

## Special Educational Needs at Furzefield Primary School

### ***What are Special Educational Needs?***

Special Educational Needs are broken up into four areas:

- **Communication and interaction** – this includes all difficulties with speech & language, Autistic Spectrum Disorder, Language Disorder etc.
- **Cognition and learning** – this includes specific learning difficulties such as Dyslexia or Dyscalculia and more general learning difficulties etc.
- **Social, emotional and mental health** – this includes mental health conditions, difficulties coping with emotions & stress, eating disorders etc.
- **Sensory and/or physical needs** – this includes sensory processing difficulties, ADHD, visual or hearing impairment & physical disabilities etc.

### ***What to do if you are concerned that your child has a Special Educational Need...***

Request a meeting with Miss Gillam – our Inclusion Leader. She will talk through your concerns, make any referrals needed and ensure the right support is in place in your child's class and around the school. Miss Gillam will then closely monitor your child and keep you updated on any developments we are aware of in school.

### ***What happens next?***

If it is confirmed that your child has Special Educational Needs, they will be placed on our SEN Register as SEN Support, meaning their needs will be met by the support we can provide as a school. If your child needs a higher level of support than this, we will work with you to apply for an Education, Health Care Plan (EHCP).

An EHCP allows Surrey to pay additional funds to the school, to help to support your child's needs. It also gives parents the opportunity to choose a different type of setting for their child (if appropriate), such as a special school or a resource base. If your child continues to need an EHCP, it will stay with them until they are 25 years old – meaning it can support them through college and university if needed.

*The following document describes how we co-ordinate and support Special Educational Needs at Furzefield.*

Who are the people I can speak to about SEND (Special Educational Needs or Disabilities) at Furzeffield Primary School?

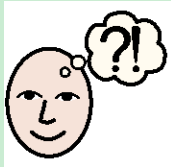
**The Class Teacher who will:**

- ❖ Update you on the progress of your child and explain the provision that is already in place for them.
- ❖ Identify, plan and deliver any additional support your child may need.
- ❖ Differentiate learning to enable your child to make optimum progress for their needs.
- ❖ Liaise closely with the SENCo about your child and set up meetings with you.
- ❖ Deliver personalised learning opportunities for your child as identified on the class provision map.
- ❖ Liaise with the SEND link governor regularly.
- ❖ Ensure that the school's behaviour policy is followed.
- ❖ Ensure that the school's SEND policy is followed.

**The Inclusion Leader – Georgina Gillam who will:**

- ❖ Develop and review the school's SEND policy to ensure all children receive a consistently high-quality response to all of their learning needs
- ❖ Co-ordinate and monitor all support for the children with special educational needs or disabilities (SEND)
- ❖ Ensure you are actively involved in supporting your child's learning and reviewing their progress.
- ❖ Ensure communication is open and clear through regular meetings, phone calls and letters.
- ❖ Provide specialist training and support to teachers and support staff within the school, so they can support children with SEND to achieve their full potential.
- ❖ Ensure class teachers have up to date records and information about the children in their classes.
- ❖ Organise and co-ordinate annual reviews for children with EHCPs (Education Health Care Plan)
- ❖ Refer children for assessments so that additional support can be accessed.
- ❖ Provide families with a range of support and advice to help with home-life.
- ❖ Liaise with a range of outside agencies and professionals working in connection to the school to support your child's learning.
- ❖ Monitor the school's SEND register and ensure children's key information, needs and data are kept up to date.
- ❖ Monitor the impact of policies and the effectiveness of provision in the school.

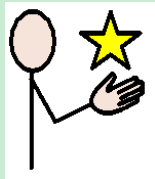
	<p><b>The Head Teacher – Gavin Govinden who will:</b></p> <ul style="list-style-type: none"> <li>❖ Lead in the day-to-day management of all aspects of the school; this includes the provision for children with SEND</li> <li>❖ Give responsibility to the Inclusion Leader and class teachers, but still be ultimately responsible for ensuring that your child's needs are met.</li> <li>❖ Ensure the governing body is kept informed about any SEND related issues or changes.</li> </ul> <p><b>The SEND Link Governor – Deborah Skelton who will:</b></p> <ul style="list-style-type: none"> <li>❖ Meet regularly with the school's SENCo to ensure the necessary support is given to any child with SEND who attends the school.</li> <li>❖ Monitor the effectiveness of SEND provision across the school.</li> </ul> <p>A member of support staff may work closely with your child to support their special educational needs and/or disabilities and whilst they play an extremely valuable role in your child's education, we would ask that any questions regarding your child's learning and progress are directed at your child's class teacher, the Inclusion Leader or the Head Teacher.</p> <p>Please contact the school office on 01737 642842 or email <a href="mailto:inclusion@furzefield.surrey.sch.uk">inclusion@furzefield.surrey.sch.uk</a> to speak to the Inclusion Leader about any concerns you may have regarding SEND.</p>
<p>What are the different types of SEND that are provided for at Furzefield Primary School?</p>	<p>Furzefield Primary School is a mainstream school, with children who have a diverse range of needs. At Furzefield we embrace a policy of inclusion, recognising that all children are entitled to equal access to a broad and balanced curriculum.</p> <p>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 <a href="http://www.furzefield.surrey.sch.uk">www.furzefield.surrey.sch.uk</a>.</p>



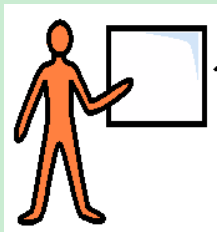
At Furzeffield we have a highly skilled team of teachers and teaching assistants, who work closely with professional outside agencies and take part in regular CPD training to help support children with special educational needs.

Special Educational Needs and provision can be considered in four areas:

1. Communication and Interaction - Autistic Spectrum Disorder (ASD), Selective Mutism and Speech and Language Difficulties
2. Cognition and Learning – Moderate Learning Difficulties, Specific Learning Difficulties, Dyslexia, Dyscalculia, Dyspraxia
3. Social, Mental and Emotional Health
4. Sensory, Medical and Physical – Hearing Impairment, Sensory Processing Difficulties, Epilepsy, Physical Impairment

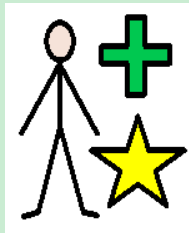


We work closely with the Autism Outreach Team to support our children with ASD. We have termly visits from a Speech and Language Therapist to support children with EHCP's who also have speech, language and communication needs. We work closely with the BRSA team to support our children with behavioural difficulties. We have a full time ELSA working with children to support their emotional well-being.




Our teachers and support staff are trained in a range of approaches to help support children, such as;

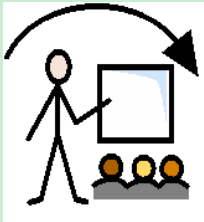
- ❖ Speech and Language Interventions – (Blast, Book Worms, Lego Therapy)
- ❖ Communication approaches – (Makaton and Visuals)
- ❖ Specific Learning Difficulty support – (Toe by Toe, Finger Gym and SNIP)
- ❖ Emotional Support – (Talking and Drawing, ELSA, MHST)
- ❖ ASD approaches – (Sensory circuits and Attention Autism)



We work closely with Surrey to bring in additional agencies to support children with SEND such as;

- ❖ Educational Psychologist (EP)
- ❖ Children and Adolescent Mental Health Service (CAMHS)
- ❖ Community Paediatricians
- ❖ Occupational Therapists (OT)
- ❖ Speech and Language (SaLT)

<p>What are the arrangements at Furzefield Primary School for consulting parents of children with SEND?</p> 	<p>At Furzefield we acknowledge the importance of both the parent and pupil voice. We know that parents are well placed to inform teachers about the needs of their child, and we value this input.</p> <p>At Furzefield we ensure that:</p> <ul style="list-style-type: none"> <li>❖ Regular meetings are held involving parents, the Inclusion Leader and class teacher to discuss your child's progress and well-being.</li> <li>❖ Parent's evenings take place twice a year and written reports going home at the end of the year. 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.</li> <li>❖ Parent workshops, coffee mornings, drop-in clinics and curriculum mornings happen at various points throughout the year – targeting various areas of the curriculum, year groups or needs.</li> <li>❖ The Inclusion Leader is available to meet with parents or talk over the phone to discuss your child's needs.</li> <li>❖ 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.</li> </ul> <p><b>If you have concerns about your child's progress, please contact your child's class teacher first.</b></p>
<p>What are the approaches to teaching children with SEND at Furzefield Primary School?</p>	<ul style="list-style-type: none"> <li>❖ At Furzefield we understand that different children learn in different ways, so we always endeavour to deliver the curriculum through a multi-sensory approach – giving children the opportunity to experience as much learning practically as possible. High quality teaching with high expectations is the foundation for all learners at Furzefield. This may be supplemented by access to carefully chosen evidence-based interventions.</li> <li>❖ We utilise Surrey's Ordinarily Available Provision toolkit:  <a href="https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision">https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision</a></li> <li>❖ We adopt a graduated approach to meeting needs; our Whole School Provision Map details the range of interventions we have available, depending on the level of need.</li> </ul>



We also;

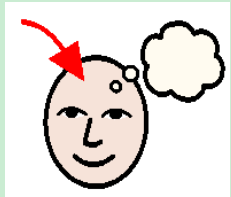
- ❖ We make reasonable adjustments to our practices to comply with the Equality Act (2010). This may include making adjustments to the environment or tasks to support individual needs, such as completing tasks in a quieter area or completing tasks in chunks to support attention and organisation, the use of additional resources or additional adult support for specific tasks.
- ❖ Use different approaches to teaching and learning so that your child is fully engaged in all of their lessons, this may include the use of concrete, visual or sensory resources.
- ❖ Ensure lessons are adapted to meet the needs of all children in each class.
- ❖ Use seating arrangements and groupings in class to support group and independent learning for all pupils.
- ❖ Put in place specific strategies to enable your child to access the learning activity.
- ❖ Plan intervention groups run by teachers and support staff to support your child's learning.
- ❖ Using recommended aids such as laptops, coloured overlays, visual timetables etc.
- ❖ 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 Leader, 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, SEND 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.

How is the learning environment and curriculum adapted for children with SEND?

- ❖ At Furzeffield Primary School we endeavour to make all of our classrooms SEND friendly and In line with the SEND Code of Practice (2015), all of our teachers are teachers of SEND.
- ❖ Every classroom is inclusive and supports a wide range of needs.
- ❖ Every classroom is dyslexia friendly and supports children with literacy difficulties.
- ❖ A wide range of visuals, including visual timetables.
- ❖ Children are positioned strategically in the classroom to support hearing, visual and behavioural needs.
- ❖ Where needed, SEND Support Plans target pupils' individual needs and outline the provision for those pupils to help them to achieve their next steps.

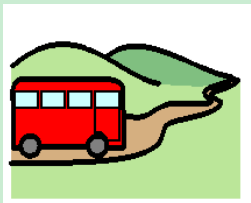
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- ❖ Personalised workstations and visuals are used for individuals with specific needs such as ASD.
- ❖ Alternative recording methods can be used such as; scribes, Ipads, voice recording and photographs.
- ❖ Carpet spaces, table arrangements and group areas are planned and used to support all learner's needs.
- ❖ Displays contain a variety of key words, learning reminders and scaffolding materials to enable all children to access their learning activities.
- ❖ Resources such as word banks and number squares are accessible in all classrooms.
- ❖ 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.

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



At Furzeffield Primary School provision is made for pupils with SEND so that they can be included in all the activities offered to those children without SEND – including school trips, residential trips and school clubs. Risk assessments are carried out and any required adaptations are put in place so that engagement can be had by all children. We offer a range of extra-curricular clubs after school and children with SEND are encouraged to attend. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

When planning school trips and educational visits, teachers take the needs of their pupils into consideration to ensure that event is accessible and engaging to all. Care Plans are used to support risk assessments, which are carried out for all aspects of the journey and location. Parents of children with SEND are invited to accompany their child, when we feel this would improve a pupil's experience.

What are Furzeffield's policies with regard to the identification and

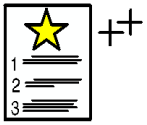
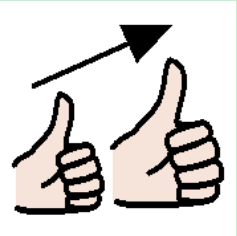
Furzeffield Primary School has a clear assessment policy, which outlines a range of assessments used throughout the school. There are a number of ways that the staff at Furzeffield identify and assess children with SEND – through data analysis, discussions with class teachers during pupil progress meetings, classroom observations and discussions with parents. Once children are identified as having additional needs,



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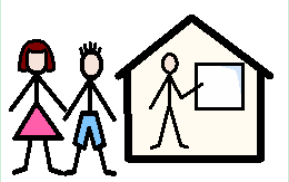
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<p>assessment of children with SEN?</p> 	<p>discussions are had around the ways forward and which extra provision should be put in place. At this point, referrals to outside agencies and professionals would be made.</p> <p>If, after all available school-based support has been put in place, and the Inclusion Leader feels a child requires additional intervention and support; an application will be made for an Education Health Care Plan.</p>
<p>What are the arrangements for assessing and reviewing children with SEND's progress at Furzeffield Primary School?</p> 	<p>Teachers are continually assessing the progress children have made in their class. This assessment for learning informs future planning and ensures children are reaching their full potential. Teachers update our Target Tracker assessment tool every half term and discuss the progress of the children in their class at half-termly pupil progress meetings; held by members of SLT together with the Inclusion Leader.</p> <ul style="list-style-type: none"> <li>❖ Progress is also reviewed through target setting and end of term reports.</li> <li>❖ Progress is reviewed through regular meetings and consultation with outside agencies, parents and children.</li> <li>❖ Annual reviews of children with EHC Plans enable specific short and long term targets to be regularly evaluated and adapted.</li> <li>❖ Additional assessments are made for children with SEND where necessary such as; scribes, additional time, enlarged print, use of computers, time breaks, 1:1 adult support and quiet group spaces.</li> <li>❖ Assessments are differentiated based on need and appropriate expectation.</li> <li>❖ Where necessary we use a range of specific assessments to assess reading/spelling age, dyslexia and mathematical difficulties.</li> <li>❖ Interventions are put in place dependent on the results of these assessments.</li> </ul>
<p>What are Furzeffield's arrangements for SEND children when transferring between phases</p>	<p>Transitions can be difficult for children in general, but they can be even more challenging for pupils with SEND. At Furzeffield Primary School we take steps to ensure that any transition phase is as smooth as possible.</p> <p>EYFS</p> <ul style="list-style-type: none"> <li>❖ Home visits will be arranged for all children starting in our Nursery and Reception classes.</li> </ul>



and/or to the next stage of education?



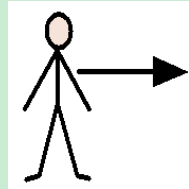
- ❖ Transition meetings will be held for children who have already been identified as having additional needs – these are often supported by professionals already involved with your child.
- ❖ A graduated transition may be appropriate for children with significant social communication needs
- ❖ Our Inclusion leader will request all assessments and reports already carried out from previous Nursery settings or professionals so that recommendations and targets can continue without disruption.

When transitioning into a new year group

- ❖ In depth hand-over meetings are held where teachers and support staff are able to share information about each child, including specific details on how best to support the children with SEND in the class.
- ❖ All provision and intervention maps as well as ISPs are shared with the new class teacher and TA.
- ❖ Depending on their needs, children may take part in a social story and transition book to prepare them for their new classroom and teaching staff.
- ❖ All children attend a 'Meet the Teacher' morning/afternoon before the summer holidays, children with additional needs may have extra opportunities to meet and become familiar with their new staff team.

Year Six to Secondary School

- ❖ We support parents and carers in making decisions about the most suitable secondary schools they could choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.
- ❖ Members of the Inclusion team are available to visit secondary schools with the family if required.
- ❖ Secondary Transfers are arranged in Year 5 for children with EHC Plans
- ❖ The Inclusion Leader will attend a Secondary Transfer or Information day, where information about your child's needs will be shared.
- ❖ The Inclusion leader at Furzeffield Primary School will contact your child's new school to hand over all of the transition information.
- ❖ A transition review meeting may be held with parents and the SENCo from the secondary school.
- ❖ Where possible, your child will visit their new school on several occasions and in some cases staff from their new school will visit your child at Furzeffield.
- ❖ Support is put in place by outside agencies where appropriate.



- ❖ Some children may be given a transition book with photographs and information about their new school.

If your child is moving to another school

- ❖ We will contact the new school's SENCo and ensure that they are aware of any special arrangements or support which will have to be put in place for your child.
- ❖ We will ensure that all records about your child are passed on as soon as possible.

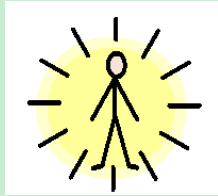
If your child is joining us from another school

- ❖ If your child requires a transition book with information about our school, one will be made for them to access before they start.
- ❖ The Inclusion Leader will contact your child's previous school and discuss your child's needs.
- ❖ Your child will come and look around the school, meet their teacher, key members of staff and some of their peers.
- ❖ If needed your child can be offered a gradual phased transition, meaning they will start or finish the school day at different times to their peers until they are settled. This would be reviewed weekly.
- ❖ 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.

What support is available for improving the emotional and social wellbeing of children with SEND?

We understand that some children have additional social and emotional needs that have to be developed and nurtured. These needs can manifest themselves in many ways such as; anxiousness, withdrawal, behaviour issues and emotional outburst etc. It is important that we support our children in developing their social, emotional and mental wellbeing.

Staff at Furzeffield Primary School are caring, compassionate and patient with the wellbeing of the children in their care as their top priority at all times. Every member of staff has responsibility for the pastoral care of every child.



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.

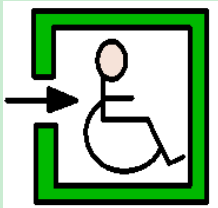

As a school we also;

- ❖ Plan weekly PSHE lessons to support the development of social and emotional understanding.
- ❖ Work with Early Help interventions to support the emotional wellbeing of our families.
- ❖ Ensure a large staff presence is outside during play and lunch times to support relationships and monitor behaviour.
- ❖ Support the siblings of high-profile children to ensure they have some time to express themselves and share their feelings.
- ❖ Ensure children who would benefit from additional behaviour support have input from the BRSA (behaviour and reintegration support assistant)
- ❖ 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 Support 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 lunchtimes.
- ❖ Teaching Assistants support their year group during the lunch-hour, providing each class with adults who know the children well.
- ❖ We have sensory equipment available to help meet individual needs and promote well-being.
- ❖ We hold termly wellbeing meetings attended by the Senior Leadership team, the Pastoral team 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 of 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

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<p>How accessible is Furzeffield Primary School?</p> 	<p>We are wheelchair accessible for both parents and children. Wheelchair access, electronically opening doors, stair lifts and accessible changing and toilet facilities have been established around the building.</p> <p>A range of learning resources such as; writing slopes, pencil grips, alternative scissors, balance cushions and alternative recording methods are all available to help children to access learning as needed.</p> <p>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.</p>
<p>Complaints about SEND provision</p>	<p>Complaints about SEND provision in our school should be made to the class teacher in the first instance. If the complaint is not dealt with it should be referred to the SENCo and Headteacher. If the issue is not resolved, they will then be referred to the school's Complaints Policy.</p> <p>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 <a href="http://www.sendadvice.surrey.org.uk">www.sendadvice.surrey.org.uk</a></p>
<p>Where can I get further help, information and support?</p> 	<p><b>Learners Single Point of Access (L-SPA)</b>          Email: <a href="mailto:reigatebanstead.sesend@surreycc.gov.uk">reigatebanstead.sesend@surreycc.gov.uk</a> 0300 200 1015</p> <p><b>SEND Advice Surrey</b>          Website: <a href="http://www.sendadvice.surrey.org.uk">www.sendadvice.surrey.org.uk</a> 01737 737300</p> <p><b>Surrey's Local Offer is published here:</b>          Website: <a href="http://www.surreylocaloffer.org.uk">www.surreylocaloffer.org.uk</a></p>