



Ewell Grove Primary & Nursery School (a Lumen Learning Trust school)

	Questions	School Response
1	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?	<ul style="list-style-type: none"> • A child would need extra help if they were not making progress within a specific area of learning or if their attitude and capacity to learn was hampered by additional needs. • The progress of all children is monitored regularly formally and informally through formative and summative assessments. Observation and discussion/ feedback with children about their learning are a part of day-to-day teaching and learning. • Standardised assessments are used to support class teacher assessments; these are then moderated across the year groups, school and with other local schools. There are national expectations for progress and achievement, which can form the basis of a generalised indication of progress but the most effective measure, is the judgement and observation of the class teacher across time in a range of situations. • Progress is tracked for each child and pupil progress meetings are held termly with the Head teacher, SENCo and class teachers to discuss the progress of individuals and groups of learners. It is through these formal meetings that concerns regarding progress will be highlighted and appropriate intervention planned. • Our school Provision Map shows the range of strategies available for children who could potentially benefit from additional support. • Information about progress is shared regularly with parents formally through open evenings and end of year reports and informally through discussion when this is needed. Parents who have a concern about their child's progress are encouraged to talk initially to the class teacher or Phase Leader; if concerns continue then contact with the SENCo or Deputy Head / Head teacher can be arranged.
2	How will school staff support my child?	<ul style="list-style-type: none"> • The level and nature of the support individual children receive will be dependent upon their level of need. • A high level of adaptation in the activities and resources used is a part of day-to-day high-quality teaching. Adaptation can be demonstrated through the setting of work at a developmentally

		<p>appropriate level for each child, using structured resources to support learning, with additional adult support to engage and motivate or with levelled success criteria for specific activities.</p> <ul style="list-style-type: none"> • At Ewell Grove, we believe that intervention should occur at the point of learning and this invariably is within the classroom setting. On occasions, it may be necessary to undertake a bespoke intervention with a child out of the classroom, such as, working on specific targets set by a Speech and Language Therapist or an Occupational Therapist.
<p>3</p>	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • The children at Ewell Grove follow either the Early Years Foundation Stage Curriculum or the National Curriculum depending upon which key stage they are in. When children move from Reception into Year1 there is a transition period when aspects and approaches of the EYFS are continued into Year 1 to support children making the transition from one Key Stage to another. Information and data is shared with the new teacher for each child every year. Some children may need to continue with aspects of the EYFS curriculum beyond this initial transition period but we have found that the most effective curriculum for any child needs to be based upon their identified level of attainment and the next steps in their learning, irrespective of their chronological age. • The curriculum at Ewell Grove is planned at a whole school level with shared themes for content and skills development; we have found that this enables the class teacher to be more flexible in their planning so that they can address the range of abilities and attainment within their class. Coverage of the curriculum content is planned for the year and then broken down into half-termly units, planning is then written in greater detail for the week and adaptations made daily, responding to the needs of the children. The Curriculum Map and information about specific subjects is on the school website. • There is an expectation that teaching and learning will be delivered through a mixture of some whole class teaching, with the majority of the learning taking place within groups. The Ewell Grove adapted group teaching approach enables children to develop independence in their learning. Work is adapted to meet the needs of individuals and groups of learners. There is an expectation for children to use the knowledge and skills they have acquired in a range of contexts and this drives our approach to learning with an emphasis upon modelling, practising and applying.
<p>4</p>	<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>	<ul style="list-style-type: none"> • Parents are invited to attend open evenings twice a year, during the course of this discussion with the class teacher information about progress, attitudes and dispositions to learning are discussed. Targets are set and shared with parents and progress on previous targets discussed. Suggestions for how the targets can be supported at home and school are shared. • We endeavour to ensure parents are aware of the progress of their child in relation to their achievements, in addition as part of the reporting arrangements at the end of each year parents will be given an indication as to whether their child is meeting age related expectations, i.e. relating to their attainment. • Children who require additional support or support that is different from their peers will be included on the school's Special Educational Needs Register. An Individual Education Plan will be written and shared with parents; this will set targets and identify possible actions for supporting their child. The IEP is

		<p>expected to be reviewed termly and will follow the cycle of assess, plan, do, review. The IEP can also be referred to as SEND Support Arrangements.</p>
5	What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> • Children will not learn unless they are in an environment in which they feel valued and secure. Staff are aware of the range of influences upon a child's learning and strive to overcome any barriers they may present. Some children have specific medical needs and staff have been trained to support children with the use of specialist equipment or medication. All staff are trained in first aid and some have received additional training to be Paediatric First Aiders. Some children may require an Individual Health Plan and this will be written in collaboration with parents with advice from medical professionals supporting the child. • We have an effective Behaviour Management Policy, which outlines our relational/restorative practice approach. Regular training is given to staff to support their implementation of the policy and we have developed a responsive approach to the specific needs of individuals who may require alternative approaches to ensure their safety and well-being. • Children are encouraged to develop a positive approach to school and their achievements; behaviour and achievements are all celebrated through special assemblies and rewards. • As a school, we use an Emotion Coaching approach alongside the Zones of Regulation, this encourages the recognition of emotions and supports children to develop strategies for self-regulation. • Views of parents and carers are sought regularly through our network of Year Group Meetings and parent voice meetings and we endeavour to develop an ethos of working in partnership with parents.
6	What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • We have an experienced and effective team at Ewell Grove and have developed a positive and supportive approach to meeting the needs of the children in our care. Staff receive regular training and development opportunities to advance their skills and knowledge in relation to overcoming the barriers to children's learning. • There are occasions when additional specialist support is appropriate and this will be sought following discussion and agreement with parents. • We have had access to support from a range of organisations such as Speech and Language Therapy, Occupational Therapy, Paediatricians, Social Care and Outreach for children with ASD. We are mindful of the advice offered and have found guidance and support from these professional partnerships invaluable.
7	What training have the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • The SENCo for the school is a qualified teacher with a wealth of experience and expertise. They attend regular SENCo networks and keep abreast of developments in Surrey's SEND provision. • Development and training opportunities are delivered throughout the year and regular training is given in relation to behaviour and safeguarding. Specific training relating to children with identified specific needs is offered when the need arises. In the past staff have received training on catheterisation, positive options, dyslexia, colourful semantics, diabetes and ASD. Children's mental health and well being has been a particular priority since COVID.

		<ul style="list-style-type: none"> • Staff meetings and INSET provide opportunities to enhance and develop everyone’s understanding of planning, assessment, differentiation and monitoring processes.
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Within the course of the year there may be activities which do not occur within lesson times such as football or choir, with some activities occurring after school, such as dance club. There may also be activities which occur within lesson time but not all children will participate in, Physifun. All clubs are open to children within a target year group. If a child requires additional support to participate within a club this will not be used as a filter for places when they are allocated. • Trips and visits outside the school are planned meticulously with special attention being paid to the appropriate nature of the trip for that particular group of children. All trips and activities are planned with the intention of all children being included. Reasonable adjustments will be made to the nature and specifics of trips and activities to allow all children to participate. • There may be rare occasions in which it is not possible for these adjustments to be made in a reasonable manner and this will be discussed at the earliest possible opportunity with the parents involved.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • Information and guidance can be found within the Equality Policy which includes an Equality Scheme and Accessibility Plan. • These plans and policies are reviewed regularly and dependent upon specific needs, an early review of any can be called in order to respond to specific circumstances or challenges not covered by the existing policy.
10	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?	<ul style="list-style-type: none"> • Moving to a new school can be a period of uncertainty for all children and for their parents. We endeavour to ensure that the transition from our school to the next is as smooth as can be. We are in close liaison with local schools and are experienced in setting up transition meetings with the new school to discuss the new intake. • In specific circumstances, some children have visited their next school with a member of our staff to look around the school and to meet the adults who will be caring for them in the new setting.
11	How are the school’s resources allocated and matched to children’s special educational needs?	<ul style="list-style-type: none"> • Every child has needs and we endeavour to address these needs through the provision of an adapted and creative curriculum. There are occasions when the level of differentiation or pace of delivery of the curriculum needs to be adapted beyond the expectations for the age or stage of development of the child; in these circumstances, it may be necessary to provide additional support for the child. If a child receives support that is deemed additional to or different from the range of support offered to their peers then they would be considered to be on the SEN Code of Practice. • The notational funding received for a child on the Code of Practice can be allocated in a range of ways. Teaching Assistants work alongside the Class teacher. The current level of provision of Teaching Assistants within our school is significantly higher than our notional SEN budget. The expectation is for all children to have access to support from both adults within the class.

		<ul style="list-style-type: none"> • Depending upon the nature of a child’s additional need the most appropriate strategy for the child is to be in receipt of high-quality teaching within class; this is referred to as Universal provision. Movement through School SEND Support and Specialist SEND Support may be necessary and may continue onto Statutory Assessment, which may or may not result in the local authority issuing an Education Health Care Plan (EHCP). The aim of an EHCP is to promote the independence and access to education for the child, they do not automatically provide 1:1 support for the child; provision is more often stated as being within a small group or a specific approach/strategy to be used. • On occasions, it may be beneficial for the child to be part of a small group of children receiving additional support from either the Class teacher or the Teaching Assistant through an intervention group. • The type and range of support provided is dependent upon what is considered to be of greatest benefit to the child, is compatible with the efficient education of the other children with whom the child will be educated and as such can be varied in extent and focus. • The SENCo and Strategic Leadership Team monitor the nature and structure of any additional support closely, we are mindful of the need to use the resources made available to the school in an efficient and effective manner.
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"> • The nature and extent of the support provided for children will be dependent upon the nature of the child’s needs and the impact of different levels and types of support. • Surrey uses a Graduated Response approach to SEND support (please refer to the Surrey Local Offer site for full details). A four-step cycle is used for structuring support; this is referred to as Assess, Plan, Do and Review. • Decisions about specific support, such as Speech and Language Therapy or bespoke behaviour strategies, are made in consultation with a child’s parents and in response to recommendations made by professionals involved with the child. • We aim to match the support to individual children and for the support to demonstrate fitness for purpose. • The impact and effectiveness of support offered is regularly reviewed and monitored using the Assess, Plan, Do and Review cycle.
13	<p>How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • Parents are encouraged to take an active part in their child’s education and their input is valued and respected. There are regular opportunities for parents to be involved through Parent representatives for each class, Reading Volunteers, parent helpers, Year group meetings and help for walks and trips are all part of the regular contact and involvement open to all parents. • Day to day contact with staff is encouraged and possible through the arrangements made for the start and the end of each day. • We are aware of the difficulties some parents may face in becoming closely involved in the day-to-day events of the school due to work commitments and we are always willing to arrange additional meetings or phone conversations to share information and keep each other informed of developments.

14 Who can I contact for further information?	<ul style="list-style-type: none">• If you are worried or concerned about your child's progress or development the first person you should contact is the class teacher.• If a concern persists then the SENCo is willing to talk to parents whether their child is on the SEN Code of Practice or not and the Head teacher is available for more formal discussions.• Parent Partnership is a SEN advice service offered to parents in Surrey. Please see the following link. http://www.sendadvicesurrey.org.uk/• Surrey's Local Offer details support and advice that Local Authority offer to children with a SEND. Please see the following link. https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page• If you have a SEND-related enquiry or concern, you can call the Learners' Single Point of Access (L-SPA) on 0300 200 1015. This is connected to the Surrey SEND Local Offer and can be found on the web link above.• If you have a concern or complaint, the school complaints procedure can be found on the School Information page of the website.
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