

Wray Common Primary School

SEND Information Report – Autumn 2024



	Questions	
1	How does the school know if children need extra help and what should I do if I think my child may have additional needs?	<ul style="list-style-type: none"> • Wray Common tracks and monitors the progress of all pupils in the core areas of Reading, Writing and Maths, and in all wider curriculum subjects. We use this data along with formal and informal assessment information to identify any additional needs, and to celebrate children's individual achievement. • We have 3 key assessment points during the year that are followed by Pupil Progress Meetings. These meetings are opportunities for the Class Teacher to meet with the school Leadership Team to discuss in detail, the progress of individual children and set appropriate targets for their next steps. If appropriate, the Class Teacher will put in place additional support for children who need extra help, in liaison with our Inclusion Lead (Inclusion Lead) – Miss Kober. This will be discussed with parents/carers and the child concerned. • Our staff are vigilant in supporting with and raising any concerns about children's academic, emotional and/or social development. Parents/carers are encouraged to speak to the Class Teacher in the first instance if they have concerns about any aspect of their child's development; alternatively, they can speak to our Inclusion Lead.
2	How will school staff support my child?	<ul style="list-style-type: none"> • All our staff are responsible for the inclusion of children with additional needs. Your child's teacher will look for ways to support your child in class, and may work with the Inclusion Lead to find ways to support children's learning that are 'additional to' and 'different from' those provided as part of the school's usual differentiated curriculum. Examples of how children are supported can be found here: Ordinarily Available Provision schools booklet (surreylocaloffer.org.uk) • We value strong home-school links and keep parents informed of any additional support their child is receiving. • Any child who has been identified as having additional needs, and who is receiving support that is 'additional to' and 'different from' their peers will have a support plan in place. This document contains the details of the provision in place for individual children and the targets that they are working towards. Children's targets are reviewed termly and Class Teachers regularly monitor and review the impact of provision in place to ensure it is meeting the needs of each child. • All our additional support programmes are overseen by the Inclusion Lead and when an intervention is not seen to be having the impact we would expect, we make every effort to respond promptly. • We may also liaise with a range of outside agencies to seek further support and specialist advice for individual pupils, where appropriate.

		<ul style="list-style-type: none"> • Our School Governors are responsible for monitoring the effectiveness of provision in place for children with additional needs. There is a named governor with this responsibility.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • As part of Inclusive Quality Teaching, differentiation and scaffolding are embedded in our curriculum and teaching practice. Class Teachers review and evaluate children's progress to ensure future planning and teaching continues to reflect children's emerging needs. • At Wray Common Primary School we ensure that class teams are aware of children's individual needs, and are supported to adapt provision to ensure that children are enabled to make progress from their individual starting points. • We ensure that teachers from the same year group have their Planning, Preparation and Assessment time together. This, along with our Pupil Progress meetings, helps us to monitor progress and reflect on the next steps for individual children. • All teachers are clear on the expectations of Inclusive Quality Teaching and are regularly supported by the Leadership Team, outside agencies and Subject Leaders, through training, monitoring, feedback and recommendations. • All children have personalised targets in Writing and, where appropriate, in Maths. Formative assessment is used to enable teachers to craft the provision in their classroom to reflect children's individual needs and progress.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • Children are given clear feedback on their learning and they respond to their teacher's comments through our marking system of 'think pink' and 'go green'. • Parents of children on the Inclusion & Additional Needs (IAN) Register receive copies of their child's planned provision in the form of a support plan, at the mid-point of each term. Children will have a support plan which reflects the area of focus for their support, for the term. The type of plan a child has may change from term to term, depending on what the focus of support needs to be for them. Class Teachers will work with the Inclusion Lead to determine which type of plan a child will receive each term. A child may have a Learning Support Plan (LSP), Wellbeing Support Plan (WSP), or an Emotional Based School Avoidance Plan (EBSA plan). A child's plan will outline key small-step targets that Teachers will focus on with children over the course of the term, the support in place at school to work towards these targets, and how parents can support their child at home. Children work with Teachers to contribute to their support plans to enable them to share how they feel they are best supported, and to support them in taking ownership over their targets and feeling a sense of success when they achieve them. Children's targets are reviewed after a term and these reviews are also shared with children and parents. • We have two formal opportunities, Parent Meetings, where parents/carers can meet with staff to discuss their child's progress. At these meetings, teachers will also share what can be done by families at home to support their child's learning at school. These meetings are reinforced by updates on the curriculum which are shared through our newsletters and website. Parents also receive a mid-year and end of year written report from Class Teachers, which highlight children's progress and next steps. • A further formal meeting with Class Teachers is offered to parents of children with a support plan, at the end of the first half of the Spring term.

		<ul style="list-style-type: none"> • We also host a number of more informal information opportunities for parents/carers to learn more about how their children are taught at school and how they can support at home. These include, but are not limited to, year group information meetings, 'Learn with Your Child' sessions, 'Stay and Read' sessions, and curriculum events. • Parents are always welcome to speak to Class Teachers as the need arises, either by calling in briefly at the end of the day to speak to them directly, or by phoning the school office to make an appointment. • Parents are also welcome to speak to the Inclusion Lead by phoning the school office to make an appointment or emailing the Inclusion Lead directly. The Inclusion Lead will invite parents to be part of meetings with outside agencies where appropriate, and will promptly share recommendations given for their child. This will help to ensure parents' understanding of the support in place for their child at school, and enable them to support their child at home.
5	What support will there be for my child's overall wellbeing?	<ul style="list-style-type: none"> • At Wray Common all staff work to provide a high level of pastoral support. We aim to help all of our children to develop holistically, nurturing a secure sense of self, and respect for self and others. This is achieved through our PSHE curriculum and strong Values programme. • We want children to feel safe in school. Each class has a Worry Box and children are reminded regularly of who they can talk to in school if they are worried or upset about anything. • Pupil voice is central to our school ethos and this is encouraged in a variety of ways, but particularly through our House System and School Council. • We have a trained Pastoral Team led by our Inclusion Lead which includes a Team Around the Child Champion (TACC) who is also trained as an Emotional Literacy Support Assistant (ELSA), and Teaching Assistants that work in small groups and 1:1 with children as required. • Support is provided on the playground for children by our Team Around the Child Champion (TACC) and Senior Midday Supervisors, all of whom work with children to support them to engage in positive play experiences through the Wray Play Way. • We have a medical policy in place regarding the administration and management of medication on school site, and all appropriate activities are carefully risk assessed. Relevant staff are trained to support medical needs. • Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and followed by all staff. This includes details on restorative approaches which staff use to support children in conflict resolution. Our Year 6 Playground Mentors are trained Peer Mediators and help to support conflict resolution on the playground, as well as helping children to engage in positive play. • We use 'The Zones of Regulation' as a whole-school approach, which sets out to support children in gaining the necessary skills in order to recognise and regulate their emotions and actions; we promote a curriculum which fosters self-regulation and emotional control. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. • As part of whole class provision, Class Teachers plan for opportunities to support children's overall wellbeing through activities such as mindfulness and learning breaks, and focus on developing children's resilience and self-esteem as part of their everyday learning dialogue.

6	What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • Staff receive regular training as identified in our School Improvement Plan. • We have staff trained in a range of intervention programmes, including Precision Teaching. • We have a number of established relationships with professionals in health, education and social care, and we meet with them regularly to plan for training and support in school. All of our external partners hold valid, up-to-date DBS checks. • All staff receive regular in-house training, and they also benefit from attending relevant external courses such as Positive Touch training where appropriate. • Our Team Around the Child Champion (TACC) works closely with families to provide a strong link between home and school.
7	What training have the staff supporting children with additional had, or are having?	<ul style="list-style-type: none"> • Our Inclusion Lead is a qualified and experienced teacher who is part of the Senior Leadership Team and has completed the National Award for Special Educational Needs Coordination (NASENCo). • Our Inclusion Lead plans and delivers training for staff to update and support them in planning provision for children with additional needs. • Class Teachers and Teaching Assistants meet regularly to discuss planning, and review the support in place for individual children. • We continually invest in our staff expertise: to improve Inclusive Quality Teaching for <u>all children</u>, to develop enhanced skills and knowledge in the delivery of short term, small group and 1:1 interventions. • Recent staff training has enabled staff to develop their understanding of Inclusive Quality Teaching, trauma-informed approaches and establishing a nurturing environment for all children.
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • We believe that all children have the right to learn together and should not be devalued or discriminated against by being excluded as a result of any disability or learning/behaviour difficulty. Our Inclusion & Additional Needs Policy promotes the inclusion of all learners in all aspects of the curriculum, including activities outside the classroom. • Wherever possible, we support children in a way that allows them to share the same learning experiences as their peers. However, there are times when we ask children to work in small groups or in a 1:1 situation (e.g. to boost an individual's reading skills) away from the classroom in order to maximise their learning in a quieter environment. • Where there are concerns for safety and access, risk assessments are put in place. Where applicable, parents are consulted and involved in planning.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • We have a full Accessibility Plan in place and the majority of our school environment is accessible. • We are vigilant about making reasonable adjustments, and regular Governor-led Health and Safety Inspections ensure that these are put in place. Reasonable adjustments are based on the individual needs of a child, and where appropriate we will seek advice and recommendations from outside agencies. • We have one disabled toilet which is located in our library. • We try to ensure that translators and signers are brought in to support parents in attending meetings and school events where necessary. • At Wray Common, we value and respect diversity and make every effort to meet the needs of all learners.
10	How will the school prepare and support my child to join the	<ul style="list-style-type: none"> • Through our Values programme we aim to develop key skills in children so that they will be successful learners whatever their learning journey.

	school, transfer to a new school, or the next stage of education and life?	<ul style="list-style-type: none"> • We have developed strong relationships with our feeder settings, as well as other settings that our children move onto. • Prior to starting with us, we make visits wherever possible to see children with, or who may have, additional needs in their pre-school settings. We offer home visits to parents immediately prior to their child starting school, so that some individual time can be spent with staff, the child and their parents/carers. When appropriate, the Inclusion Lead and TACC will also attend these visits. Where children have already been identified as having additional needs, we liaise with the nursery setting to share successful strategies. • Year 6 teachers and our Inclusion Lead meet with key staff from secondary schools to pass on information that will support a smooth transition to secondary school. We encourage children to take part in any specific transition programmes that are on offer from local secondary schools. • We invite the Inclusion Lead from any receiving school to attend review meetings, prior to a child's transition. • When a child joins us at another time than one of these points, care is taken to contact previous schools for relevant information. Similarly, when a child moves away from school, records are sent promptly and receiving staff are liaised with as appropriate. • We liaise closely with parents to plan for the transition of children with additional needs, to ensure children have access to a setting which will be able to meet their needs appropriately.
11	How are the school's resources allocated and matched to children's additional needs?	<ul style="list-style-type: none"> • Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. • Each class has a Class Teacher and where appropriate, a Teaching Assistant who supports teaching and learning in the mornings. • We have a number of TAs who are trained in specific interventions to meet the needs of children with additional needs. • We monitor and evaluate our interventions to ensure effectiveness and value for money. • We have several TAs, all of whom work with the Class Teacher and Inclusion Lead to meet the needs of specific individual children. Wherever possible, this is achieved through support in class, in order to ensure children's continued sense of belonging with their peers; although where appropriate, it may also involve individual and small group work outside the classroom.
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • Inclusive Quality Teaching is clearly defined at Wray Common and is expected in all classrooms. Adaptive and responsive teaching is used to support the needs of all children. • We monitor children's progress and attainment against national and age-expected levels, at 3 summative assessment points throughout the year. This enables us to identify and plan for additional support for children who are not making expected progress. • When children have a support plan, progress against the targets set within these is reviewed termly, these reviews are shared with parents. Provision may also be revised at this time. • Support is determined by children's individual needs and where appropriate, recommendations from external agencies. • The Inclusion Lead oversees all additional support. Class Teachers and Teaching Assistants review children's progress through intervention at least termly, in order to adapt provision where appropriate, so that children are enabled achieve their potential through targeted support.

13	<p>How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • Wray Common fully recognises the important role that parents play in their children's school success. As a parent, you know your child best and the closer you work with your child's Teachers and school, the more successful any provision will be. • We encourage attendance at school events such as Parent Meetings and Curriculum Evenings. We operate an 'open door policy' and encourage parents to speak to their child's Class Teacher if they have a question or concern. • There are many ways for parents to become involved in our school: <ul style="list-style-type: none"> ~ We have an active PTA (known as the Friends of Wray Common School) of which all parents are automatic members. ~ Our 'Parent Steering Group' has previously worked with staff to revise the Relationships & Sex Education Policy. ~ Our Governing Body includes Parent Governors. ~ There are always opportunities to support learning in the classroom from volunteering to listen to children read, to supporting the school's Eco-Council with their latest venture. If you are interested, please contact the office to arrange to meet with our Deputy Headteacher (Mrs Edwards).
14	<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • Further information and support can be obtained from the school office who can arrange a meeting for you with the relevant member of staff. • If you are thinking about joining our school, we would encourage you to visit us first. We would be pleased to organise a school tour for you with our Year 6 pupils as guides, followed by a chat (if you would like) with our Headteacher (Mr Murphy), our Deputy Headteacher (Mrs Edwards) or our Inclusion Lead (Miss Kober). • If your child is already at Wray Common, your first point of contact should be your child's Class Teacher. • You can find further information about Surrey County Council's Local Offer via Parents and carers Surrey Local Offer