

# Furzefield Primary School Special Educational Needs Information Report

## 1 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 (2015).
- We provide support for the 4 areas of need identified in the SEN Code of Practice, including:
  - Cognition and Learning
  - Communication and Interaction
  - Social, Emotional and Mental Health
  - Sensory and/or Physical
- We have a specialist centre for children with Learning and Additional Needs (LAN), known as The Ocean Centre. Further information can be found on our website [www.furzefield.surrey.sch.uk](http://www.furzefield.surrey.sch.uk).

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

- We have a SEND policy which can be found on the school website. We follow the Graduated Response to identifying and meeting children's needs which involves the 'assess, plan, do, review' cycle.
- We have a Senior Leadership Team which meets fortnightly to discuss the progress, engagement and behaviour 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 Inclusion Manager, Achievement Leaders for English, Maths and Assessment leaders attend termly progress meetings for all of the pupils during which we track each child's progress.
- Teachers have termly meetings with the Inclusion Manager where they have the opportunity to specifically discuss and plan provision for SEND within their class.
- Differentiation 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 discussed with the Inclusion Manager. Teachers and members of the Senior Leadership Team liaise with parents to discuss concerns.
- The Inclusion Manager 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.

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

- Parents and carers are encouraged to speak to the class teacher about any concerns they may have about their child.
- Class teachers build strong relationships with our families so that any concerns can be discussed at the earliest opportunity.
- Our school holds parents'/carers' evenings twice a year when parents/carers are invited to talk with their child's class teacher. Teachers will discuss progress, share individual targets with parents and reflect on the child's emotional wellbeing. 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 report and progress on the ISP targets.
- We hold annual reviews for children with EHCPs when parents/ carers are invited to contribute to the review and future planning of outcomes and targets.
- During our assess, plan, do and review cycle (the Graduated Response), we will look at the actions needed to support a learner towards their outcomes and highlight what parents/ carers can do in order to support their child further.
- If more regular contact is required, our staff will make suitable arrangements to ensure this is put in place.
- We have a Home School Link Worker, [hslw@furzeffield.surrey.sch.uk](mailto:hslw@furzeffield.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 opportunities to invite parents into school, e.g class assemblies and seasonal celebrations.
- Parents/ carers can ask to speak to the Inclusion Manager, should they have concerns about the overall progress of their child. The Inclusion Manager will liaise with staff to gather up to date information and communicate with parents/ carers.
- Furzeffield School subscribes to 'Marvellous Me'- an on-line app that allows teachers to communicate with parents on a regular basis, enabling parents/ carers to learn more about what their child has done during the day and thus develop conversations relating to current learning.

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

- Children create One Page Profiles at the start of each year so that staff have a clear overview of the whole child. Parents of younger children are invited to contribute to this. One Page Profiles are also a key part of gathering the pupil's views during the Annual Review for children with Education, Health and Care Plans (EHCP).
- Staff talk to children about their progress and their wellbeing. Next steps are discussed with the child. There is ongoing dialogue with the child to monitor their progress and involve them in their learning.
- All steps of success are celebrated and children are encouraged to adopt a Growth Mindset.
- Our nurture team and link Mental Health Support Team can work closely with children to help them in managing their emotional needs to support their engagement in learning.
- Prior to the Annual Review of a child's EHCP, the child is supported to create a PowerPoint presentation of personal achievements and give their reflections on the previous year's learning, which they share during the meeting. They are encouraged to express their views about future outcomes and targets.

#### **5 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?**

- Regular assessments inform our teaching. Learners are given feedback so that they know what steps they need to take in their learning.
- During our 'assess, plan, do and review' cycle, we look at the actions needed to support the child towards their person-centred outcomes and the best way to achieve these. These are implemented and reviewed regularly in line with our termly ISP cycles. This process involves discussions with the child, parents/ carers and professionals involved with the child.
- Our Home School Link Worker 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.
- Curriculum workshops are offered to parents, to share information on the curriculum, recommended strategies and how they can best support their child.

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

- Induction is important to us and we invest time in welcoming our new pupils in a way that makes them feel a part of our setting.
- We liaise closely with pre-school settings and previous schools to gather as much information as possible.
- We arrange home visits and transition visits for children new to our Early Years and Ocean Specialist Centre settings.
- We hold transition meetings, as well as open mornings and coffee mornings for parents.
- We provide buddies for new children to our school and have playground leaders to help during lunch times.
- Families of new children to the school are provided with a Parent Handbook and those children entering nursery, reception and Ocean Specialist Centre have an additional booklet relating to their particular setting which shows images to familiarise the children with their new environment.
- We hold meetings with staff from our local secondary schools. 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 Furze field 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. We work well with our partner schools, including Year 6 attending Science days at a local secondary school.
- At the end of each school year, 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. Some children benefit from additional visits and a social story to support this transition.

## 7 What are the approaches to teaching children with SEN?

- High quality teaching with high expectations is the foundation for all learners at Furze field. This may be supplemented by access to carefully chosen, evidence-based interventions.
- We adopt a graduated approach to meeting needs; our Whole School Provision Map details the range of interventions we provide, depending on the level of need.
- We make reasonable adjustments to our practices to comply with the Equality Act (2010). This may include making adjustments to the environment or tasks to support individual needs, such as completing tasks in a quieter area or completing tasks in chunks to support attention and organisation, the use of additional resources or additional adult support for specific tasks.

- Tasks are differentiated to promote maximum engagement and learning; this may be via a multi-sensory approach.
- We take a holistic approach to supporting learners and recognise the importance of maintaining positive wellbeing alongside academic achievement.
- We welcome discussion with parents/ carers to share information to lead to a shared approach.
- 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.
- The teacher and/ or 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 look at the actions needed to support a learner towards their particular outcomes and highlight what parents, staff and the learner can do in order to facilitate this.
- Interventions are taught by a range of staff, including teachers, one to one tutors and 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, additional phonics (Read, Write, Inc., Fresh Start and Toe by Toe), Phonological Awareness, Speech and Language sessions, Language and Communication development, handwriting/fine motor skills, Maths support, one to one tuition, Occupational Therapy sessions, Social Skills, Anger Management, Draw and Talk therapy, Forest Schools emotional support.
- 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 staff, 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.

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

- In line with the SEND Code of Practice (2015), all of our teachers are teachers of SEND.
- Teachers differentiate lessons, approaches and resources to support children's access to the curriculum.
- The curriculum is broad and we encourage independence and pupil led learning.

- Where needed, Individual Support Plans target pupils' individual needs and outline the provision for those pupils to help them to achieved their next steps.
- We value and respect diversity in our setting and strive 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.
- 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.

## **9 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.
- Our Inclusion Manager has achieved the National Award for Special Educational Needs Co-ordination (NASENCO). She is a member of the Senior Leadership Team and has had extensive experience of teaching children in mainstream across Early Years, Key Stage 1 and 2, and also those with SEND in specialist provision.
- Training needs are determined by individual and whole school requirements and based on best practice.
- The Inclusion Manager seeks high quality training by trusted providers, including local authority, health service and charity providers.
- Our Emotional Literacy Support Assistant (ELSA) attends regular supervision/ training provided by the Surrey Educational Psychology Service to keep up to date with approaches and methods.
- All staff receive regular updates and training through staff meetings, in-service training days (INSET) and on a targeted individual or group basis to support their continuous professional development and to meet the needs of the pupils they support. Staff are encouraged to share good practice with their colleagues following courses and training.
- The Inclusion Manager attends termly planning meetings with professionals from outside the school. This enables discussion of individual children where it is felt that additional support/ expertise would be helpful. 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.

- During this academic year, the Inclusion Manager has liaised closely with the Specialist Teachers for Inclusive Practice (STIP) and Speech and Language Therapists based at Surrey County Council.
- The Inclusion Manager has good working relationships with professionals in health and social care, including paediatricians, Child and Adolescent Mental Health Service (CAMHS) and Occupational Therapists (OT).
- Relevant staff are trained to support specific medical needs where appropriate, e.g. Epipen, epilepsy and diabetes awareness.
- All external partners we work with are vetted in terms of safeguarding.
- We have a particular duty in ensuring that Children Looked After are given the appropriate support and care to help support their progress and engagement within the learning environment. Our Designated Teacher Mrs L Jones, [inclusion@furzefield.surrey.sch.uk](mailto:inclusion@furzefield.surrey.sch.uk), works with Surrey Children's Services and Surrey Virtual School to ensure the child's needs are being met, including any SEND. A Personal Education Plan (PEP) is produced termly to help support the child develop holistically.
- Our links with Outreach services, including Linden Bridge School (for ASD advice) and Woodfield School (for learning advice) add to the specialist services that can be called upon.
- We access training provided by:
  - Surrey Education Services e.g Specialist Teachers for Inclusive Practice (STIP) or Educational Psychology
  - Health professionals including our link Mental Health Support Team (MHST)
  - other relevant organisations including Barnardo's.
- Some of our recent training accessed by individuals, groups or the whole staff includes:
  - Senior Mental Health Lead programme.
  - Emotion Coaching (all staff)
  - Emotionally Based School Non-Attendance (MHST; all staff)
  - Positive Touch (all staff)
  - Attachment Awareness (all staff)
  - Autism Awareness (Linden Bridge, all staff)
  - Attention Deficit Hyperactivity Awareness (Barnardo's, all staff)
  - Colourful Semantics, Speech and Language
  - Fine motor skills/ handwriting
  - Elklan Language and Communication
  - Supporting Early Years pupils with SEND (Race Equality and Minority Achievement (REMA))

- Becoming a Trauma-Informed School
- Mental Health First Aider
- Makaton

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

- 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 (termly), Annual Reviews, progress meetings and reports to the Governing Body.
- 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 looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are effective both in terms of the time spent on them and the finance used in providing the intervention.
- The Inclusion Manager audits SEND resources and advises teachers to ensure that pupils that have the resources that they need.
- Education and Health Care Plans (EHCPs) are monitored via termly individual provision map reviews and ISP reviews, as well as Annual Reviews of the EHCPs.
- Performance Management of Teachers and Teaching Assistants ensures that provision is of a high standard.
- The effectiveness of the Specialist Centre is monitored by the LA.

## **11 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 participate in activities regardless of their needs.
- Our SEND Policy promotes involvement of all our learners in all aspects of the curriculum.
- Wherever possible, additional staff will attend clubs in order that learners with SEND can also attend the activity.

- 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 arrangement relating to their children's needs to ensure their inclusion in school visits.
- Thorough Risk Assessments are carried out for all school visits, and Accessibility Plans for venues are studied. Additional staff accompany school visits to support learners with SEND.

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

- Pastoral support is embedded throughout the school.
- Our Nurture Room/Chill Zone is at the heart of our school. our full time qualified Emotional Literacy Support Assistant and part time Sparkfish charity worker can provide individual or small group interventions positively focus on social and emotional development.
- We have a Home School Link Worker who is available to support pupils and their families.
- Our PSHE curriculum develops 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 Behaviour Policy which includes guidance on expectations, rewards and sanctions, and is implemented by all staff.
- We rigorously monitor attendance and take actions to prevent prolonged unauthorised absence.
- We have a Buddy system and playground leaders team in place for lunch-times.
- Teaching Assistants support their class during the lunch-hour, providing each class with adults who know the children well.
- We have sensory equipment available to help meet any individual needs and promote well-being.
- We hold termly wellbeing meetings attended by the Senior Leadership team, the ELSA and teachers. All children are screened by class teachers using an adapted version of the Leuven Scales; this allows class teachers to assess the emotional engagement and involvement all their children. Where children are identified as having low engagement/ involvement, pro-active steps will be taken to support the child, e.g. a Strength and Difficulties Questionnaire (SDQ) may lead to a nurture intervention, or a referral to the link MHST will be discussed with parents/ carers. Progress is monitored to evaluate the impact.
- Our School Council gives all pupils the opportunity to express their views through regular class discussions. This includes children from our specialist centre, The Ocean Centre.

### **13 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 regularly 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.
- During this academic year we have liaised closely with Surrey County Council professionals including: the Educational Psychology Service, Specialist Teachers for Inclusive Practice (Learning and Language Support and Behaviour Support Teachers), Speech and Language Therapists, Physical and Sensory Support Specialist Teachers, Young Carers and Race Equality and Minority Achievement Specialist Teachers (REMA) amongst other professionals.
- We have established relationships with professionals in health and social care, including paediatricians, Early Years Speech and Language and Occupational Therapists, Child and Adolescent Mental Health teams (CAMHS).
- All external partners we work with are vetted in terms of safe guarding.
- We adhere to Surrey's Local Offer [www.surreylocaloffer.org.uk](http://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](mailto:inclusion@furzefield.surrey.sch.uk) meets with social workers and the Surrey 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, SEND Advice Surrey. Their web address is [www.sendadvicesurrey.org.uk](http://www.sendadvicesurrey.org.uk)

### **14 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 or other senior leaders 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 Centre/ Senior Leaders.
- The school Inclusion Manager (SENCo) is Mrs Jones 01737 642842 [inclusion@furzefield.surrey.sch.uk](mailto: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 SEND Advice Surrey. Their web address is [www.sendadvicesurrey.org.uk](http://www.sendadvicesurrey.org.uk)