

The Raleigh School Special Educational Needs and Disability (SEND) Information Report (S.I.R.)

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum.
- The school has termly pupil progress meetings whereby each teacher discusses the progress of individual pupils with the senior leadership team and the SENDCO. As professionals we regularly discuss any concerns we have as well as celebrate achievement.
- All pupils are screened on entry including baseline for Year R, NVR assessment for Year 3, ongoing phonics assessment in Key Stage 1. All pupils have appropriate termly assessments to monitor and track progress.
- We have systems in place to use data to support tracking.
- Parents are encouraged to speak to the class teacher or the SENCO about any concerns they have.
- We have in-house expertise in a number of areas of special educational needs and this is recorded on our provision map. We have and continue to develop further in-house expertise in special educational needs.
- Our staff are vigilant at supporting and raising any concerns using Quality First teaching.
- We use data and other forms of assessment to identify additional needs and celebrate achievement.

How will school staff support my child?

- Our Headteacher, senior leadership team, SENDCo and governors play an active role in monitoring the quality of our special educational needs provision.
- School have access to a number of Surrey professionals including link Educational Psychologists, occupational therapists, speech and language therapists and Surrey teachers for inclusive practice (STIPS).
- SENDCo attends regular Surrey and local network meetings to ensure latest updates are in place and any concerns shared.

- The interventions that are put in place are evidence based and are monitored in terms of impact against expected rate of progress. Where we feel something is not working, we are quick to respond and find alternatives.
- Having identified needs, we seek to match provision to need. We have systems in place to monitor the quality of provision we provide all learners through the graduated response system (assess, plan, do, review cycle).
- Feedback is shared with staff, learners and their families.
- All our additional support programmes are overseen by the SENDCo.
- All our teachers are teachers of inclusion and special educational needs.
- Feedback is shared with staff, learners and their families.
- Planning meetings are held with outside professionals on a termly basis, referrals made are monitored, targets set and reviewed.

How will the curriculum be matched to my child's needs?

- Adaptive teaching and scaffolding is embedded in our whole curriculum and practice.
- We have a tailored personalised curriculum and termly Pupil Progress Meetings that help us to monitor progress and reflect on the next best steps.
- All our teachers are clear on the expectations of high-quality teaching and the ordinarily available provision. This is monitored regularly by the leadership team.
- High quality teaching meets the needs of all the children in the class, for example whole class visual timetables.
- When appropriate, additional resources and technology are included in daily teaching. Specialist recommendations are also followed to ensure the curriculum is accessible for all pupils.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- We regularly share progress and feedback with pupils and their families. In addition, we have a number of opportunities where parents and carers can meet with staff to discuss progress including termly parents' consultation evenings. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. This is also reinforced by generic updates on the curriculum shared through our newsletter, website and virtual learning platform.
- Learner feedback is part of our established daily learning culture. This includes informing families of next steps and what they can do to help/support their child's learning.
- Pupils with additional needs have Send Support Arrangement Plan and specific targets are written by class teachers. These are reviewed with parents, pupils and staff on a termly basis.

- Parents are invited to attend two parent evenings a year.
- Should more regular contact be required, teachers will contact parents individually and have a conversation over the telephone or in person. Parents are invited to request a meeting via the Office also.
- All pupils have a yearly written progress report, which is written and distributed at the end of the summer term.
- We host curriculum evenings to help families understand what learning is expected and how they can best support their child's needs.
- We believe in supporting the development of parenting skills and as such direct parents to support (workshop and training) provided by other agencies and organisations via our school newsletter, Headlines.

What support will there be for my child's overall well-being?

- Every learner has a named class teacher s/he can talk to in the first instance, should the need arise but are encouraged to talk to any member of staff throughout the school. Staff are regularly reminded of our policies and these are updated annually supported by the governors. We have a School Council to elicit the views of the learners.
- Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is in place and is used by all staff.
- All our staff are trained to provide a high standard of pastoral support and we ensure pastoral information is shared with all relevant staff members.
- Relevant staff are trained to support medical needs and for some cases, all staff receive training. We have a medical policy in place.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.
- *We have the support of a Home School Link Worker who the SENCO liaises with regularly to support the wellbeing of our children and families. She is available to help families or children with additional, pastoral support.*
- We have access to Surrey Inclusion Officer.
- We are aware of children who are Young Carers and make referrals to Surrey Young Carers to support their life at home and school.
- School accesses primary mental health workers and consultations with SENCo and staff support wellbeing concerns.
- SENCo and staff identify individuals who would benefit from support and an appropriate plan is shared with parents and targets are set.
- Our leadership team speak to children about their view of the school as do governors. Children are aware of their targets and each class is represented on the School Council.
- The learner voice is central to our ethos and is encouraged in a variety of ways including a School Council which is chaired by Year Six pupils.

- We have trained emotional literacy support assistants (ELSA). SENDCo and staff identify individuals who would benefit from support and an appropriate plan is shared with parents and targets are set.

What specialist services and expertise are available at or accessed by the school?

- Our staff received regular training and our teachers all hold qualified teacher status.
- We have good relationships with the other schools in our confederation and share expertise with them via the SENCO Networks.
- All external partners we work with are vetted in terms of safeguarding. These professionals include link Educational Psychologists, occupational therapists, speech and language therapists and Surrey teachers for inclusive practice (STIPS).
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What training are the staff supporting children and young people with SEND had or are having?

- Our Special Needs Co-ordinator (SENDCO) is a highly qualified teacher who has completed the mandatory National SENDCo award.
- We build special educational needs into our strategic training programme.
- We regularly invest time and money in training our staff to improve high quality teaching, ordinarily available provision and the delivery of specific interventions.
- All staff are updated on matters pertaining to special educational needs and disability, including precision teaching, colourful semantics, EBSNA, mental health and wellbeing.
- Staff clinics are used to share good practice and develop staff confidence in specific areas of special educational needs for example autism.
- Staff working with children with specific disabilities receive specialist training eg Physical restraint training.
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How will my child/young person be included in activities outside the classroom including school trips?

- Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.
- Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.

- All our children, including those with a disability are encouraged to participate in all trips including the residential ones and the school makes appropriate adaptations.
- Additional staff accompany school trips for children with difficulties so they can be fully incorporated into the programme, especially for residential.

How accessible is the school environment?

- We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments; where possible. We seek the advice of external professionals when necessary.
- Our policy and practice adheres to 'The equality Act 2010'.
- All our children, including those with a disability are encouraged to participate in all trips including the residential ones and the school makes appropriate adaptations.
- The school has access to REMA (Race Equality and Minority Achievement) to ensure that children who are from ethnic minorities and those who have English as a second language have the same opportunities and make good progress.
- We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

How will the school prepare and support my child young person to join the school, or transfer to a new school?

- Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We work well with our partner schools.
- We have a detailed program for transition which includes open evenings, welcome meeting and nursery/school visits.
- We have very good relationships with any feeder settings as well as settings children/young people move on to.
- For children who require additional support for transition this is offered through additional visits, transition books and support at the start of term.
- Our Early Years staff make nursery visits where they talk to key workers and observe children in the setting.
- Key stage 2 transitions are supported by regular contact with local infant schools and transition meetings with teachers.
- Key stage 3 transitions are supported by a meeting with all Year 6 teachers and Year 7 pastoral leads.
- Any child who is identified with additional needs is supported by SENCo as well as teaching staff
- A buddy system is in place for any new starters across the school. All Reception children are buddied up with a Year 6 child. This is called a Special Friend.

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

- Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.
- We seek to ensure value for money service, so all interventions are costed and evaluated using individual provision maps for high needs pupils and pupils with EHCPs (Education, Health and Care Plans).
- Budgets are closely monitored and aligned to the School Development Plan.
- We seek to ensure value for money service and all interventions are costed and evaluated using provision maps for children across the school, in hierarchical order of need.
- The governors are closely involved with the Headteacher in monitoring budgets.

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

- High quality teaching and ordinarily available provision is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention.
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- The SENCO oversees all additional support and regularly shares updates with the Headteacher and the SEN Governor.
- Data may also suggest more targeted evidenced based interventions are needed. Targets are set and reviewed termly.

How are parents involved in the setting/school/college? How can I be involved?

- We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. Parents are invited to meetings with staff and the SENDCo, where targets are set and reviewed. Parents are asked to complete the parental section of the SEND Support Arrangement where they can share the families' perspective on their child's needs.

- We operate an open-door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means.
- Our Governing Body includes Parent Governors/representatives.
- Parents are invited to attend school/class assemblies and plays as well as parent/teacher consultations twice a year.
- The school has a thriving Friends Association (PTA) and welcomes many parent helpers who regularly hear children read/support on trips/cooking/wow days.

Who can I contact for further information?

How do I make a complaint?

In the first instance, parents/carers are encouraged to talk to their child's class teacher.

Further information and support can be obtained from the school's SENDCO, Deputy Headteacher, Headteacher and SEND Governor.

Surrey's Local Offer can be accessed at: www.surreylocaloffer.org.uk which includes the following support for parents:

- Introduction to SEND and SEND services
- Education and Training
- Education Health and Care Plans (EHC) plans
- Family safety and safeguarding
- Help and Support
- Leisure and Childcare
- Health
- Types of SEND
- Courses and Training for Parents

Complaints can be made via the school's complaints policy which is published on the school website.

This report is reviewed annually. Date of the last review February 2025