



## West Ashtead School – SEND Information Report

in line with the SEND Regulations 2014  
February 2020

### Information about

#### the kinds of special educational needs that are provided for

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). Staff have been trained so as 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).

Our Headteacher, Senior Leadership Team, SENCo and governors play an active role in monitoring the quality of our special educational needs provision.

The interventions that are put in place 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.

All our additional support programmes are overseen by the SENCo.

All teachers are teachers of inclusion and special educational needs.

#### the policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the SENCO

The school has an SEN Policy which can be found on the school website.

The SENCo is Mrs. Louise Allum, she can be contacted on 01372 272082 or email [senco@west-ashtead.surrey.sch.uk](mailto:senco@west-ashtead.surrey.sch.uk)

We have rigorous monitoring in place that tracks the progress of all learners across the curriculum.

We use data and other forms of assessment to identify additional needs and celebrate achievement.

		<p>All of our staff are vigilant in both supporting and raising concerns. Parents and carers are encouraged to speak to the class teacher or SENCo about any concerns they have.</p> <p>We adopt the following approach as outlined in the SEN Code of Practice: Assess, Plan, Do, Review. Decisions are then made as to the most appropriate support for pupils given their needs.</p>
	<p><b>arrangements for consulting parents of children with SEN and involving them in their child's education</b></p>	<p>We regularly share progress and feedback with pupils and their families. In addition, we have a number of opportunities where pupils and carers can meet with staff to discuss progress including termly parents' consultation evenings. At these and other meetings we share what can be done by families at home to support the learning at school. This is reinforced by generic updates on the curriculum shared through our Learning Letters.</p> <p>Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</p> <p>We wholeheartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations.</p> <p>We operate an open door policy and take every opportunity to strengthen this dialogue.</p> <p>Parents are invited to contribute through a number of means.</p> <p>The Friends of West Ashtead support many aspects of school life. You can get involved by emailing them: <a href="mailto:thefowa@gmail.com">thefowa@gmail.com</a></p> <p>Parent governors take an active role in the overall running of the school including financial management, curriculum development and whole school improvement. The Chair of Governors is Mr Youssef El-Dada and he can be contacted through the school office (01372 272082).</p>
	<p><b>arrangements for consulting pupils with SEN and involving them in their education</b></p>	<p>Inclusive practice 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. Learners are then spoken with regarding progress/concerns with a one page profile being completed, parents are also consulted when the profile is put together. One page profiles are produced in consultation with learners so that teaching staff have a clear overview of the whole child. We feel it is important to have the views of the learner so they feel involved in their own learning.</p> <p>All interventions are monitored for impact and outcomes are defined at the start of any intervention.</p> <p>The SENCo oversees all additional support and regularly shares updates with the SEN Governor.</p>
	<p><b>arrangements for assessing and reviewing pupil's progress towards outcomes, including the opportunities available to</b></p>	<p>We regularly share progress and feedback with pupils and their families. In addition, we have a number of opportunities where pupils and carers can meet with staff to discuss progress including termly parents' consultation evenings. At these and other meetings we share what can be done by families at home to support</p>

<p><b>work with parents and pupils as part of this assessment and review</b></p>	<p>the learning at school. This is reinforced by generic updates on the curriculum shared through our Learning Letters.</p>
<p><b>arrangements for supporting pupils moving between phases of education and in preparing for adulthood and participation in society.</b></p>	<p>The school has a robust induction process and children are invited to spend time in their next class with their new teacher before they start.</p> <p>The class teachers liaise with the new setting and where appropriate the SENCo liaises with the new school to share the current provision for individual children.</p> <p>We have very good relationships with the schools our children move onto and Year 6 children take part in a transition project during the summer term. This programme may be modified and adapted as appropriate. Year 6 also visit their new schools prior to the autumn term.</p> <p>For those pupils with special needs who may find joining the school overwhelming, a graduated integration to the school is planned. In some cases parents are invited in to discuss secondary transfer.</p>
<p><b>the approach to teaching pupils with SEN</b></p>	<p>We adopt a graduated approach to meeting needs through Quality First Teaching, our staff make reasonable adjustments to help include all children not just those with SEN. We take a holistic school approach to supporting learners.</p> <p>Our Headteacher, Senior Leadership Team, SENCo and governors play an active role in monitoring the quality of our special educational needs provision. Our SENCo and SEN Governor meet termly and information is shared with regards to SEN practices and data within the school.</p> <p>The interventions that are put in place are monitored in terms of impact against expected rates of progress. Where we feel something is not working, we are quick to respond and find alternatives.</p> <p>All our additional support programmes are overseen by the SENCo.</p> <p>All teachers are teachers of inclusion and special educational needs.</p>
<p><b>how adaptations are made to the curriculum and the learning environment for pupils with SEN</b></p>	<p>Differentiation is embedded in our whole curriculum and practice.</p> <p>We hold regular Pupil Progress meetings to help us monitor the curriculum and environment for pupils with SEN and reflect on the next steps in terms of support and provision.</p> <p>All our teachers are clear on the expectations of Quality First Teaching and this is monitored regularly by the Leadership Team.</p> <p>We have a full Accessibility Plan in place and as such we consider our environment to be accessible. We are vigilant about making reasonable adjustments, where possible.</p>

		<p>Our policy adheres to 'The Equality Act 2010'</p> <p>We monitor languages spoken by families in our settings and some signs around the settings are displayed in a number of the most common languages.</p>
	<p><b>the expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured</b></p>	<p>Our staff receive regular training and our teachers all hold qualified teacher status.</p> <p>Our SENCo is a qualified teacher with a Master's Degree in Education and 13 years' experience as a SENCo.</p> <p>We have a number of established relationships with professionals in health and social care.</p> <p>The school has strong links with the Behaviour Support Service, Language and Literacy Support service. We also have an allocated Educational Psychologist who we work closely with to provide support for children and staff.</p> <p>Speech and Language therapy is available for children following a referral process and the service has provided training for staff.</p> <p>Where referral to external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding.</p> <p>In staff meetings, staff are updated on matters pertaining to SEN and disability.</p>
	<p><b>evaluating the effectiveness of the provision made for pupils with SEN</b></p>	<p>We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs.</p> <p>As a staff we look at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.</p> <p>Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.</p> <p>As part of our ongoing monitoring our Leadership Team regularly carry out Learning Walks to support staff in meeting the needs of all learners.</p> <p>Our finances are regularly monitored and we utilise resources to support the strategic aims of our setting as well as individual pupil needs.</p> <p>We seek to ensure value for money, so all interventions are costed and evaluated.</p>
	<p><b>how pupils with SEN are enabled to engage in activities available with pupils in the school who do not have SEN</b></p>	<p>Our policies promote involvement of all our learners in all aspects of the curriculum including activities outside the classroom. We have a whole school approach to inclusion, where barriers to learning or engagement exist then these are reviewed with discussions on how they may be overcome.</p>

		<p>Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met and appropriate risk assessments completed and reviewed. Where applicable parents/carers are consulted and involved in planning for out of class.</p>
	<p><b>support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying</b></p>	<p>All our staff are trained to provide a high standard of pastoral support and we ensure that pastoral information is shared with all relevant staff members.</p> <p>We have a trained Emotional Literacy Support Assistant (ELSA) who provides targeted 1:1 support to children when they need it.</p> <p>Relevant staff are trained to support medical needs and for some cases all staff receive training. We have a medical policy in place.</p> <p>Our Behaviour Policy, which includes our expectations, is fully understood and upheld by all staff.</p> <p>We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours.</p> <p>We regularly monitor attendance and take necessary actions to prevent prolonged unauthorised absence.</p> <p>The pupil voice is central to our ethos and is encouraged in a variety of ways including a School Council.</p> <p>Many aspects of social and emotional development are explored through our PSHE curriculum.</p>
	<p><b>how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations , in meeting the needs of pupils with SEN and supporting their families</b></p>	<p>Our staff receive regular training and our teachers all hold qualified teacher status.</p> <p>We have a number of established relationships with professionals in health and social care.</p> <p>The school has strong links with the Behaviour Support Service, Language and Literacy Supports service. We also have an allocated Educational Psychologist who we work closely with to provide support for children and staff. Regular Multi – Professional Team meeting are held with outside agencies, referrals are made when necessary following discussions with professionals and parents.</p> <p>Speech and Language therapy is available for children following a referral process and the service has provided training for staff.</p> <p>In staff meetings, staff are updated on matters pertaining to SEN and disability.</p> <p>We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help them support their progress and engagement within the learning environment. Our designated teacher for Looked After Children is Mrs Ruth Hall.</p>
	<p><b>arrangements for handling complaints from parents of children with SEN about the provision made at the school</b></p>	<p>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 SENCo or Headteacher. They can be contacted on 01372 272082.</p> <p>The school has adopted Surrey County Council’s ‘Responding to Parental Complaints’ policy.</p>

		Where a resolution between the parents and the school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.
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