Educational Psychologist could include:</p> <ul style="list-style-type: none"> <li>• Individualised programmes or targets, recommended by SALT delivered by a speech and language support assistant</li> <li>• Children who have been assessed by speech and language therapy and meet the criteria will receive individual blocks of therapy, to work on their personalised targets. Teaching assistant/Learning support assistants may continue working with the child on these targets between therapy sessions.</li> </ul>	<p>More intensive or longer 1:1 or small group interventions are put in place, delivered by a teacher, the SENCO or a teaching assistant and specialist teachers from REMA.</p> <p>More intensive individualised Numicon programmes may be required by some children.</p> <p>Advice/intervention by external agencies including specialist teachers and/or Educational Psychologist.</p> <p>Specific training for individual needs will be put in place for teaching staff if beneficial.</p>	<p>Advice and support from occupational therapy/physiotherapy/paediatrician/eye specialists and the Health Services is sought. Other support could include:</p> <ul style="list-style-type: none"> <li>• Specialist equipment for children with an Education and Health Care Plan where appropriate.</li> <li>• Playground support</li> <li>• Individual and in class support</li> <li>• Personal hygiene care support</li> <li>• Classroom adaptations</li> <li>• Specific &amp; regular liaison with support for families when needs change</li> </ul>

**An application for an Education, Health and Care Plan (EHCP) may be made. This can only happen after gathering evidence of the identified need(s) which cannot be met from school resources and with the advice and support of external professionals.**

## Appendix 3 Glossary

SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SLCN Speech, Language and Communication Needs	Difficulties with speaking clearly, understanding what others are saying, following instructions or saying what they need to say so that other people can understand clearly. Every child with SLCN is different and their needs may change over time. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
ASD Autistic Spectrum Disorder or Autism	A difficulty in understanding and expressing emotions and social 'rules', in seeing things from another point of view. Children with ASD may have poor language skills and may need to follow set ways of thinking and behaving.
Cognition and learning needs	Support for learning difficulties may be needed when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Dyslexia	Children with dyslexia find it difficult to recognise words quickly, they find it hard to work out what new words say or to spell words, even when they have seen them a lot of times before.
Dyscalculia	Dyscalculia is a specific learning difficulty which makes it hard for children to learn basic number facts or to do basic arithmetic.
Dyspraxia	Dyspraxia is a common disorder which affects fine and/or gross motor skills in children and adults. It may also affect speech. People with dyspraxia may appear clumsy or bump into things a lot, they may have poor balance or be disorganised and 'messy'.
Social, emotional and mental health difficulties	Children may have a wide range of social and emotional difficulties which show themselves in many ways. These may include becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
ADD/ADHD	Attention deficit Disorder/Attention Deficit Hyperactivity Disorder Children with ADD or ADHD may not be able to focus on anything for very long and they may act without thinking things through first. Children with ADHD may also appear to have lots of energy, be always on the move or fidgeting.
Attachment disorder	This is sometimes diagnosed when people have difficulty forming lasting relationships. People with attachment difficulties often show a lack of ability to be genuinely affectionate with others. They often fail to develop a conscience and do not learn to trust. They do not allow people to be in control of them due to this lack of trust. Attachment disorder usually arises from a lack of consistent nurturing care during infancy (up to about three years of age).
Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which makes it difficult for them to use the educational facilities generally provided. These difficulties can be age related and may change over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

SENCo	Special Educational Needs Coordinator, the member of staff responsible for making sure that we support all the children's learning needs as best as we can and in line with government requirements and the expectations of the local authority, Surrey County Council.
SEND Code of Practice 2015	The document which describes what schools must provide for children with special educational needs and/or disabilities
SEN Register	A list of all the children in the school who have special educational needs
Intervention	Extra support given to a child, possibly in the form of a special programme of learning, to improve their level or rate of learning
Wave 2 provision	Interventions or support which give children an extra boost to help them catch up with their learning,
Wave 3 provision	Interventions which are specifically tailored for children with special educational needs. Such interventions may be offered on an individual basis or be delivered to a group of children – this is especially helpful to avoid isolating children with SEN from their peers.
Provision map	A provision map is a summary of the help available for pupils with SEN, and the range of staffing, specialist programmes and other support.
EHCP Education, Health and Care Plan	Most children's needs can be met by their school, with the help of outside specialists sometimes needed. However, in some cases the local authority is asked to make an assessment of a child's Education, Health and Care needs (an EHC needs assessment). After the EHC needs assessment, if the authority decides that a child or young person needs special help which is greater than can be provided by the school's resources, they prepare an Education, Health and Care plan. Education, Health and Care Plans have replaced statements of special educational needs.
One Page Profile	A One Page Profile is a short introduction to a person, which gives key information on a single page. This gives staff an understanding of the person and how best to support them.
Outside agencies	These are specialist services provided by the local authority or the health service which can provide advice to schools about how best to support individual children with special needs. They include: the Behaviour Support Service, the Learning and Language Support Service, the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy and the Race, Equality and Minority Achievement Service which includes the Traveller Education Service and support for pupils with English as an additional language,
SEN Support Arrangements Plan	The Surrey SEN Support Arrangements Plan is the document used to demonstrate how the school is providing special educational needs support for children with special needs who do not have an Education, Health and Care Plan.
Provision map	A provision map is a summary of the help available for pupils with SEN, and the range of staffing, specialist programmes and other support.
Outside agencies	These are specialist services provided by the local authority or the health service which can provide advice to schools about how best to support individual children with special needs. They include: the Behaviour Support Service, the Learning and Language Support Service, the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy and the Race, Equality and Minority Achievement Service which includes the Traveller Education Service and support for pupils with English as an additional language,