

# Pirbright Village Primary School – SEN Information Report & Local Offer

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?

- High quality teaching is the most important part of what we do at Pirbright. Teachers are highly skilled and quickly identify concerns about a child's progress and development.
- Regular teacher assessments and observations are used to monitor progress and identify need. We follow a graduated response in order to support our children.
- Teachers have termly tracking meetings with the senior leadership team and can highlight concerns.
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- In the first instance, we encourage parents/carers to raise concerns by speaking to their class teacher in the first instance. Further support and advice is available through the schools Special Educational Needs Coordinator (SENCo), April Woods
- Children on the SEND Register have Individual Support Plans (ISPs) and we follow the assess, plan, do, review cycle.
- The school follows the SEND Code of Practice (2015) and Surrey's Local Offer: Surrey Local Offer <https://www.surreycc.gov.uk/children/support-and-advice/local-offer>

How will the school support my child?

- Supported by our school values, we form an inclusive community at Pirbright.
- Should a child require support with their learning, which is additional to and different from high quality teaching, the class teacher and SENCo will work together to plan the next steps. This will be shared with parents and carers for their input also.
- A person-centred approach is used for all SEND provision.
- Individual Support Plans (ISPs) are created outlining support, strategies, and outcomes.
- ISPs are reviewed termly and shared with parents/carers.
- Provision mapping is used to monitor interventions and ensure suitability and impact.



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

- The governing body monitors SEND provision and meets regularly with the SENCo.
- Clicker 8 is used to support children with their writing
- Widit is used to create visual to support children
- Teachers plan using data and tracking to ensure all pupils make progress.
- Lessons are differentiated to meet individual needs.
- Adaptations are made for specific needs, e.g., simplified language, visual aids, Therabands, task board, visual timetables.
- The school works with external professionals such as Surrey's Specialist Teachers in Inclusive Practice Team (STIPs), Surrey Speech and Language and Freemantles Outreach.
- Strategies and resources are adjusted to support various learning styles.
- Pupils are encouraged to reflect on their learning and next steps.

How will I know how well my child is doing and how can I support their learning?

- Strong emphasis on parent engagement through regular communication.
- Home visits are conducted when children start in Reception.
- ISPs are reviewed and shared termly.
- Termly parent meetings include progress discussions and agreed targets. If at any point during the year you would like to talk about your child's learning, we have an open door policy so please see your teacher at the beginning or end of the school day or ask to arrange a meeting with them
- EHCPs are reviewed annually with full parent involvement.
- Open-door policy for ongoing discussions.
- Multi-agency approaches where needed to draw up plans with them, school and parents collaboratively
- The school PADLET [https://padlet.com/dashboard?mobile\\_page=Collection&filter=combined\\_recents](https://padlet.com/dashboard?mobile_page=Collection&filter=combined_recents) has a wealth of resources to support you at home, from visuals to courses to where to find support.

What support will there be for my child's overall wellbeing?

- The PEDALS (promoting emotional development and life skills) team provides targeted pastoral support. Children can be referred to the team where deemed necessary.
- The Home School Partner (Erin Hinzman) supports wellbeing and family engagement.

- Health Care Plans are drawn up in partnership with parents and health professionals.
- Medication is monitored and administered according to strict procedures.
- Staff adhere to the behaviour policy, which includes expectations and is implemented by all staff.
- We monitor attendance and support families in preventing prolonged unauthorised absence and persistent absence.

What specialist services and expertise are available at or accessed by the school?

- The SENCo is a Qualified Teacher and holds the NASENCO qualification.
- All teachers hold Qualified Teacher Status
- External agencies include:
  - Speech and Language Therapy
  - Occupational Therapy
  - Freemantles Outreach
  - MindWorks and CAMHS
  - Surrey Neurodiversity advisors
  - Physical and Sensory Support Service (PSS)
  - Specialist behaviour and inclusion teams
- Early Help Assessments and TAF/TAC meetings are used to coordinate support.

What training have the staff had or are having to support children with SEND?

- All teachers are considered teachers of SEND.
- Staff are regularly trained to support children with SEN and past training has included supporting children with ADHD, Autism, Speech and Language and dyslexia.
- Where appropriate staff, who support individual children or groups of children, who have a particular need receive specific training from the SENCo or other professionals such as Deafness and Hearing Support, colourful semantics, LEGO therapy and ELKLAN.

How will my child be included in activities outside the classroom including school trips?

- We are a fully inclusive school, where all children are included in all part of the curriculum, including activities outside of the classroom. Our aim is to include all children on educational visits using a range of strategies to support and promote this including:
  - One-to-one support provided where needed.
  - Financial support available for families who need it.

- Risk assessments ensure inclusion and safety.
- Working closely with families
- In the unlikely event it is considered unsafe for a child to take part, then an alternative in-school provision will be offered.
- There are a wide-range of extra-curricular lunch time clubs, which are run by our teachers and these are accessible to all children.

How accessible is the school environment?

- The school is a single-storey building and is Equality Act compliant.
- Facilities include:
  - Ramps for access
  - Lift to KS2 playground
  - Accessible toilets
- Translation and EAL support available for non-English speaking families.
- Accessibility Plan is published on the school website.

How will the school prepare and support my child to join the school or transfer to a new school?

- All new families are invited to visit the school.
- Reception starters receive a home visit.
- For mid-year admissions, the school welcomes families to talk to the school with families to identify needs.
- Transitions include:
  - Visits to/from previous settings
  - Social stories/photo books
  - Transition plans for secondary transfer
  - Taster days
- Year 5 EHCP reviews start secondary transition planning.

How are the school's resources allocated and matched to children's special educational needs?

- Part of the SEND budget is used to fund Learning Support Assistants who support within classrooms to aid our inclusive approach and deliver individual and group interventions.
- The Surrey Ordinarily Available Provision is used to guide support decisions.
- ISPs and provision mapping are used to evaluate the impact of the resources and evidences their impact.

How is the decision made about what type and how much support my child will receive?

- We aspire that with high quality, inclusive teaching and the Ordinarily Available Provision that the majority of children will thrive without SEN support.
- The level of support may vary throughout their time at school.

- Class teachers and the SENCo review each child's needs.
- The Assess–Plan–Do–Review cycle guides all SEND decisions.
- Additional support may be added based on needs and discussed with parents.
- Regular monitoring and tracking of ISPs and data ensures interventions and support remains appropriate.
- Interventions and support changes as the children's needs change.
- Annual Reviews for EHCPs guide future support decisions.

How are parents involved in the school?

- A partnership between families and school is essential to help our children achieve their full potential.
- We have an open-door and you are welcome to talk to teachers upon drop off or collection.
- Parents can attend:
  - Events and workshops
  - Class assemblies
  - Joining our Friends of Pirbright Village Primary School (FOPS)
  - Attending FOPS events
  - Learning Looks and volunteer reading
- We have parent representatives on the Governing Body

Who can I contact for further information?

- Class teacher for day-to-day concerns.
- Our school SENCo, April Woods
- Senior Leadership Team
- School can signpost to:
  - Surrey Family Support
  - Surrey Young Carers
  - Mindworks
  - Citizens Advice Bureau
  - Social Care
- Should you need to make a complaint, please follow the complaints procedure available on the website