

	Question	Response
1	How does the /nursery /setting know if a child/young person (CYP) needs extra help and what should I do if I think my CYP may have special educational needs?	<p>The progress of all pupils is monitored regularly by class teachers and the senior leadership team. Pupil progress meetings are held every term between the class teachers, members of the inclusion team and members of SLT, so that when a pupil is not making expected progress in a particular area of learning, the school can identify what additional support needs to be put in place. In nursery key workers meet with the nursery manager / SENCO on a regular basis.</p> <p>The SENCOs, and all staff involved with the learning of the child, will also monitor the progress of all pupils on an on-going basis. If there are concerns that a child may have special educational needs and/or disabilities (SEND), this will then be discussed with the parents/carers concerned. The Surrey 'Profile of Need' will be used to guide decisions on when a child may have special educational needs and how that child could be supported.</p> <p>If parents/carers have concerns about the progress or attainment of their child, or are concerned that their child could have SEND, they should in the first instance make an appointment to speak to the class teacher or key worker to discuss their concerns, or alternatively they can speak to the SENCO – chollis@shere.surrey.sch.uk and lucy.saunders@clandon.surrey.sch.uk</p> <p>Shere and Clandon are small settings and teachers, staff and the SENCOs all communicate and discuss children on an ongoing basis. If children need additional help in any area including social, emotional and mental health it is picked up quickly and support put in place. Early intervention is the best intervention.</p> <p>If either school has concerns about a child, they will discuss their concerns with the parents in the first instance. The school can also request support and advice from various external agencies with parents' permission. This can help to gain a clearer picture of specific needs.</p> <p>A child with SEN may need extra help because of a range of needs. There are four areas of Special Educational need:</p> <p>Communication and interaction: for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.</p>

Cognition and learning: for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health: for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

Sensory and or physical needs: for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Please see the SEND policy on our school websites for more information.

2 **How will school/nursery/setting staff support my child?**

Clandon Primary School and Shere Infant School and Nursery are mainstream inclusive schools that fully comply with the requirements outlined in the Special Educational needs Code of Practice (2015). Staff have been trained, as appropriate, to be able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

All teachers adapt their lesson plans to meet the needs of the individuals in their class. This is known as Quality First Teaching (QFT), and forms part of our Universal offer for all pupils. Staff make reasonable adjustments to help include, and make learning accessible for all children, not just those with SEND. We take a holistic approach to supporting pupils by looking at the whole child, not just their academic skills or needs.

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take.

		<p>When either school identifies that a child is having difficulties, we respond and find alternatives through dialogue with the child and their families. Where needed, different strategies or additional support will be put in place to support the progress of each child. We refer to the Surrey Graduated Response and Profile of Need to guide us in how we may provide support for children, depending on their area(s) and level of need.</p> <p>When extra support is needed, that is additional to the support within class, we use a range of interventions that are research and evidence based and are measured to monitor impact.</p> <p>We work closely with a range of external professionals such as the School Nurse, Health Visitors, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Behaviour Support specialist teachers, Learning and Language specialist teachers, Surrey specialist schools outreach teams, Physical and Sensory Support and the Child and Adolescent Mental Health Services (Mind Works), and access these services as laid out in the Surrey Graduated Response.</p> <p>Governors play an active role in monitoring the effectiveness of the provision in place for pupils identified with SEND in consultation with the Headteacher, SLT and SENCO.</p>
3	<p>How will the curriculum be matched to my child's needs?</p>	<p>We aim to create a high-quality learning environment which meets the need of all children, employing Universal strategies as outlined in the 'Surrey Profile of Need'.</p> <p>Our playful ethos enables us to support all children in their learning in a way that is developmentally right for each child. We understand that each child is an individual and strive to ensure that we deliver a curriculum that fits the child whilst at all times aiming for the highest possible standards of achievement. In this way children's strengths are celebrated and extended whilst their areas for development are carefully targeted and developed.</p> <p>Differentiation is embedded into our curriculum in such a way that every child can access the learning taking place. This is known as Quality First Teaching, and forms part of our Universal offer.</p> <p>All teachers use their knowledge of each child's ability, and good use of assessment data, to carefully plan next steps to ensure that their learning is moving forward.</p> <p>At each school we create One Page Profiles for children with additional needs, in consultation with parents/carers and their children, for specific children in the school, so that all teaching staff have a clear overview of the whole child.</p>

		<p>All teachers are provided with information on the needs of individual pupils so that they can plan the learning to ensure that progress is facilitated for all pupils.</p> <p>The 'Surrey Profile of Need' is used as a guide to enable staff to match the curriculum to needs of individual pupils with specific needs.</p> <p>We ensure all pupils have access to a broad and balanced curriculum by offering playful, outdoor learning as much as possible. Early years and year 1 use continuous provision and in the moment planning to tailor their teaching to children's needs. Year 2 is more structured, but still playful, practical and outdoors. At Clandon, Key stage 2 have access to a broad and balanced curriculum which is topic based and cross curricular. We have specialist teachers for forest school and for PE.</p> <p>Early reading is taught through daily phonics sessions in reception, year 1 and year 2.</p> <p>We ensure that PSHE (personal, social, and health education) is given a high priority in our school curriculum, especially post Covid.</p>
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 have an open-door policy where we encourage regular communication between parents and school.</p> <p>We regularly share feedback on progress and next steps with all our children and their families through termly Parents' Evenings or mid-term reports.</p> <p>Early identification of SEND followed up by high quality interventions improves the long-term outcomes for the CYP. At the earliest possible time we identify pupils with SEND and those which might need additional or different provision in order to achieve their outcomes. When children have been identified as having SEND, we initially assess the child's needs. We then work as a team with the family to plan how we are going to provide further support, carry out the planned support and then review the effectiveness of this provision, making changes where necessary. This is referred to as 'assess – plan – do – review' and continues on a cycle as needed.</p> <p>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil's areas of strength and difficulty • We take into account the parents' concerns

		<ul style="list-style-type: none"> • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are <p>Notes of these early discussions will be added to the pupil’s record and given to their parents.</p> <p>If parents and staff agree that additional outside support is required, then this will be arranged. We share any reports from external professionals and facilitate regular meetings with them to review and set outcomes. We will write a Send Support Arrangement together with the parents.</p> <p>Any child with SEND will also have a review (at least termly) of their Send Support Arrangement/Plan as part of the ‘assess-plan-do-review’ cycle. Any child with an EHCP will also have an additional annual review of their plan.</p> <p>Should more regular contact be required, our staff will make suitable arrangements to ensure that this is put in place.</p> <p>A school newsletter is sent home weekly.</p>
5	<p>What support will there be for my child’s overall well-being?</p>	<p>Our staff care about all the children in each setting. Our policies define our expectations regarding behaviour and attendance.</p> <p>Relevant staff are trained to support medical needs and we have several members of staff with first aid training.</p> <p>All pupils are supported with their social and emotional development through the curriculum and at playtimes.</p> <p>Staff will refer to the SEMH section of the ‘Surrey Profile of Need’ to guide them in their support of children with difficulties in this area.</p> <p>Where appropriate, services from external agencies may be accessed, as laid out in the ‘Surrey Graduated Response’.</p> <p>All classes teach PSHE. In Nursery and Reception, the curriculum is also devised to cover key areas from ‘Development Matters’.</p> <p>We have a zero-tolerance approach to bullying in school, which addresses the causes of bullying, as well as dealing with negative behaviours. All staff follow the schools’ behaviour and anti-bullying policy.</p>

		<p>In the first instance every child can talk to their class teacher or another familiar adult in order to share concerns. All staff take the time to listen to all children in their care and we work hard to ensure children feel that they can trust all adults in school.</p> <p>As a federation, all staff were trained in Emotion Coaching last year. The training is provided by Educational Psychologists and will enable members of staff to effectively work with children who have social, emotional or mental health difficulties.</p> <p>We also run other interventions that focus on social, emotional and mental health such as social groups and interventions about emotional regulation.</p> <p>We have an open-door policy so that any parent/carer can speak to a member of staff about any concerns they may have about their child's well-being.</p> <p>Children are monitored by familiar adults during lunch times and play times so they feel comfortable approaching the adults around them. There are zones in the playgrounds for different types of activities, such as a quiet area, a games areas, and, at Shere, an area to use the scrap pod.</p> <p>We ensure support is provided at all transition times and especially between year groups. When children join reception, home visits are offered. We liaise with previous nurseries and schools and can offer meetings with parents before their children start with us. When moving to a new school, year 2 teachers work closely with the year 3 teachers of the new schools. The new teachers visit children in their current setting and children are invited for transition sessions at their new school. Similarly year 6 children moving from Clandon to secondary school are invited to attend transition sessions at their new school and staff from the secondary schools contact Clandon or visit to discuss year 6 pupils.</p> <p>Clandon School has a nurture room (The Ark) which provides support for all children's emotional and mental health.</p>
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>We ensure that all staff working with learners who have SEND possess a working knowledge of the child's/children's key difficulties to help them in supporting access to the curriculum.</p> <p>We provide or have provided the following interventions in the last few years when needed:</p> <ul style="list-style-type: none"> • Specific maths interventions tailored to the needs of individuals • Phonics Little Wandle "keep up" sessions • Specific reading and writing interventions tailored to the needs of individuals

- Precision teaching
- Literacy for All
- Speech and Language interventions
- Occupational Therapy (OT) interventions
- Art therapy
- Social skills groups
- Emotional regulation interventions
- Nessy (to support with reading, writing and spelling)
- Listening and attention groups

These are detailed on our provision map.

Once we have identified that a child requires additional educational support and with parental permission, we may seek advice from external agencies and professionals.

These agencies include:

- Educational Psychology Service (EPS)
- Learning and Language Support (LLS)
- Autism Outreach Team (Freemantles)
- Outreach from other specialist schools
- Educational Welfare Team
- Children's services
- School Nurse / Paediatric health team
- Physical Sensory Support
- Physiotherapy
- CAMHS and a Primary Mental Health worker
- Early Help Referrals
- Occupational Health
- Speech and Language Support (SALT)
- Behaviour Support Specialist Teachers
- Early years SEND Support Team

We access these services as described in the 'Surrey Graduated Response'.

Where it is deemed that external support is necessary, we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.

Each SENCO holds a termly multi-professional team meeting with the Educational Psychologist, a specialist teacher from Learning Language Support, a specialist teacher from Behaviour Support, the link Speech and Language Therapist. In this meeting whole school issues and needs of individuals are discussed. The professionals involved may offer advice and discuss if staff training or external support is needed. In any case where external support is deemed necessary, parents will be consulted and consent gained.

7 What training are the staff supporting children and young people with SEND had or are having?

All our teachers and EYPs are trained to work with children with SEND and all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house training and LA courses, provision of books and information online and guidance from the Headteacher and SENCO. Teachers, EYPs, TAs and HLTAs (Higher Level Teaching Assistants) have expertise and training on specific needs and interventions.

We carefully plan staff training around the needs of our staff and around the changing needs of our pupils.

The SENCOs have had training on the 'Surrey Graduated Response and Profile of Need'. The SENCOs are supported by a graduated response adviser and the Early Years SEND Adviser.

The SENCOs attend network meetings to share good practise and ask for advice on specific issues and to keep up to date with current SEND developments.

Recent training for staff has included: stress and resilience, Emotion Coaching training, compassionate schools training, mental health training, NASENCO qualification

External professionals are invited, as appropriate, to deliver staff training and/or development, either to the whole staff, to small groups of staff or to work with individual members of staff.

External professionals provide school staff and parents/carers with reports outlining targets, next steps and supportive strategies; these are then implemented in school.

We currently have three Higher level teaching assistants (HLTAs) across the Federation.

Shere and Clandon schools work together to share expertise and professional dialogue.

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

Our inclusion policy promotes involvement of all our children in all aspects of the curriculum, including extra-curricular activities and those outside the classroom. We ensure there are no barriers to pupils with SEN enjoying the same activities as other pupils. All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs. All pupils are encouraged to go on our school and class trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

School trips will be planned that link with the learning taking place in class and that take the needs of the class into account – we aim to be fully inclusive. Where necessary, additional staff may accompany a school trip so that specific learners with SEND can attend.

A thorough risk assessment is completed before any school trip or extra-curricular activity takes place to ensure the safety of all pupils, this will include preparing for any specific medical needs and ensuring that at least one adult accompanying the trip is First Aid trained and carrying a First Aid kit.

Forest school runs weekly in both schools where we are able to access the wonderful local area, including the wilderness site. No child is excluded from forest school.

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision will be planned and delivered in a co-ordinated way. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The schools recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the schools will comply with their duties under the Equality Act 2010. Please see the Federation's Medical Policy for further details.

9	<p>How accessible is the school environment?</p>	<p>We have a robust Accessibility plan, that takes into account adjustments needed to both the environment and the curriculum.</p> <p>Our inclusion policy promotes involvement of all our children in all aspects of the curriculum, including extra-curricular activities and those outside the classroom.</p> <p>The main school buildings are one level, corridors are wide, and we have access to a disabled toilet. All buildings have ramp access. Other adaptations to the physical environment will be made as appropriate to accommodate children with other sensory disabilities. All of our classrooms are inclusion friendly and we aim to teach in a way that will support all children.</p> <p>School trips will be planned that link with the learning taking place in class and that take the needs of the class into account – we aim to be fully inclusive. Where necessary, additional staff may accompany a school trip so that specific learners with SEND can attend.</p> <p>A thorough risk assessment is completed before any school trip or extra-curricular activity takes place to ensure the safety of all pupils, this will include preparing for any specific medical needs and ensuring that at least one adult accompanying the trip is First Aid trained and carrying a First Aid kit.</p> <p>Where appropriate and necessary consult with Physical and Sensory support.</p>
10	<p>How will the school prepare and support my child to join the school, transfer to a new school and next stage of life?</p>	<p>We aim to make all our children and their families feel welcome. We have good relationships with the settings children move from and on to and share information that will ensure continuing progress.</p> <p>We understand how difficult it can be for children and parents as they move into a new school or new class and we accommodate the needs of individual children to make transitions into our school, into a new class and into junior or secondary school as smooth as possible.</p> <p>Before starting at Shere or Clandon Schools this may include:</p> <ul style="list-style-type: none"> • Meeting with nursery settings to discuss individual needs of children • Visiting children in their nursery setting, before they start at school • Home visits for children new to the school • Additional meetings with parents and children if necessary

- Additional visits to the classroom environment
- Opportunities to take photographs of key people and places
- In some cases, a reduced timetable to help with transition can be arranged.
- Enhanced transition arrangements are tailored to meet individual needs. Social stories about starting at our schools
- Discussions with SENCOs at previous settings.

When we are given notice that a pupil with additional needs is due to start a new school, transition is planned with the child, their family and their new school. All relevant information is passed on to the new school as early as possible.

We encourage new parents of children with additional needs to book an appointment with the SENCO, nursery manager or Headteacher prior to their child starting, so that we can carefully plan the child's transition.

Additional transition visits to some local junior and secondary schools are organised for our more vulnerable pupils.

When a new child joins the school, all relevant files are sought from the child's previous educational setting, including safeguarding files. Where appropriate our SENCO will liaise with the SENCO from the child's previous setting.

In order to prepare children in moving up to a new year group within the school, we have transition sessions, where classes get to spend time in their new classroom and with their new teacher and any other additional classroom adults.

Each class teacher will meet with their pupils' next class teacher to handover any relevant information about each child.

Where a child has additional needs, which may mean them finding this transition process particularly challenging, extra provision will be put in place to ease this process. This may include the child spending some additional time getting to know their new teacher/classroom, a social story being written to aid the child's understanding of the changes and the child's family being informed of the changes as soon as possible.

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

The Headteacher, governors and business manager oversee all matters of finance. We utilise resources to support the strategic aims of our settings, as well as individual learner needs.

The Inclusion budget (including SEND budget) is allocated appropriately to ensure that staffing is deployed effectively to meet the needs of the children, that appropriate resources are available to support access to the curriculum and to fund training of staff so that support provided is effectively targeted towards needs.

We look at the impact each intervention has had on the progress of each learner. Decisions are then made as to whether specific interventions are effective, both in terms of time and money spent on them, and therefore if they should be run again.

Review of a child's progress is held regularly with parents and takes into account particular barriers experienced by the pupil together with the advice regarding the nature and time period for the intervention. We review the effectiveness of what is happening and consider the need for further assessment and whether there should be any changes to the support provided. Families are involved in every step of this cycle of assess, plan, do, review with the child at the centre of this process.

The 'Surrey Graduated Response and Profile of Need' is used as a guide for deciding when and how resources should be allocated according to area(s) and level of need.

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

We provide support in line with National and County guidelines based upon the 'Surrey Graduated Response and Profile of Need', a link to both can be found on our websites.

The SENCO liaises with key staff in school where there are concerns about emotional wellbeing, progress, attainment or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for individual children. Pupil progress meetings are a professional dialogue where the provision is reviewed for all children.

We offer 4 levels of support, in line with the 'Surrey Profile of Need' (see school website for full document):

Universal support – the support all children are offered through quality first teaching. This is provided through teachers adapting their planning, the environment and the curriculum to meet the needs of all the individuals in their class.

School SEND support - involves provision that is additional to or different from the Universal support already in place. Children receiving this level of support will have a one-page profile and individual targets. They may have adaptations made for them in the setting and in lessons and may receive additional support on a small group or individual basis. Support may be provided from external professionals and/or agencies

Specialist SEND support – this level of support is for children who need a more specialist level of support. Children receiving this level of support will have a Send Support Arrangement document. They will have personalised adaptations

		<p>made for them in the setting and/or in lessons. They will receive additional support on a small group or individual basis, this support may be on a long-term basis. Support will be provided from external professionals and/or agencies.</p> <p>Statutory assessment/EHCP – When a child requires a much higher level support, on a frequent and long-term basis they may require the support of an Education, Health and Care Plan (EHCP).</p> <ul style="list-style-type: none"> • Each school creates One Page Profiles, in consultation with parents/carers and their children, for specific children in the school so that all teaching staff have a clear overview of the whole child. • Where appropriate advice is sought, from external professionals, to reframe the support in place for specific children. • The SENCO oversees all additional support and regularly shares updates with SLT and governors.
13	<p>How are parents involved in the school? How can I be involved?</p>	<p>Before the start of each academic year, parents may be invited to a ‘Meet the Team/Teacher’ session, hosted by the year group teaching staff.</p> <p>All parents are invited to a parent consultation meeting once a term.</p> <p>We have an open-door policy. Parents are welcome to meet with class teachers and other members of staff at any time during the term, this can be arranged either directly with the required member of staff or through Clandon or Shere’s school office.</p> <p>Parent helpers volunteer to help in school for activities such as reading.</p> <p>Parents/carers comment in reading dairies and staff can be contacted via email.</p> <p>Use of Zoom or Teams to conduct meetings/discussions where appropriate.</p>
14	<p>Who can I contact for further information?</p>	<p>Please visit the school websites for further information about Clandon and Shere Schools: https://shere.surrey.sch.uk and/or https://clandon.surrey.sch.uk.</p> <p>If you would like to arrange a visit to Clandon or Shere School, to discuss your child’s needs and how we can support them, please contact the relevant school office in the first instance.</p> <p>For children already at school or nursery in the first instance, parents/carers are encouraged to talk their child’s class teacher. Please email your class teacher directly or via the school office (Shere: info@shere.surrey.sch.uk /</p>

Clandon: info:clandon.surrey.sch.uk). Further information and support can then be obtained from the SENCO: at Shere: chollis@shere.surrey.sch.uk / or at Clandon: lucy.saunders@clandon.surrey.sch.uk.

Surrey SEND Information, Advice and Support Service (SSIASS) provide impartial, confidential and free support to empower parents, children and young people to:

- fully participate in discussions and make informed decisions
 - express their views and wishes about education and future aspirations
 - promote independence and self-advocacy
- develop positive relationships with schools, colleges, universities, the local authority and support services to achieve positive outcomes.

Their services include:

- Telephone support provided by SEND trained advisors
- Face to face support by trained advisors and volunteers
- Community support through workshops provided at local venues, offering a variety of training and surgery sessions as well as an annual conference.

Click on the link to access the website: <https://www.sendadvicesurrey.org.uk/>

The schools' local offer and wave provision map gives information on the services, strategies and interventions available in school and the provision given to children on Support Arrangement Plans. It is available on our school websites

The purpose of the local offer is to enable parents and children to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. Surrey's local offer is available on <https://www.surreysendlo.co.uk/kb5/surrey/localoffer/home.page>

Clandon and Shere Schools work, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' individual needs. All complaints are taken seriously and are heard through the schools' complaints policy and procedure. (Please see the complaints policy [COMPLAINT-PROCEDURE-Spring-2021.pdf \(secureservercdn.net\) download.asp / download.asp \(clandon.surrey.sch.uk\)](#)). Complaints about SEN

		provision in our schools should be made to the class teacher in the first instance. They will then be referred to the schools' complaints policy.
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