



# NEW HAW COMMUNITY SCHOOL SEND INFORMATION REPORT 2020-21

## 1. For what kinds of special educational needs is provision made at the school?

New Haw Community School (NHCS) is a 3-form entry junior school, which shares a site with The Grange Community Infant School. NHCS converted to academy status in May 2014; it has no specialised units or specialist teachers of SEND, but strives to be as inclusive as possible. Our current SEND (special educational needs and disabilities) pupils have a very wide range of difficulties and our aim is to provide the best possible education for all of our children. All children, for whom NHCS is the nearest school, are warmly welcomed to apply for a place at the school.

## 2. 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?

If you think your child may have special educational needs, we would invite you, in the first instance, to make an appointment to see your child's class teacher to discuss your concerns. If your child has not yet joined our school, please do not hesitate to make an appointment with the Special Needs Coordinator (SENCO, Mrs Dempsey). Appointments with any member of our school staff can be made via the school office.

Many children come to us with special educational needs which have already been identified during their time in EYFS and/or Key Stage 1. In the summer term of the academic year preceding the children's entry to our school, the SENCO requests transfer information from each of our feeder schools, including details of all special educational needs. Depending on the size and profile of the incoming cohort, the SENCO and/or members of the year 3 teaching team may also visit the feeder schools in order to get a clearer picture of the nature and level of the children's needs. Where incoming pupils are known to have significant needs, their parent(s)/carer(s) are also invited to meet with us during the summer term prior to entry. We recognise that parents have a unique knowledge of their children and it is our aim that they are fully involved in the school-based response for their child.

Where children have an Education, Health and Care Plan (EHCP), we always welcome the opportunity to attend their year 2 annual reviews.

On entry to Year 3, all children are assessed in a variety of areas: cognitive ability, auditory processing/memory, short term and working memory, phonological awareness, reading (decoding and comprehension), writing and maths. Where there are indicators of difficulty, some pupils undergo further assessment, for example, in phonics and/or language.

The school is fortunate in having an extensive bank of professional assessment materials, which can be administered by the SENCO (and, in many instances, class teachers) to help to further pinpoint children's difficulties.

During their first term at NHCS, teachers work to build up an accurate picture of each child's needs, which may or may not include SEND. This is done with reference to:

- Information provided by pupils' previous educational settings, including SEND Support Arrangements (where SEND difficulties have already been identified)
- Data from the school's Year 3 screening programme (outlined above) □ Information provided by parents
- Ongoing observations of each child.

### **3a. How does the school evaluate the effectiveness of its provision for SEND pupils?**

The school has very robust tracking and monitoring systems in place and staff at all levels are constantly reviewing, and seeking to improve, provision for all pupils, including those with SEND. Year leaders regularly report to the senior team (Executive Head, Head of School, Deputy Headteacher and Assistant Headteacher) on the progress of each individual pupil. Class teachers, in collaboration with parent(s)/carer(s) and pupils, write and review SEND Support Arrangements, assessing progress against desired outcomes. The completed review paperwork is monitored by the SENCO.

Governors are briefed (usually termly) on pupil progress data and all governing body meetings are held during the school day, specifically to enable governors to see the work of the school in action and to meet with individual, and groups of, pupils.

The effectiveness of interventions is assessed termly, both by the year teams and SENCO. In assessing the effectiveness of each intervention, consideration is given to (a) its impact on pupil progress, and (b) whether the outcomes of the intervention justify the time and money used to provide it.

Where additional provision is seen to have little or no impact on progress, and/or where the intervention is assessed as being poor value for money, the intervention is either stopped, modified or replaced with more effective provision.

### **3b. What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?**

Our school has developed comprehensive tracking systems which closely monitor each child's progress throughout their time with us. Year teams, supported by the senior leadership team, make regular assessments of progress for all pupils, which enable them to accurately identify pupils making less than expected progress given their age and individual circumstances. As outlined in the Code of Practice (2015, paragraph 6.17), less than expected progress can be categorised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

As part of the school's data analysis, SEND children are tracked as a separate pupil group and their progress and attainment compared with their non-SEND peers.

As outlined in section 7, SEND children's Support Arrangements are reviewed termly by the child's class teacher, the child and his/her parents/carers. The review focuses on the child's progress towards meeting the outcomes clearly set out in the SEND Support

Arrangements document. Outcomes may not always be focused on a child's attainment but, for example, on his/her social or emotional development.

### **3c. What is the school's approach to teaching pupils with special educational needs?**

As a school we are committed to ensuring the best possible provision for *all* of our children. The ethos of our school is that all children have needs, of which SEND may or may not play a part. Our expectation in terms of outcomes for pupils with SEND is exactly the same as it is for their peers. We always aim for all of our children to meet or exceed the national expectations for their age group. Some children, however, may have difficulties which make it impossible for them to do so (e.g. cognitive impairment); where this is the case, our aim will be for those pupils to make the best possible progress in relation to their starting points. Staff are increasingly skilled at identifying the possible barriers to learning which children may have, and responding with appropriate support. The nature of that support varies widely according to each child's needs.

We fully recognise that the onus is on class teachers to do everything they can to remove or minimise (as far as possible) children's barriers to learning. This may involve differentiating tasks, providing and allowing alternate means of recording, changing where a child sits, pre-warning ASD children of changes, pre-teaching vocabulary etc.

We are particularly passionate about ensuring equal access to high quality teaching for all pupils. Our belief is that SEND pupils have just as much right to work with a teacher as their peers have. This means that our assistant teachers work with all pupil groups and not just with SEND children.

### **3d. How does the school adapt the curriculum and learning environment for pupils with special educational needs?**

Our school is committed to making reasonable adjustments to ensure that a wide range of special educational needs can be met. Our year teams are each provided with one afternoon out of class per week, at which planning for the coming week is discussed and modified according to the needs of the children within the year group; at these meetings clear expectations for learning are set. It is expected that every child is provided with an appropriate level of support and challenge.

Where pupils have been assessed by outside agencies, such as Speech and Language Therapy, Occupational Therapy etc., teachers take care to ensure that the recommendations made by these practitioners are implemented, as far as is possible.

### **3e. What additional support for learning is available to pupils with special educational needs?**

Where pupils are identified as having SEND, the school provides for these additional needs in a variety of ways. There are four broad strands of action:

1. Curriculum and teaching methods
2. Grouping for teaching purposes
3. Assessment, planning and review
4. Additional human resources

There is sometimes the expectation that additional help will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. However, this may not be the most appropriate support. A more appropriate approach might be to provide different learning materials or special equipment, to introduce some group or individual support, to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness or to undertake staff development and training to introduce more effective strategies.

Decisions regarding the most appropriate provision for a child with SEND are made as part of, or following on from, the discussion which takes place between the class teacher, parent(s)/carer(s) and the child, during the writing and review of the child's SEND Support Arrangements document. As stated in section 3d, school always takes care to consider the recommendations of outside agency professionals. It is important to remember, however, that a school's human and financial resources are finite and, other than for pupils with an EHCP, the allocation of additional resources is made with due regard to the needs of the whole school population.

Each year, depending on the school's budget, as many year groups as possible benefit from our model of 'focus teaching' in English and/or maths. Children in focus groups are taught the same English and/or maths lessons as their peers, but in a small group usually with a 1:8 teacher:pupil ratio. Places within focus groups are allocated to those pupils with the most significant academic need, many of whom have SEND. Focus teachers are among our most experienced, sometimes senior, teachers.

### **3f. What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?**

As an inclusive school, it is our intention and hope that all of our pupils with special educational needs have full access to the academic and wider curriculum of the school. This includes before- and after-school clubs, participation in trips, participation in sports competitions etc. Where there may be concern regarding, for example, a child's medical limitations, school will liaise closely with parents to try to find a way to enable full participation, if at all possible. Current examples of this are the provision of additional adult support in the playground during break and lunch times; allowing an ASD pupil to eat his lunch in a quiet area of the school with a friend rather than have to contend with the noise of the dinner hall; driving a pupil to the end-of-term church service so that he does not have to walk; providing a break/lunchtime 'drop in' service for vulnerable pupils etc.

### **3g. What support is available for improving the emotional and social development of pupils with special educational needs?**

As a school we fully recognise that a child's emotional and social needs are as important as their academic ones. The school has very high expectations of behaviour, and bullying or other intolerant behaviour is regarded as completely unacceptable. All children participate in PSHE (personal, social and health education) lessons, which aim to develop them socially and emotionally.

Our office team manage the administration of medicines and provision of personal care. Some children, for example, have a toileting plan which the office team have compiled in conjunction with the child's parent(s)/carer(s).

Attendance is excellent and non-attendance is rigorously pursued.

The school has a vibrant school council.

#### **4. Who is the school's SENCO (Special Educational Needs Coordinator) and how can I contact them?**

The school's SENCO is Mrs Rachel Dempsey, who is a member of the schools' senior leadership team (SLT). She can be contacted through the school office:

- Telephone: 01932 336571
- Email: [office@new-haw.surrey.sch.uk](mailto:office@new-haw.surrey.sch.uk).

Mrs Dempsey has day-to-day responsibility for overseeing the operation of the SEND policy and coordinates the provision made to support individual pupils with SEND. Mrs Dempsey has studied for the National Award for SEND Coordination.

#### **5. What specialist services and expertise are available at or accessed by the school? What training have the staff supporting SEND had or what training are they having?**

At NHCS, continued professional development is actively encouraged and planned for. Staff new to the school complete an induction programme (monitored by the School Business Manager) which includes a session with the SENCO. Training in SEND regularly forms a part of staff meetings and whole-school INSET. During most academic years, up to 6 staff meetings are dedicated to SEND. A small SEND library is maintained in the HSLW/ELSA's office in order to support staff. The SENCO regularly attends the local authority SENCO network meetings, together with SENCO meetings with local schools, in order to keep up-to-date with local and national agendas.

When a child experiences significant difficulties at school, with parental permission, they can be referred for assessment/advice to Surrey's school support services (e.g. Educational Psychology, Learning and Language Support, Behaviour Support, Race Equality and Minority Support, Physical and Sensory Support), to Social Care and/or to Health (e.g. Speech and Language Therapy, Occupational Therapy, CAMHS). Referrals are usually made by the SENCO or HSLW, once parental consent has been obtained. It should be noted, however, that each of these agencies operates its own threshold criteria and school has no control over whether or not the agency will accept and act upon referrals.

#### **6. How will equipment and facilities to support children with special educational needs be secured?**

The school buildings are all on a single level and there are very few steps. An outside ramp near the school library enables disabled access to and from the playground. Another outside ramp also provides access from the quiet area of the playground into the medical room. There is a large disabled toilet near the library, which includes a shower facility. The school shares a disabled parking bay with The Grange Community Infant School. Regardless of whether or not they use the designated parking bay, parents of children who have physical difficulties are always allowed to drive onto site to drop off/pick up their children.

Where outside agencies (e.g. Occupational Therapy) recommend the provision of physical equipment to support a child with SEND (e.g. a sloping board, special writing equipment, a balance cushion), this will be provided by the school from its own budget, as long as the cost is not prohibitive. On the rare occasions that high cost items are recommended, the SENCO and/or HSLW will liaise with the recommending agency as to the availability of appropriate funding.

### **7. What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

Our school has an open door policy and continually seeks to engage parents in the education of their children. Parents have a unique knowledge of their children and it is our aim that they are fully involved in any school-based response for their child.

Parents of children with SEND are invited to be very actively involved with the construction and review of their child's SEND Support Arrangements. Formal parents' evenings take place in the Autumn and Spring terms, during which parents and children (together) meet with the child's class teacher to review progress and discuss areas for development, as well as ways in which both home and school can help to support the child's learning. Parents are invited to informal *Show and Share* afternoons, when they can come into their child's classrooms, see their child's work and talk to the class teacher.

At the beginning of each academic year, parents are invited to attend a Curriculum evening at which the expectations and curriculum for the year are outlined. Curriculum plans for each term are also available on the school's website, so that parents can know what their children are studying. All children have a school planner, which contains a wide variety of support materials, particularly for English and maths. We also hold regular parent workshops, usually at the end of the school day, when parents can come along and learn alongside their child. Recent topics covered, for example, were the methods we use in maths and how to support children's writing.

In addition, the Executive Head, Head of School and Deputy Headteacher meet, at least termly, with the school's Parents in Partnership (PIPs) group, consisting of a parent representative from each class. A number of this year's parents have children with special educational needs.

Our school has a small, but active, PTA who would welcome new members with open arms! In addition, we have a growing number of parent volunteers who come into school regularly to listen to readers. We also have parent governors who take an active role in the overall running of the school, including financial management and whole school improvement.

**8. What are the arrangements for consulting with pupils with special educational needs about, and involving them in, their education?**

At NHCS we embrace the fact that children have a unique knowledge of themselves. As a first step, children with SEND work with their class teacher to complete a one-page profile, which seeks to capture their views as to their strengths, difficulties, aspirations and how we can best help them. This one-page profile then feeds into the child's SEND Support Arrangements. Children are involved in the writing of their SEND Support Arrangements documentation and in the review meetings.

**9. What are the arrangements made by the governing body relating to the treatment of complaints for parents of pupils with special educational needs concerning the provision made at the school?**

Parents who have complaints with regard to SEND provision are encouraged to discuss their concerns with their child's class teacher in the first instance. If the issue is not resolved to their satisfaction, they should then make an appointment to see the school SENCO. Should parents feel that their concerns have not been adequately dealt with by the class teacher and SENCO, they should then contact the Executive Head or Head of School. At any point, parents may contact the school's SEND governor, Mrs Joan Read, via the school office. The school's Complaints Policy can be found on the school website; paper copies can be requested via the school office.

**10. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?**

The school has access to a variety of Education, Health and Social Care agencies, to which children with special educational needs can be referred, once parental permission has been obtained. Please see section 5.

If requested to do so, school can also carry out an Early Help Assessment (EHA). A full description of the EHA can be found at <https://www.surreycc.gov.uk/people-and-community/family-information-service/early-help-for-children-and-families-practitioners/what-is-early-help/what-is-the-early-help-assessment>. The EHA is used when children and families may need support from a wide range of local agencies.

**11. Who can I contact if I need further support as a parent of a child with special educational needs?**

In the first instance, please do not hesitate to contact your child's class teacher. If you then need additional help, you are also most welcome to contact the school's SENCO. All school personnel can be contacted via the school office (telephone: 01932 336571; email: [office@new-haw.surrey.sch.uk](mailto:office@new-haw.surrey.sch.uk)).

You can also find links to many support services via the local authority's local offer website (see section 13). In particular, parents may wish to contact SEND Advice Surrey, who offer free, impartial, confidential and independent information, advice and support to parents/carers of children with special educational needs and disabilities aged 0-25. Their service is statutory and is available to all Surrey parents. SEND Advice Surrey can be contacted by telephone (01737 737300), email ([SENDAdvice@surreycc.gov.uk](mailto:SENDAdvice@surreycc.gov.uk)) or via their website <https://www.sendadvicesurrey.org.uk/>

## **12. What are the school's arrangements for supporting pupils with special educational needs in transferring between phases of education?**

In the summer term of the academic year preceding the children's entry to our school, the SENCO and year 3 class teachers gather transfer information from each of our feeder schools, including details of all special educational needs. Depending on the size and profile of the incoming cohort, the SENCO and/or members of the year 3 teaching team may also visit the feeder schools in order to get a clear picture of the level of need. Where incoming pupils are known to have significant needs, their parents are also invited to make an appointment with the SENCO. An information meeting is held each June for the parents of all year 2 children who are transferring to NHCS in the following September. If feeder schools and/or parents feel that they have one or more pupils who would benefit from making additional visits to NHCS prior to entry, we are more than happy to accommodate their request. Where children have an EHCP, we always welcome the opportunity to attend their year 2 annual reviews.

Very similar arrangements exist for our year 6 pupils, who are transferring to secondary school. Written handover forms, completed by the SENCO and/or year 6 teaching team, are forwarded to all relevant secondary schools in the summer term prior to transfer. All year 6 pupils participate in classroom sessions, during the summer term, focusing on preparing for transition, and spend at least one day in their new schools. When considered necessary to ensure a successful transition, the SENCO will also arrange for SEND and/or other vulnerable pupils to make additional visits to their new secondary school. The SENCO also attends secondary transfer meetings to meet face-to-face with secondary SENCOs to discuss each SEND child in detail.

## **13. Where can I find the local authority's local offer?**

In addition to what we, as a school, are able to offer our pupils with special educational needs, the local authority has also published its 'local offer' online at

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

This website contains a great deal of information about services (mainly in Surrey) relating to special educational needs, disabilities, Education, Social Care, Health and more.