



SHALFORD INFANT & NURSERY SCHOOL 2023-2024



		<p>term. If you have any queries related to the interventions please do not hesitate to contact the pupil's class teacher or the SENDCo.</p> <ul style="list-style-type: none"> • Pupil Progress Meetings are held 3 times a year. This is a meeting where the class teacher meets with the Head Teacher and SENDCo to discuss the progress of the pupils in their class and future actions can be planned for support. • Occasionally a pupil may need more specialised support from an outside agency such as the Specialist Teaching Team, Speech Therapist etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. • In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the Department of Education (DfE.).
3	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • When a pupil has been identified with having additional special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily. • TA's may be allocated to specific groups/individual pupils. • If appropriate specialist equipment may be given to the pupil e.g., writing slopes, concentration cushions, pen/pencil grips or easy-to-use scissors.
4	<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"> • You will be able to discuss your child's progress at parent/teacher consultations. • Your child's class teacher will be in class at the beginning and at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENDCo by visiting the school office or talking to them directly. • Provision Maps are sent home each 3 terms. Targets are usually set by the class teacher. Parents/carers are encouraged to contribute their input to be included on the Provision Map. • Communication books if needed. <p><i>How will you help me to support my child's learning?</i></p> <ul style="list-style-type: none"> • The class teacher will suggest ways of supporting your child's learning through verbal messages or at parent/teacher consultations. • The SENDCo may meet with you to discuss how to support your child.

		<ul style="list-style-type: none"> • The SENDCo and the class teacher may meet with you to discuss strategies to use if there are problems with a child's behaviour/emotional needs. • If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.
5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. • Members of staff such as the class teacher, teaching assistants, SENDCo are readily available for pupils who wish to discuss issues and concerns <p><i>Pupils with medical needs</i></p> <ul style="list-style-type: none"> • If a pupil has a medical need then a detailed Care Plan is compiled by the Lead First Aider, SENDCo and the School Nurse in consultation with parents/carers. These are discussed with all staff who is involved with the pupil. • Where necessary, and in agreement with parents/carers medicines are administered in school but only where a signed permission form is in place to ensure the safety of both child and staff member.
6	<p>What specialist services and expertise are available at or accessed by Shalford Infant School</p>	<p>At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:</p> <ul style="list-style-type: none"> • Autism Outreach Team • Child Protection Advisors • Educational Psychologist • CAMHS (Child & Adolescent Mental Health Service) • Inclusion Officers • PASS (Physical & Sensory Service) to support pupils with hearing/visual impairment • Inclusion Team • Social Services • Children's Therapy Team (Speech & Language/Occupational Therapy) • STIPs Team (Specialist Teachers for Inclusive Practice Service) • Guildford Hospital

		<ul style="list-style-type: none"> • School Nurse <p>An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put into place for them.</p> <p>In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.</p>
7	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • Continuing professional development is part of the culture of the school and often staff will attend courses by outside providers. • Teaching Assistants meet half termly with the SENDCo and share aspects of good practice as well as sharing information. • Teaching Assistants meet weekly with class teachers to discuss planning and training is planned according to staff needs.
8	How will my child be included in activities outside the classroom including school trips?	<p><i>Activities and trips are available to all.</i></p> <ul style="list-style-type: none"> • Our SEND Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. • Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.
9	How accessible is the school environment?	<p><i>As a school we are happy to discuss individual access requirements.</i></p> <p>Facilities we have at present include:</p> <ul style="list-style-type: none"> • Ramps in some areas of the school to make part of the building accessible to <i>all</i> • Wide doors in some parts of the building • Disabled toilet

10	<p>How will the school prepare and support my child to join Shalford Infant & Nursery School?</p>	<p>Shalford Infant & Nursery School understands what a stressful time moving schools can be therefore many strategies are put into place to enable the pupil's transition to be as smooth as possible. These include:</p> <ul style="list-style-type: none"> • New to Year R meetings for parents • Pre-school/Nursery visits • Settling in visits for new Year N pupils • Home visits for new Year R pupils • Induction days for new Year R pupils • New children and children starting in Reception are given a buddy • Meetings between the previous or receiving schools prior to the pupil joining/leaving • Year 2 pupils attend a "Transition Day" where they spend the day with their new class teacher
11	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • The SEND budget is allocated every financial year. The money is used to provide additional support or resources dependant on an individual's needs. • Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. • We seek to ensure value for money service, so all interventions are costed and evaluated. • The additional provision may be allocated after discussion with the class teacher or at pupil progress meetings or if a concern has been raised by them at another time during the year.
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"> • When the children join the school, support may be allocated on the information provided by the pre-school or parent/carer or outside agencies • During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged • Parents/carers will be informed about the support their child is receiving in school.
13	<p>How are parents involved in the school How can I be involved?</p>	<p>All parents are encouraged to contribute to their child's education. This may be through:</p> <ul style="list-style-type: none"> • Discussions with the class teacher • During parents evenings

		<ul style="list-style-type: none"> • During discussions with the SENDCo, or other professionals • Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated • Volunteer/Helping out in the classroom • Class representative for PTA • Become a member of the PTA
14	Who can I contact for further information?	<p>If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:</p> <ul style="list-style-type: none"> • Head Teacher • SENDCo • Your child's class teacher

Additional Information

- Children will not necessarily access all of the provision mentioned in this document but they will receive what is appropriate to their individual needs.