

Special Educational Needs and Disability Information Report

Questions

School Response

Our vision for our children at Folly Hill School is to provide a nurturing environment in which all children can experience the joy of learning so that they become confident, lifelong learners and responsible citizens.

1 How does Folly Hill School know if children need extra help and what should I do if I think my child may have special educational needs?

Children are assessed by staff observation when they enter our school through the Early Years Foundation Stage profile. We use this information to provide starting points for the development of an appropriate personalised curriculum for each child. Parents/carers are encouraged to discuss any concerns with the class teacher and the Special Educational Needs Co-ordinator (SENCo).

- At Folly Hill School- the Special Educational Needs Co-ordinator (SENCo) is the head teacher.
- Rigorous tracking of progress from baseline in all year groups.
- Pupil progress is analysed at termly pupil progress meetings and all monthly Senior Leadership meetings.
- Targets set for all pupils at KS1 (Key Stage 1) in core subjects.
- Pupils in EYFS (Early Years Foundation Stage) expected to achieve expected or exceeding in all areas of EYFS profile.
- Pupils not making expected progress are placed on Individual or Group plans according to need and spend some curriculum time learning in an intervention group, pair or alone.
- Learning plans are discussed and agreed with parents/carers and pupils.
- All parents/carers have termly meetings with staff and an annual report- parents/carers of pupils with an additional need may have a longer session or review meeting with professionals involved with their child's learning.
- Parents/ carers are encouraged to discuss their child's progress at any time with classroom staff, head teacher and/ or other professionals if available.

2	<p>How will early years staff support my child?</p>	<p>When a need for support is identified, staff take account of these requirements and make provision, where necessary , to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.</p> <ul style="list-style-type: none"> • Our school provision map, Special Needs register and additional need tracking document ensure all staff and governors have the information they need to monitor pupil progress. • All staff and governors actively monitor provision which includes SEN (Special Educational Need) provision, inclusion, accessibility and intervention as well as expected progress for all children. Staff and governors work closely together to ensure progress, learning and a happy learning experience for all pupils. • All interventions put in place are run by trained staff and are recognised and researched interventions- this includes Time to Talk, Jump Ahead, First Class at Maths, Extra Literacy Support and Letters and Sounds. Children may be included in a nurture group if they are experiencing an emotional need. • Progress is monitored half termly to ensure all pupils are on target and new intervention may be put in place if necessary. Pupils may also be removed from Wave 2 support at this stage. • Monthly attendance reports from head to staff, governors , pupils and parents help to ensure that absence remains at below 4%. • The school actively involves the Educational Welfare Officer (EWO) and Make Attendance Count team (MAC) in attendance management. • Very able children may also have a learning plan if their need is greater than the range usually expected of a child in their year group.
3	<p>How will the curriculum be matched to my child's needs?</p>	<p>Children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities, experience levels of understanding and rates of progress that bring feelings of success and achievement and prepare pupils for the opportunities, responsibilities and experiences of life.</p> <ul style="list-style-type: none"> • All learning for all pupils is planned to take account of individual learning need. Differentiation is embedded in our practice to ensure all pupils are at the edge of their learning- meaning learning is always being moved on. • Staff have worked together to ensure all pupils have access to Wave 1 provision. This is the educational entitlement of all children in our school.

		<ul style="list-style-type: none"> • Pupils with an individual Wave 2 or 3 need have intervention support from one of our in school experts or County professional according to need.
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>	<p>We encourage an active partnership through an ongoing dialogue with parents./carers- the home/school agreement is central to this.</p> <ul style="list-style-type: none"> • Workshops, website and weekly class newsletters help parents/ carers to support their child's learning. • Parents / carers may ask to speak to school staff re advice to help them learn with their child. • Number bags and reading bags enable parents /carers to learn with their child as well as spelling and other homework activities. Parents are given support with this. • Regular review meetings support parents/carers with children with an additional need as well as the usual open evenings. • Children's targets and current level of learning are discussed with parents / carers and support is given to enable parents / carers to help their child make progress. • School and class newsletters and school website help parents to understand their child's learning process as well as participation in meetings and workshops
5	<p>What support will there be for my child's overall well-being?</p>	<p>We encourage children to talk about their learning and support through the school council circle time, provision map reviews, target setting interviews and informal conversation on a daily basis with members of staff.</p> <ul style="list-style-type: none"> • • Folly Hill School has enhanced Healthy School status ensuring a high level of personal, social, health and emotional education and support for all pupils. • Strong commitment to Circle time, anti- bullying education, safeguarding and nurture groups ensuring children have the knowledge, skills and understanding to cope with a range of social and emotional situations. • Individual health and diet plans are in place where necessary and are shared and reviewed with all staff on a regular basis as well as being on notice boards at relevant points in the school. • Governors review medication policy annually with staff as well as regular review of health and safety policies. We have a strong culture of risk assessment. • All staff has basic first aid training and key staff is trained at a higher level.

		<ul style="list-style-type: none"> • The head works closely with Surrey EWO to look at attendance trends in the school and produces a monthly report for governors. Children work on positive attendance through rewards for good attendance and a visit from MAC the giant squirrel that makes attendance count! The head works closely with parents for whom there are attendance concerns in order to find possible solutions. The school shares a home/ school link worker with Hale School. • The school has a strong ethos of positive behaviour management which is reviewed with all stakeholders. School Council gather pupil views on this and other aspects of school life including anti bullying. • Children are encouraged to take on a range of roles in the school including playground pal, play leader and are expected to be independent in life skills. • Children make their views known through meetings, consultations, graffiti boards, suggestion boxes and talking to governors during governors meetings.
6	<p>What specialist services and expertise are available at or accessed by the school ?</p>	<p>If a learning review identifies that support is needed from outside services, we will consult parents prior to any support being actioned.</p> <ul style="list-style-type: none"> • • Intervention groups are run by staff who have the necessary training. • The school has links with key professionals who provide advice and support for families and staff. This includes REMA, school nurse, speech therapy, occupational therapy, educational psychologist, home/school link worker and other specialist teachers in behaviour and literacy support. • Links with key professionals in other schools. • Training and Continuing professional development opportunities in our own school, in other schools as well as County and National training opportunities. • Established curriculum groups working together which includes all Confederation Schools.
7	<p>What training are the staff supporting children with SEND had or are having?</p>	<p>This year we are improving our learning support and intervention through;</p> <ul style="list-style-type: none"> • Staff training in Better Reading Partnerships • Staff training in First Class@Maths • Support staff update training in Letters and Sounds and levelling writing • Staff Inset on Attachment Disorder with the CAMHS team • SENCO and Senior leader training on SEND 2.0

- Staff and governor information sessions on SEND 2.0

The head/ SENCO attends regular meeting and updates on SEND through;

- SEND Network meetings run by Surrey County Council
- Confederation SENCO meetings with local schools
- Early Help network meetings
- Social care network meetings
- Annual meeting with Education Welfare Officer
- Special information events such as run by special schools e.g. The Ridgeway
- Occupational therapy for mainstream schools.

The SENCO has trained in;

- Delivering Access, Participation and Participation training – to enable staff to have knowledge, skills and understanding around a range of special needs. This is supported by training in delivering the Inclusion Development Programme

Members of the Senior Leadership Team have;

- Worked with County consultants to improve boys reading in schools across the County
- Attended Dialogic teaching training
- Attended County conference on intervention
- Attended “Every Child a Writer” Conference

Teaching staff have attended training in;

- “Making it better for boys”

Support staff have attended training and /or information sessions on;

- Virtual school for Looked After Children
- Extra Literacy Support
- Jump Ahead- physical development programme
- Supporting Children with Language Difficulties
- Supporting learning in maths conference run at Folly Hill School
- Elkland

Lunchtime supervisors have attended training in;

- Managing behaviour

		<ul style="list-style-type: none"> • Positive play <p>All staff have worked on;</p> <ul style="list-style-type: none"> • Joint reading project with schools in Austria and Sweden – the school was inspired by educational practice in these countries when we visited their schools. • Understanding inclusion and special needs through training run by school staff e.g. literacy leader sessions on reading, staff from other schools e.g. language support, external professionals such as the CAMHS on mental health • Letters and Sounds phonic programme • Numicon resources to support learning in maths • Staff inset with Positive Options to develop awareness of managing challenging behaviours • Boys reading through our Boys Reading Conference run at Folly Hill Scjchool <p>Governors and parents/carers may be included in some relevant training sessions. A team of school staff, governors and parents attended a Confederation SEN conference and discussed actions to move school practice forward, The nurture space was a result of this. One governor attended training on Pupil Behaviour</p> <p>Good practice, learning updates and information is shared at termly pupil review meetings, monthly support staff meetings and monthly senior leadership meetings.</p>
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>The school provides a broad and balanced curriculum for all children- we aim to offer excellence and choice to all our children, whatever their ability and needs. Please see our “Special Educational Needs and Inclusion Policy” and “Single Equality Scheme “ on the school website.</p> <ul style="list-style-type: none"> • Our stakeholders work hard to ensure that all children have access to the curriculum and are included in all aspects of school life where possible. This is reflected in our school vision, aims, planning documents and SEN and Inclusion policy. • All children are included on school trips through good risk assessment and through planning. This may include taking parents/carers and /or extra staff on a trip, looking at alternative funding through Friends and /or school budget.

		<ul style="list-style-type: none"> • Pre visits to plan excursions by staff and /or families. • Having some free clubs based on the Arts • Offering support to pay for clubs including Breakfast Club for children who show certain criteria- this is discussed on individual need basis.
9	<p>How accessible is the school environment?</p>	<p>At Folly Hill School we plan to enable children and adults with specific disabilities to have the same access to the school building as other parents and children, and how children with disabilities can access the curriculum- please see our Access to Education Plan on the school website.</p> <ul style="list-style-type: none"> • Folly Hill School is built on a challenging site- it is indeed on a hill! This can have problems re accessibility especially to certain sections of the grounds. We have had adults and children working on our site in wheelchairs and they were able to access most areas. • Individual fire risk assessments are put in place for persons with a disability which may make evacuation challenging • Termly risk assessments of the internal and external environment include looking at accessibility and making reasonable adjustment to improve provision • Planning for reasonable adjustment through our Accessibility Plan, Single Equality Scheme and School Development Plan • We have a working partnership with the Racial and Ethnic Minority Achievement team to allow us to communicate with children and families with English as an additional language. Our work on this is reflected in our EAL policy.; • We have a growing number of families in which both parents/carers work. Communication can be a challenge for these families so we develop regular e mail links with these families where possible.
10	<p>How will the school prepare and support my child to join the school , transfer to a new school or the next stage of education and life?</p>	<p><u>Joint local schools statement:</u> We believe that the needs of our pupils are best served by smooth and coordinated transfer and transition systems. To that end we will, as a group of schools, agree to cooperate to ensure relationships and dialogue are developed and sustained at all levels.</p> <p><u>Entry to Reception Class</u></p> <ul style="list-style-type: none"> • Two visits before starting school - one with their parent/ carer and one with parent/ carer in school hall meeting other parents. • Series of parental workshops to prepare parents/ carers for school to include

		<p>reading, maths and e safety.</p> <ul style="list-style-type: none"> • Morning session for whole class a day before rest of school start to introduce structure of school day including playtime, assembly and lunchtime. • Optional home visits • School staff has tea/ coffee session with feeder nursery to discuss child's needs - school staff visit some feeder nurseries. <p><u>Transition to Year 3</u></p> <ul style="list-style-type: none"> • We ensure all pupils have achieved to a high standard in order to cope with academic pressures at new school • Circle time provision ensure pupils have good emotional intelligence to give them skills to transfer to a new setting. • Children visit their new school prior to starting in September- this may include a joint sports day with Year 3 and other new entrants . • Year 3 teachers visit our school or talk to staff on the telephone to discuss reports, results, progress, learning style, concerns and individual needs. • Year 2 staff visit children at some KS 2 schools to talk to them about settling in and to talk about concerns and celebrate progress with KS 2 staff. • Extra visits are planned for children with a special need and also a transition meeting for parents / carers with school staff and external professionals if available. • We are part of a strong Confederation of schools which have joint policies and initiatives which support continuity and progression.
11	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The Special Educational Needs Co-ordinator manages a range of resources, both human and material, to enable appropriate provision to be made for children with Special Educational Needs and/or Disability . She regularly reviews these resources to ensure they provide value for money and are adequate to give necessary support, which is the child's right and expectation.</p> <p>Our School Development Plan is linked to our budget .A section of our budget is linked to Special Educational Needs and pupil premium to ensure money spent on the group of children it is intended for .Provision is regularly reviewed to ensure there is impact on learning and funding is spent in the most effective way The Head is SENCO so has overview of budget and SEN and works to report on Value for money with Governors and staff</p>

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"> • All pupils access full curriculum and this is clearly outlined in our schemes of learning • The head, governors and subject leaders monitor the curriculum through observation, pupil interview, work scrutiny ,and checking of planning to ensure all pupils access the curriculum though clear differentiation and inclusion • All pupils have a termly individual interview with their teaching to discuss their learning • Tracking of progress and analysis of individual pupil data highlights pupils not on target to reach their expected potential- information and next steps is then discussed with parents and pupils • Relevant intervention is put in place and progress tracked by all staff Further intervention will be put in place if necessary after each half term intervention review • If intervention is not having expected impact SENCo may refer to external professionals who will work with the school, parents and child to make ongoing decisions re child's learning.
13	<p>How are parents involved in the school? How can I be involved?</p>	<p>The schools belief is that children learn best when parents/carers and school work in partnership.</p> <p>The school involves parents/carers in their child's learning through information on website, workshops, meetings and in newsletters.</p> <p>We encourage parents/carers to work with their children using book bags and number bags and other learning at home activities. Parents/carers are also encouraged to help child learn at home through IT links .</p> <p>Parents attend meetings with staff - open evenings , target setting evenings and intervention review meetings if child has a particular need.</p> <p>Parents are also invited to meetings where external professionals are involved.</p> <p>The school endeavours to meet with parents or correspond by e mail whenever there is a question or concern.</p>
14	<p>Who can I contact for further information?</p>	<p>For further information on Folly Hill School initial contact can be made via the school secretary on 01252 726121 You may like to join one if our monthly head teacher tours</p>

where questions will be answered.

Information on the LA and school local offer can be found on the schools website <http://www.folly-hill.surrey.sch.uk> and Surrey CC website.

Once your child has started school you may approach your child's class teaching team by face to face contact e mail or telephone.

If you feel your questions have not been answered or you have a further concern - parents and/ or staff will refer to the head / SENCO.

If your child is involved with external professionals you will have opportunities to be in contact with them to review your child's progress .