

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?	• Ongoing Assessment: Progress is tracked continuously using our data system (SONAR), standard assessments, and teacher observations. Day-to-day feedback and moderation across the Lumen Learning Trust ensure accurate tracking. • Pupil Progress Meetings: Termly meetings between the Headteacher, Inclusion Lead, and Class Teachers identify any children falling behind so targeted support can be planned immediately. • Raising Concerns: If you believe your child has special educational needs, your first point of contact is their Class Teacher or Phase Leader. If concerns persist, a meeting with the Inclusion Lead can be arranged.
2	How will school staff support my child?	• Inclusive Teaching: Our universal offer ensures high-quality, inclusive teaching across all classrooms, using adaptive strategies and accessible learning spaces to support every child's progress. • Adaptations: At Ewell Grove, we believe that intervention should occur at the point of learning, within the classroom setting. Through our Ordinarily Available Provision, teachers adjust tasks and scaffolding in the moment to ensure every child can succeed alongside their peers. • Interventions: On occasion, it may be necessary to deliver a bespoke intervention outside the classroom, such as working towards specific targets set by a Speech and Language Therapist, Occupational Therapist, or Specialist Teacher. • Nursery Funding: Where appropriate, we access Early Intervention Funding to ensure timely, targeted support for children with emerging needs.
3	How will the curriculum be matched to my child's needs?	• Curriculum Framework: Children follow the Early Years Foundation Stage (EYFS) or the National Curriculum. EYFS approaches continue into early Year 1 to ensure a smooth transition. • Adaptive Planning: Curriculum units are planned whole-school and adapted daily by teachers to match varying abilities, following a 'model, practice, apply' approach.

		• Teaching Approach: Learning is delivered through a balanced combination of whole-class teaching and adapted group work. Our adaptive group teaching model promotes independent learning by tailoring tasks to individual and group needs.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	• Home-School Partnership: Progress is shared through two formal parent consultation evenings per year and a comprehensive end-of-year written report. Specific targets are agreed upon, previous targets are reviewed, and practical suggestions are shared so parents can support learning both at home and in school. Additionally, Google Classroom is used to share home learning, communicate key updates, and invite parents to termly year group meetings. • SEND Support Plans: Children whose needs cannot be met solely through high-quality teaching and ordinarily available provision, and who require support that is additional to or different from their peers, are placed on the school's Special Educational Needs (SEND) Register. For these children, SEND Support Arrangements are created and shared with parents. These plans outline specific targets and strategies following the Assess, Plan, Do, Review cycle, and are formally reviewed with parents on a termly basis. • Child Voice: Where appropriate, children are actively involved in setting and reviewing their own targets, ensuring their views, feelings, and wishes shape the support they receive. • Specialist Support: Where possible, families are invited to meet with external agencies supporting their child to discuss strategies that can be implemented across both school and home. This process may be supported in conjunction with our Home School Link Worker (HSLW). • Education, Health and Care Plans (EHCPs): For children with an EHCP a formal Annual Review meeting is held with parents and external agencies to evaluate outcomes. • Ongoing Communication: Parents do not need to wait for formal open evenings to raise concerns or discuss progress; informal meetings with Class Teachers and the Inclusion Lead can be arranged at any point during the school year.
5	What support will there be for my child's overall well-being?	• Relational and Restorative Behaviour Approach: Our Positive Behaviour Policy is rooted in relational and restorative practice. Staff receive regular training to ensure a consistent, nurturing approach, utilising the PACE approach (Playfulness, Acceptance, Curiosity, Empathy) where appropriate. Tailored behaviour and de-escalation plans are put in place for individual children who require alternative strategies to support their safety, regulation, and well-being. • Pastoral Care: Staff are attuned to the wide range of influences affecting a child's learning and work proactively to identify and overcome any emotional, relational, or social barriers. Wellbeing and personal development are explicitly taught through our PSHE (Personal, Social, Health and Economic) curriculum, giving children age-appropriate tools to understand healthy relationships, mental health, and personal safety. At Ewell Grove, we use the PSHE Association's framework and carefully select resources to meet the needs of our children. • Self-Regulation: We use an Emotion Coaching framework alongside the Zones of Regulation across the school. This consistent approach helps children recognise their emotions, understand their feelings, and develop effective self-regulation strategies. To support this in practice, every classroom features a

		dedicated 'calm corner' and a 'feelings first aid box', giving children accessible tools and quiet spaces to regulate their emotions whenever needed. • Targeted Pastoral Interventions: For children needing extra emotional or social support, we offer targeted interventions such as ELSA (Emotional Literacy Support Assistant) sessions, Lego Therapy, and small nurture or social skills groups. • Home School Link Worker (HSLW): Our dedicated HSLW offers targeted early help and pastoral guidance to children and families. The HSLW works closely with parents to navigate challenges, signpost to external support agencies, build positive home-school partnerships, and provide dedicated support where attendance, anxiety, or family circumstances affect a child's well-being or learning. • Celebrating Success: Children are encouraged to develop a positive, resilient mindset. Effort, positive behaviour, and personal achievements are celebrated regularly through special assemblies and school rewards. • Anti-bullying: We take a proactive approach to preventing bullying, through a school ethos focused on kindness and empathy. • Health Care Plans: All staff are trained in first aid, with designated members holding Paediatric First Aid qualifications. Staff receive specialist training for specific medical equipment or medications as required. Where necessary, Individual Health Care Plans are co-created with parents, informed by medical professionals.
6	What specialist services and expertise are available at or accessed by the school?	• Staff Expertise: We have an experienced and dedicated team at Ewell Grove. All Class Teachers hold Qualified Teacher Status (QTS) and participate in continuous professional development to refine adaptive teaching strategies and reduce barriers to learning. • Specialist Support Staff Training: Our support staff undertake regular, targeted training to deliver structured, evidence-based interventions. This includes specialist delivery in Speech and Language Therapy (SALT) interventions, Occupational Therapy (OT) programmes, Sensory Circuits, Literacy for All, Lego Therapy, Precision Teaching, and ELSA (Emotional Literacy Support Assistant) sessions. • Inclusion Leadership: Inclusion is a shared priority driven by our Strategic Leadership Team (SLT), within which our Inclusion Lead works collaboratively to coordinate specialist provision. Together with Class Teachers, support staff, and external agencies, the leadership team ensures recommendations are effectively translated into daily classroom practice. • Specialist External Agencies: When additional expertise is needed to support a child's development, specialist external advice is sought following agreement with parents. Services we regularly access include: Speech and Language Therapy (SALT), Occupational Therapy (OT), Surrey Child and Family Health, Children's Social Care and Early Help, Specialist Teachers for Inclusive Practise (STIPS), Autism Outreach Services and Surrey Mindworks.
7	What training have the staff supporting children and	• Inclusion Leadership: Our Inclusion Lead is a qualified teacher with experience and expertise in special educational needs, holding the statutory National Award for SEN Co-ordination (NASENCO). They

	young people with SEND had or are having?	regularly attend local, trust-wide and regional Inclusion Lead networks to maintain up-to-date knowledge of national statutory guidance and Surrey's local SEND provision and pathways. Our Governors work alongside the Strategic Leadership Team (SLT) and Inclusion Lead to regularly monitor the effectiveness of our SEND provision. • Continuous Professional Development (CPD): Staff receive ongoing training embedded through INSET days, staff meetings, and Instructional Coaching. • Safeguarding Training: All staff receive regular, mandatory updates in safeguarding, child protection, positive behaviour management, and relational/trauma-informed approaches. • Specialist SEND Training: Specialist training is secured responsively whenever specific child needs arise. Staff have recently undertaken training in Sensory Circuits, ADHD awareness and strategies, Autism Spectrum Condition, and Pathological Demand Avoidance. Additional specialist training has included; diabetes management, positive de-escalation strategies (Team Teach) and Colourful Semantics. • Mental Health and Well-being: Supporting children's emotional health and mental well-being remains a core priority across the school, with staff receiving targeted training on supporting regulation, anxiety management, and emotional literacy. The Inclusion Lead has received Senior Mental Health Lead training. • Evaluating Training Impact: The Strategic Leadership Team regularly conducts learning walks and progress reviews to ensure training translates directly into improved classroom outcomes.
8	How will my child be included in activities outside the classroom including school trips?	• Extracurricular Activities: All extra-curricular clubs (sports, choir, creative activities) are open to all children within the designated year group. A child's additional needs are never a barrier to participation. • Off-Site Visits and Residential Trips: Detailed risk assessments are completed for off-site visits. We make reasonable adjustments, including additional adult support, accessible transport, modified itineraries, and visual schedules, so all children can safely participate. • Parent Partnership: We consult parents early in the planning process for trips to identify potential barriers and agree on practical adaptations.
9	How accessible is the school environment?	• Equality Policy and Accessibility Plan: Guidance regarding accessibility is set out in our Equality Policy, which includes our Equality Scheme and Accessibility Plan. These policies are reviewed regularly by the Strategic Leadership Team and governing body. • Physical Access: The school site features level access, ramps, wide doorways, accessible toilet and changing facilities, a stairlift to the second floor, and dedicated quiet spaces. Physical adjustments are adapted based on OT/Physiotherapy recommendations. • Adaptive Equipment: Classrooms are equipped with sensory aids, visual timetables, assistive tools (e.g., spring scissors, pencil grips), and technology (e.g. Chromebooks, iPads, dictation software). • Accessible Communication: Written materials for parents can be provided in alternative formats (enlarged print, visual formats, simplified or translated text) upon request.

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?	• Year to Year Transitions: We maintain a robust transition routine across the school to support children moving to new year groups or key stages. This includes structured opportunities to meet new teachers and support staff, pre-visits to new classrooms to build familiarity, whole-school induction days, and social stories created for families to share at home. • Secondary School Transition: We liaise closely with secondary settings, participate in Surrey's ASPIRE programme, host handover meetings with secondary SENCOs, and deliver targeted transition units within PSHE. • Enhanced Transition Support: For children with SEND who require enhanced transition, bespoke arrangements are implemented. This includes additional visits to the new classroom accompanied by a familiar member of Ewell Grove staff, opportunities to meet key pastoral staff ahead of whole-school induction days, and for children with EHCPs; enhanced multi-agency handovers involving parents, Class Teachers, the Inclusion Lead, and external professionals. • Early Years Intake: Reception transitions include nursery visits, home/parent meetings, and staggered starts. Nursery entry for children with SEND includes additional 'stay and play' sessions with the Inclusion Lead.
11	How are the school's resources allocated and matched to children's special educational needs?	• Targeted Staffing: We direct a significant portion of our SEND budget toward Teaching Assistants who support our adaptive group teaching model and deliver early interventions inside the classroom. • Graduated Provision: Support is tiered from Universal (high-quality classroom teaching) to Targeted (small-group interventions) and Specialist/EHCP provision (individualised support strategies and environmental adjustments). • Oversight: The Inclusion Lead and Strategic Leadership Team continuously review funding allocation to ensure resources and equipment are deployed equitably and effectively.

12	How is the decision made about what type and how much support my child will receive?	• Graduated Response: We use Surrey's <i>Assess, Plan, Do, Review</i> (APDR) framework to determine support levels based on assessment data, classroom observations, and therapist guidance. • Home-School Collaboration: Interventions and targets are agreed upon in partnership with parents and, where appropriate, the child. • Reviews: Interventions are time-bound. If progress data shows an intervention is not meeting a child's needs, strategies are adapted or escalated to specialist services.
13	How are parents involved in the school? How can I be involved?	• Culture of Parent Partnership: Parents and carers are valued as essential partners in their child's education, and their insights, expertise, and aspirations for their children are deeply respected. We encourage active involvement across school life through class parent representatives, reading volunteers, parent helpers, year group meetings, and support for trips and visits. • Communication: Daily contact with staff is welcomed and facilitated at the start and end of each school day. Recognising that work commitments and family schedules vary, we offer flexible communication channels, including arranged telephone calls and in-person or online meetings. • Structured SEND Reviews: Parents of children receiving SEND support collaborate in termly APDR review meetings and annual EHCP reviews to set and evaluate targets. • Family Support: Our HSLW guides families toward external networks, parenting courses, and the Surrey Local Offer. • Friends of Ewell Grove: This parent-led group offers a welcoming, supportive network for parents, engaging them in school life, organising social events, and leading fundraising initiatives that enrich our school community.
14	Who can I contact for further information?	• Initial SEND Concerns: Start with your child's Class Teacher. Further discussions can be arranged with the Inclusion Lead or the Headteacher via the school office. • External Advice: Parents seeking independent, impartial advice regarding SEND processes can contact Surrey SENDIASS (formerly Parent Partnership). They offer free and confidential guidance to families across Surrey: www.sendadvice.surrey.org.uk • Surrey Local Offer: Information regarding services, pathways, and statutory provision across Surrey can be accessed through the Surrey Local Offer: www.surreylocaloffer.org.uk • Learners' Single Point of Access (L-SPA): For SEND enquiries, advice, or support requests, families and professionals can contact the L-SPA on 0300 200 1015 (open Monday to Friday, 9:00am – 5:00pm). • School Complaints Procedure: We strive to work collaboratively with families to resolve any concerns quickly and informally. However, if a concern cannot be resolved through discussion with the Class Teacher, Inclusion Lead, or Headteacher, parents may access the formal School Complaints Policy and Procedure, which is available on the School Information page of the school website.