

Furzefield Primary School Special Educational Needs Information Report

What are the kinds of special educational needs that are provided for at Furzefield Primary School?

- We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with:
 - Cognition and Learning
 - Communication and Interaction
 - Social, Emotional and Mental Health
 - Sensory and/or Physical
- We make reasonable adjustments to our practices so as to comply with the Equality Act (2010)
- The Inclusion Manager, Head Teacher, Governors, and Senior Leadership Team play an active role in monitoring the quality of our special educational needs provision through monitoring of planning, Individual Support Plans, Annual Reviews and progress meetings. We have consistent approaches to planning and behaviour management throughout the school and this helps the children to make good progress.
- We are effective at identifying pupils' needs, including their strengths and weaknesses and addressing them through creative and differentiated planning.
- We adopt a graduated approach to meeting needs, through quality first teaching our staff make reasonable adjustments to help include all children not just those with SEN. We take a holistic school approach to supporting learners.
- We have staff that have been trained in the following areas: Emotional Literacy, Eiklan Language and Communication, Speech and Language Therapy, Social Skills development, Phonological Awareness, Speech Disorders, Forest Schools, Autism Awareness, Trauma-Informed Schools and Emotion Coaching.
- Interventions are taught by a range of staff, including teachers, one to one tutors and highly trained teaching assistants. We take advice on interventions from other professionals supporting the pupils and according to the needs identified on pupils' EHCPs and Individual Support Plans.
- Our interventions include, depending on children's ages and their needs: daily reading, guided reading in ability groups, additional phonics support, Phonological Awareness, Speech and Language Groups, Language and Communication development, handwriting/fine motor skills groups, Maths support, such as Wave and SNAP maths, Mighty Multiples maths, one to one tuition at home, Occupational Therapy exercises, Social Skills, Anger Management, Draw and Talk therapy, Forest Schools emotional support. Refer to our Whole School Provision Map for full details.

- Every intervention and every child accessing the intervention is recorded on the whole school Provision Management Tool which is managed and monitored by the Inclusion Manager. Parents are kept informed of their children's interventions through parents' evenings and in discussions with the Inclusion Manager.
- All interventions are measured to monitor impact against expected rate of progress. Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families.
- One to one tutoring is targeted at some pupils in Key Stage 2 to help them to make progress towards age related expectations.
- Homework club is available for all Key Stage 2 pupils.

What are the policies for identifying children with SEN and assessing their needs?

- At Furzeffield Primary School we celebrate children's success and their progress is monitored carefully. Any pupils who are identified as falling behind their peers in their year group are targeted through a range of interventions and support. Parents are kept well informed of our concerns at all stages so they can understand how their child is being helped to make progress.
- The school has an SEN policy which can be found on the school website www.furzeffield.surrey.sch.uk. The Inclusion Manager (SENCO) is Mrs Jones. Her telephone number is 01737 642842 and e-mail is inclusion@furzeffield.surrey.sch.uk
- We have a Senior Leadership Team which meets fortnightly to discuss the progress, engagement and conduct of learners within the school. Decisions are then made as to the most appropriate steps to take in order to support the learner, these decisions tie in with the school's graduated approach to meeting needs.
- The English, Maths and Assessment Coordinators attend progress meetings for all of the pupils in the school every term, during which we track the progress our learners make.
- The Inclusion Manager attends pupil wellbeing meetings for all of the pupils in the school every term.
- Teachers have termly meetings with the Inclusion Manager where they have the opportunity to specifically discuss SEN needs arising within their class.
- Parents and carers are encouraged to speak to the class teacher about any concerns they have at the earliest opportunity.
- Parents' Evenings, which are held twice yearly, allow the parents to find out more about their children's progress and their targets.
- Differentiation for different abilities and deployment of staff is clearly identified in teacher planning.

- All staff are vigilant at supporting and raising any concerns of pupils in their classes, and significant concerns are then raised with the Inclusion Manager. She liaises with parents to discuss concerns and contacts the relevant agencies if further support is required.
- We use data and other forms of testing and assessment to identify additional needs and to celebrate achievement.

What are the arrangements for consulting parents of children with SEN and involving them in their child's education?

- We regularly celebrate progress with all our learners and their families and provide feedback
- We have termly parents' meetings where parents and carers can meet with staff to discuss progress in relation to age expected levels and to discuss next steps.
- During our assess, plan, do and review cycle we will look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution for the child.
- Parents receive termly letters informing them about what their children are learning and suggestions on how to help their children.
- In Reception, we host events such as a 'Phonics and Early Reading Workshop' and 'Stay and Play' to help families understand what is expected from, and how they can best support, their child.
- If more regular contact is required, our staff will make suitable arrangements to ensure this is put in place.
- We also have a Home School Link Worker Mrs Hopkins hslw@furzefield.surrey.sch.uk who can support parents and make recommendations on how they can positively engage with their child's learning and all round development through workshops and meetings in collaboration with other agencies.
- We operate an open door policy and provide lots of opportunities to invite parents into school, like class assemblies and seasonal celebrations. This policy allows parents to come in and speak to the Inclusion Manager, should they have concerns about the overall progress of their child.
- We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations and take every opportunity to strengthen this dialogue.
- The school also has a regular reporting cycle where parents are informed of progress. Following the report parents are able to come in to school in order to discuss how they can support learning and progress.
- We hold the Leading Parent Partnership Award (renewed July 2017- 2020). Through LPPA, we look for new ways to celebrate children's success with parents and this work is on-going. We are developing ways for parents to provide their feedback.

- Furzeffield School subscribes to 'Marvellous Me'- an on-line app that allows teachers to communicate with parents on a daily basis. Parents are able to see what their child has done during the day and thus develop conversations relating to current learning.
- We have an active parent school association 'Friends of Furzeffield' where parents can become involved in school life. We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement.
- To help developing reading, we have parent volunteers who come in to school and support readers. We are also building a parent skills resource bank, in order that parents can support school life in many different ways.
- If you would like to be part of Furzeffield School life, please enquire at reception, or email to enquiries@furzeffield.surrey.sch.uk from where you will be directed to the appropriate contact person.

What are the arrangements for consulting young people with SEN and involving them in their education?

- High quality inclusive practice is clearly defined in our setting and we expect all staff to deliver this.
- The Inclusion Manager liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the learner. Learners are then spoken to regarding progress/concerns, with a One Page Profile being completed. Parents are also consulted when the child's profile is put together.
- One page profiles are produced in consultation with learners so that teaching staff have a clear overview of the whole child. We feel that it is important to have the views of the learner so that they feel involved in their own learning. One page profiles are updated yearly and passed on to new teachers.
- Regular reviews are made of Individual Support Plans, and educational outcomes and progress are discussed with parents
- Parents are involved in the meetings with relevant outside agencies, for example Educational Psychology.
- All interventions are monitored for impact, and outcomes are defined at the start of any intervention.
- Where it is felt that school cannot fully meet the needs of the individual, we refer children to appropriate outside agencies eg. occupational or speech therapists.
- The Inclusion Manager and Deputy Head oversee all additional support and regularly share updates with the Special Educational Needs Governor.
- The Special Educational Needs of the pupils in a particular class are taken into account when allocating staff to each class and intervention groups.

- The provision specified in a pupil's EHCP is fully implemented.
- When an Annual Review of a child's EHCP is held, the child is supported to create a PowerPoint presentation of personal achievements and give their thoughts on the previous year's learning, which they share during the meeting.

What are the arrangements for assessing and reviewing children's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

- During our assess, plan, do and review cycle we will look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution. We also have a Home School Liaison Worker who can support parents and make recommendations on how they can positively engage with their child's learning and all round development, often through workshops.
- Through weekly Celebration Assemblies, and using 'Marvellous Me' app, we regularly celebrate progress with all our learners and their families and provide feedback.
- We have termly parents' meetings where parents and carers can meet with staff to discuss progress in relation to age expected levels and to discuss next steps.
- Parents receive termly letters informing them about what their children are learning and suggestions on how to help their children.
- Regular English and maths workshops are offered to parents, to help families understand what learning is expected, new strategies to be followed and how they can best support their child.

What are the arrangements for supporting children in moving between phases of education and in preparing for adulthood?

- We hold meetings with staff from our local secondary schools. During these meetings we share an overview of our learners who have SEND. Good practice is shared so that transition to the next phase is made easier. In some cases, staff from secondary schools come to Furzefield School to work with learners and to give them a familiar face for when they transfer. Visits to the local secondary schools are also organised and all our learners attend an induction day. Where we know there

is likely to be high levels of anxiety, we send staff along for the induction or transition days. We work well with our partner schools, including Year 6 attending Science days and Forest Schools at local secondary schools.

- We have a robust Induction programme in place for welcoming new learners to our school.
- We do home visits for children new to our Early Years setting and have good relationships, and maintain close liaisons with pre-school settings.
- Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting.
- We provide buddies for new children to our school and have Playground leaders to help during lunch times.
- All new children to the school are provided with a Parent Handbook and those children entering nursery, reception and Ocean centre have an additional booklet relating to their particular setting. This shows photographs to familiarise the children with their new environment.
- We hold transition days, and open mornings and coffee mornings for parents.
- At the end of each school year, the children have the opportunity to spend the day with their next years' class teacher and parents have the chance to meet the new teacher before the new academic year.

What are the approaches to teaching children with SEN?

- We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with:
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 - Communication and Interaction
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- The Inclusion Manager, Head Teacher, Governors, and Senior Leadership Team play an active role in monitoring the quality of our special educational needs provision through monitoring of planning, Individual Education Plans, Annual Reviews and progress meetings. We have consistent approaches to planning and behaviour management throughout the school and this helps the children to make good progress.
- We are effective at identifying pupils needs, including their strengths and weaknesses and addressing them through creative and differentiated planning.

- We adopt a graduated approach to meeting needs, through quality first teaching our staff make reasonable adjustments to help include all children not just those with SEN. We take a holistic school approach to supporting learners.
- Our school holds parents' evenings twice a year when parents are invited to talk with their child's class teacher. Teachers will discuss progress across all subjects, share individual targets with parents and reflect on the child's emotional well-being. They will offer support and advice on how they can positively engage with their child's learning and all round development. A further meeting is held during the summer term to discuss the child's current ISP targets.
- The Inclusion Manager may invite parents of children who have particular needs to make an appointment to discuss additional support.
- During our assess, plan, do and review cycle, we will look at the actions needed to support a child towards their particular outcomes and highlight what parents, staff and child can do in order to facilitate this.

How are adaptations made to the curriculum and the learning environment of children with SEN?

- Differentiation to suit the needs of different ability learners is embedded in our curriculum and practice.
- Staff differentiate approaches and resources to support children's access to the curriculum.
- The curriculum is child friendly and we encourage independence and pupil led learning.
- Staff attend regular Progress Meetings which help us to monitor progress and reflect on the next best steps.
- Individual Support Plans target pupils' individual needs and outline the provision for those pupils.
- We value and respect diversity in our setting and do our very best to meet the needs of all our learners. We are vigilant about making reasonable adjustments in terms of accessibility to and around the school where possible. Our policy and practice adheres to the Equality Act 2010.
- In recent years there have been many changes made to our school with the installation of ramps, accessible toilet facilities, handrails and flatbed lifts to the lower floors of our school which were previously accessed only by steps. We have an Accessibility Plan available for viewing. This shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by learners and their parents.
- We have four classrooms which are only accessible by staircases as the building does not allow for the installation of an affordable lift to the upper floor. To overcome this barrier, we move our year groups around each year to ensure the classes that need accessible classrooms are on the ground floor.
- We take advice from the Physical and Sensory Support when we are proposing to make changes to our school to make it more accessible for those pupils who have mobility or other needs, such as visual impairment.

- We monitor the languages spoken by families in our setting. When necessary, a translator is used to help with understanding.
- We make use of the resources we have in house, including multilingual staff and children and using technology such as Google translate.

How is the expertise and training of staff to support children with SEN, including specialist expertise, secured?

- Our teachers all hold qualified teacher status and we have four Higher Level Teaching Assistants.
- All staff receive regular training through staff meetings, in-service training days and on an individual basis.
- The Inclusion Manager attends termly meetings with professionals from outside the school. During these meetings we discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases, parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person.
- We have 2 qualified ELSAs (Emotional Literacy Support Assistants) and 5 ELKLAN (language and communication support) trained assistants, who work with individuals or small groups of children, depending on their needs. Their work is regularly monitored for impact.
- During this academic year we have liaised closely with the Educational Psychology Service, Learning and Language Support and Behaviour Support Teachers based at Surrey County Council.
- We have established relationships with professionals in health and social care, including paediatricians and Speech and Language and Occupational Therapists.
- All external partners we work with are vetted in terms of safe guarding.
- We monitor the impact of any intervention against cost, to ensure a value for money service.
- Our Nurture room, the Massage in Schools Programme and our Forest Schools programme are our strengths. All classes follow the massage programme, and our Forest Schools teaching is led by 2 qualified teachers.
- We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher Mrs Jones, inclusion@furzefield.surrey.sch.uk meets with social services and the Virtual School to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develop holistically.
- Our links with Outreach services, such as Linden Bridge, Woodfield, Brooklands and Freemantles Schools, add to the school's specialist services.

- Our Inclusion Manager is a member of the Senior Leadership team and has had extensive experience in teaching in Early Years, SEN, Key Stage 1 and 2.
- The teaching and support staff at Furze field engage in training according to their continuous professional development as well as to meet the needs of the pupils they support. Some of this training is delivered in-house at Staff Meetings and In-service days, and some is provided by Strictly Education4S or other external agencies. We also access training opportunities at specialist schools such as Linden Bridge and Woodfield School or training led by professionals such as from Learning and Language Support, Behaviour Support, East Surrey Hospital or Surrey County Council.
- Staff are encouraged to share good practice with their colleagues following courses and training.
- Some of our recent training accessed by individuals or groups of staff has included:
 - Surrey Special Educational Needs Conference
 - Surrey Behaviour and safety conference
 - Surrey Mental health and Well-being Conference
 - Positive Touch training
 - Emotional Literacy Support Assistant Training (2 members of staff)
 - Autism Awareness Training (Linden Bridge, all staff)
 - Attention Deficit Hyperactivity Training
 - Speech and Language
 - Epilepsy
 - Pie Corbett Story Writing
 - Phonological Awareness
 - Early Bird Autism support (West Hill School)
 - Dyslexia and Dyscalculia
 - Makaton
 - British Sign Language
 - Clicker 7
 - Forest Schools
 - ELKLAN training (5 members of staff)
 - OT and Sensory Awareness training
 - REMA training for working with 'new to country' children
 - Attachment Awareness
 - Year 6 Resilience training
 - Becoming a Trauma-Informed School

How is the effectiveness of the provision made for children with SEN evaluated?

- We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs.
- The Inclusion Manager carries out learning walks which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.
- Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.
- Our finances are monitored regularly and we use resources to support the strategic aims of our setting as well as individual learner needs.
- The Inclusion Manager audits SEN resources and ensures that pupils that are highlighted in pupil progress meetings have the individual resources that they need.
- There is a continual review of Individual Support plans and Education and Health Care plans
- Performance Management of Teachers and Teaching Assistants ensures that everyone is well trained for their roles

How are children with SEN enabled to engage in activities available with children in the school who do not have SEN?

- We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs.

- Our SEN Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom such as school trips.
- Furze Field School is part of the Children's University Scheme, which promotes all children to engage in clubs and activities both within, and out of, school. Children collect points from attending clubs, which are transferred into levels. An end of year award ceremony is then attended and children are presented with certificates of merit. If necessary, additional staff will attend clubs in order that SEN children can also attend the activity.
- We would not wish for any child to be excluded from school excursions due to financial barriers, hence we allow parents the option of contacting our Home School Link Worker, Office Staff or Headteacher if there are any such concerns.
- Where there are concerns of safety and access, further thought and consideration is put in place to ensure children's needs are met through risk assessments and through the staffing arrangements for the trip.
- Parents and carers are consulted about any concerns relating to their children's inclusion in school excursions.
- Thorough Risk Assessments are carried out for all school trips, and Accessibility Plans for venues are studied. Additional staff accompany school trips to support learners with SEND.

What is the support for improving children's emotional and social development?

- We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our PSHCE programme also looks at developing emotional and social development.
- Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions, is fully understood and implemented by all staff.
- All our staff are regularly trained to provide a high standard of pastoral support.
- In the first instance every child has a class teacher who they can talk to in order to share any concerns.
- Relevant staff are trained to support specific medical needs where appropriate, e.g. Epipen, epilepsy and diabetes awareness.
- We take advice based on individual pupil needs.
- We regularly monitor attendance and take actions to prevent prolonged unauthorised absence.
- We have a highly organised Buddy system and Playground leaders team in place for lunch-times.
- Class TAs have a responsibility for their class during the lunch-hour, providing each class with a familiar face on the playground/field.

- We have a highly effective Nurture Room/Chill Zone with well trained staff in place. One member of staff in the Nurture Room is qualified as Emotional Literacy Support Assistants; another member of staff in the Nurture Room is trained to deliver specific interventions. They are able to work with learners to positively focus on social and emotional development.
- We have sensory equipment available to help meet any individual needs and promote well-being.
- All children are screened using an adapted version of the Leuven Scales. This allows class teachers to assess the emotional progress of all their children and implement particular strategies to enable their continued emotional development.
- We also have a Home School Link Worker who is extremely supportive to pupils and their families.
- Our School Council gives pupils the opportunity to express their views through regular class and Key Stage meetings.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEN and supporting their families?

- As a school, we attend meetings with professionals from outside the school. During these meetings we discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases, parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person.
- All staff receive regular training through staff meetings, in-service training days and on an individual basis.
- During this academic year we have liaised closely with the Educational Psychology Service, Learning and Language Support and Behaviour Support Teachers based at Surrey County Council, Physical and Sensory Support, Child and Adolescent Mental Health teams (CAMHS), parent working partnership, young carers, amongst other professionals.
- We have established relationships with professionals in health and social care, including paediatricians, Speech and Language and Occupational Therapists from Surrey County Council and the NHS.
- All external partners we work with are vetted in terms of safe guarding.
- We adhere to Surrey's Local Offer www.surreylocaloffer.org.uk
- We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher Mrs Jones, inclusion@furzefield.surrey.sch.uk meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develop holistically.
- Our links with Outreach services, such as Linden Bridge and Woodfield School support us in meeting a particular child's needs.

- We gain support from, and refer parents to, SENDIASS. This service offers independent advice from Special Educational Needs and Disability Information and Advice Support Service. Their web address is www.sendadvicesurrey.org.uk

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

- We have a joined up approach to dealing with any queries or concerns.
- In the first instance, parents/carers are encouraged to talk to their child's class teacher if there is a complaint.
- If the matter cannot be resolved at this stage then the Inclusion Manager may become involved and a meeting arranged so as to discuss the nature of the complaint and look for a resolution to the issue.
- Further information and support can be obtained from the school's Inclusion Manager/ Head of Specialist Resource Centre/ Home School Liaison Worker/ Senior Leaders/ Behaviour Support Assistant.
- The school Inclusion Manager (SENCO) is Mrs Jones 01737 642842 inclusion@furzefield.surrey.sch.uk
- If a resolution between the parent and school cannot be reached, then parents will be advised to seek external support through the Parent Working Partnership – SENDIASS. This service offers independent advice from Special Educational Needs and Disability Information and Advice Support Service. Their web address is www.sendadvicesurrey.org.uk