

Puttenham Church of England School SEN Information Report



Puttenham
Church of England School

SEN INFORMATION REPORT

Questions

School Response

1 How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- We track the progress of all children.
- We regularly discuss any concerns.
- We have systems in place to use data to support tracking.
- At any point, parents are encouraged to speak to the class teacher and to the SENCo about concerns.
- We have in-house expertise in special educational needs.

2 How will school staff support my child?

- Through monitoring, observations and assessment, it is decided whether a child needs short term intervention or more long-term support
- We monitor the impact of all interventions through regular meetings and tracking of pupil progress.
- The SENCO supports and/or oversees timetabling interventions.
- SENCO and or class teacher will discuss targets with parents and if beneficial advise on home support.
- The Local Committee play an active role in monitoring the quality of our special educational needs provision; there is an assigned Local Committee member for SEN.

3 How will the curriculum be matched to my child's needs?

- We have a tailored personalised curriculum and regular Pupil Progress Meetings to monitor and reflect on the next best steps.

		<ul style="list-style-type: none"> • A child's progress is carefully monitored by the Head Teacher, SENCo and class teacher through observations, monitoring and analysis of attainment data. • Communication with parents is central throughout this process. • Outside specialists may be consulted for advice or support, to ensure ongoing progress.
<p>4</p>	<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"> • The school monitors progress and interventions and targets are reviewed every 6-8 weeks. 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. • 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. • Updates on the curriculum are shared through our weekly newsletter, curriculum pages on the school's website and class pages on Class Dojo. • Curriculum evenings/learning events are held to help families understand what learning is expected and how they can best support their child's need. • Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.
<p>5</p>	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • 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. • Through home visits, meetings with feeder nurseries and conversations with parents, we aim to anticipate medical, social and emotional needs of the children. • Relevant staff are trained to support medical needs. • Our Behaviour Policy, which includes guidance on expectations, rewards and consequences, is in place. • Attendance is regularly monitored and necessary actions are taken to prevent prolonged unauthorised absence. • 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

		<p>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.</p>
6	What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • All teachers hold qualified teacher status and are all teachers of special educational needs. • The SENCo is a qualified teacher who has experience of special educational needs in mainstream schools. • 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. • We have established relationships with Surrey specialist teaching teams (STIPs), Educational Psychology Services, Occupational therapy, Health and Speech and Language specialists.
7	What training have the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • Our SENCo is a qualified teacher with a specialist qualification in special educational needs, and a degree in Education. • 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.
8	How will my child/young person be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • 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; • Parents/carers are consulted and involved in planning for inclusion. • 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.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • We are a committed inclusive school and our Accessibility Plan is robust. The school is a single storey building with a ramp for access. • We review our resources and environment regularly. • The requirements of the Equality Act 2010 are in place and monitored. • We monitor the languages spoken by families in our school.

10	<p>How will the school prepare and support my child to join the school?</p>	<ul style="list-style-type: none"> • 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. • 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. • We have a good relationship with our feeder school and have meetings where all pupils are discussed individually to aid transition. • Extra transition visits can be scheduled if needed.
11	<p>How are the school's resources allocated and matched to children's/young people's special educational needs?</p>	<ul style="list-style-type: none"> • 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. • 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. • 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.
12	<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • 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. • The SENCo oversees all additional support and regularly shares updates with the Head Teacher and the Local Committee members. • All interventions are monitored for impact and discussed with the Head Teacher.
13	<p>How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • 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. • 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. • Our Local Committee members include elected parent representatives.

14	Who can I contact for further information?	<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>Puttenham Church of England Infant (A) School School Lane, Puttenham, Guildford, Surrey Telephone: 01483 810 317 Fax: 01483 810 052 info@puttenham.surrey.sch.uk</p> <p>Headteacher– Miss Anna De Filippis head@puttenham.surrey.sch.uk</p> <p>SENCO – Mrs Elizabeth Dynan support@puttenham.surrey.sch.uk</p>
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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>At School Lessons are planned, based on knowledge and prior attainment of pupils. Activities are differentiated to meet all children's needs. Learning objectives are stated at the beginning of lesson. Progress is tracked through ongoing observation and regular assessment. Different questioning techniques are used, differentiated for different learners. Pupils have individual targets. Teaching styles are varied and interactive. 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. Language is adapted for instructing, incorporating, rehearsing and reminding. There is an expectation of high-quality handwriting and presentation. Subject teaching promotes all children's communication skills through group, paired and whole class discussion. Teaching and learning is auditory, visual and kinaesthetic. Reward charts and Head teacher's award play an important part of encouragement and building confidence.</p> <p>At Home</p>	<p>Resources are accessible and labelled to encourage early independence. There is role play opportunities covering a wide range of interests. Forest school area established with benefit to active learning, social skills and problem-solving. Class number lines are visible and Numicon material is used to teach aspects of number. Key vocabulary is shared and visual timetables are displayed. Seating is purposeful, according to needs of pupils. Different writing materials are readily available, including triangular pencils, pencil grips etc. A variety of books, RWI alphabet/sound cards word mats are easily accessible. The school has a quiet garden, 'quiet' games and toys, active games and toys and large climbing frame and trim trail. Log cabin for sensory time and group work.</p> <p style="text-align: center;">Building</p> <p>The school is a one storey building with disabled access. Light switches are at appropriate levels. The furniture, toilets, sinks are suitable for young children. Reception class have access to tricycles and bikes for support outdoor play. Adults support crossing the road to the hall.</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. There is an open-door policy for communication.</p> <p>Adult and Peer Support</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 style="text-align: center;">Our School Family</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>
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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 modified to consider difficulties.</p> <p>Other strategies to support children include:</p> <ul style="list-style-type: none"> • further differentiation of activities; • personalised group interventions; • fiddle toy; • lunchtime mentor; • social stories; 	<p>Tasks are modified to take any difficulties into account.</p> <p>Time to Talk Speaking and Listening Programme 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>Speak Clearly activities encourage improved articulation</p>	<p>After auditory and phonic assessment, if appropriate, SpLD personalised programmes are devised by the SENCO and delivered to an individual child by CT or TA.</p> <p>The Five-minute box daily phonic and reading programme may be prescribed by specialist teacher or SENCO as a catch up strategy.</p> <p>Numicon - Closing the Gap, an intervention for a small group work, may be used as a catch up programme is available.</p> <p>Precision teaching is a personalised intervention approach which can be used to accelerate progress in word/letter</p>	<p>Movement breaks planned circuits to calm and regulate the children ready for learning and improve gross and fine motor skills.</p> <p>Occupation Therapy programmes Handies and Vizzies, help develop gross and fine motor skills</p> <p>Dough Gym is a series of developmental games to improve language, fine motor skills and handwriting.</p>

<ul style="list-style-type: none"> • comic strips; • nurture and social skills groups; • anger management support; calm down tool kit • adult mentor/learning mentor; • separate work stations; • anti-bullying policy and process; • external agency involvement including CAMHS, Paediatrician , BSS, REMA, STIPs • Resilience Doughnut model to be worked through with chosen children to highlight their strengths. • Emotional Literacy Support (ELSA) This is to support children to regulate their own emotional wellbeing whilst respecting the feelings of those around them. Lego therapy, zones of regulation, Language for thinking. 	<p>Teaching staff may focus on language development with a child or group of children by:</p> <ul style="list-style-type: none"> • modelling language; • pre-teaching vocabulary; • picture/text sequencing or talking about the picture; • playing barrier games; • listening skills activities; • External agency involvement including SALT, LLSS, REMA • Sandwell Speech and language toolkit. Screening and interventions for the Early Years. • WellComm A speech and language Toolkit for Screening and Intervention in the Early Years. • Whole class and group Nuffield Early Language Intervention (NELI) programme. Is a Language Screen tool to identify children with language difficulties and provided a programme which will help develop language skills. 	<p>reading, spelling or number knowledge.</p> <p>Join.me App – links the iPad to the interactive whiteboard for visual needs and attention.</p> <p>Fast Track Tutoring– 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>Tasks can be modified 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"> • pencil grips, • sit and move cushions, • writing slopes, • weighted bands to aid concentration • fiddle toys • coloured overlays
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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.

Social, Mental and Emotional Health	Speech, Language and Communication	Cognitive and Learning	Physical
<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"> • SEND learning plans; • Movement breaks with TA support; • Lunchtime and playtime support; • Individual visual prompts and support; • Social skills training or anger management; • Resources to support learning, concentration and reduce anxiety. 	<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"> • Individualised programmes or targets, recommended by SALT delivered by a speech and language support assistant • 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. 	<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"> • Specialist equipment for children with an Education and Health Care Plan where appropriate. • Playground support • Individual and in class support • Personal hygiene care support • Classroom adaptations • Specific & regular liaison with support for families when needs change

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.