



Knaphill Federation of Schools SEND Information Report and Local Offer

1. What kinds of special educational needs are catered for at Knaphill Federation of Schools?

Knaphill Lower School and Knaphill Junior School are mainstream inclusive schools, which provide support for pupils across the four areas of need as set out in the SEND Code of Practice, 2015.

We work to ensure that all children receive the support they need to achieve their full potential and enjoy learning, including children with SEND needs in the areas of:

Communicating and interacting (COIN) – for example, where children 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.

Cognition and learning (C&L) – for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulty 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 difficulties (SEMHD) – for example, where children have difficulty in managing their relationships with other people, 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 with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

2. How does the school identify and assess children with special educational needs?

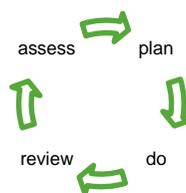
The Inclusion Leader and SENCo (Special Educational Needs Coordinator) alongside Senior Leaders monitor the progress of all pupils, so that those children who are making slow progress or working at a level significantly below average can be identified quickly. The teachers at Knaphill Schools are highly skilled practitioners, with sound knowledge of child development. They are able to highlight any concerns about a child's development, progress or welfare quickly. The progress of all pupils is monitored regularly and closely by class teachers using observations and teacher assessments, so that if a pupil is not making expected progress in a particular area of learning, the school can identify the need for additional support quickly. Additionally, children's progress is discussed in regular pupil progress meetings, between the class teacher and Senior Leadership Team. Any concerns will then be discussed with parents/carers and, if appropriate, the pupil concerned. Parents may also identify their concerns to the school.

The class teacher and Inclusion Leader/ SENCo will then decide on a course of action, with the full involvement of the parents and an ISP (Individual Support Plan) may be drawn up. This will detail the provision to be put in place, who is providing it, the frequency of the provision and the outcome that is expected.

If parents/carers have concerns about the progress, attainment or welfare of their child, they should in the first instance make an appointment to speak to the class teacher to discuss their concerns. Alternatively, they can speak to our Inclusion leader (across both schools), Lauren Daly on 01483 888899 or via L.Daly@knaphill.surrey.sch.uk or our Knaphill Lower School SENCo, Ruth Chereau, on 01483 473282 or r.chereau@knaphill-lower.surrey.sch.uk

3. (a), (b) How does the school evaluate the effectiveness of its provision for pupils with SEND and how does the school assess and review the progress of these pupils?

At Knaphill Schools, we believe that all children are entitled to good or better quality first teaching. The Inclusion Leader, SENCO and class teachers work closely together to discuss each child's needs and what support would be beneficial for them. In order to identify the best support for each child, we work with a continuous cycle:



Different children need different levels of support in order to fulfil their potential and achieve their best. If necessary, advice about the best level of support is sought from outside agencies, such as the Educational Psychologist. Throughout this process, on-going discussions take place with parents and carers.

Our provision mapping tools are used to benchmark and evaluate the impact of interventions. Provision can therefore be adapted or changed according to the ongoing progress and needs of the children. This is monitored closely by the Senior Leadership Team. Feedback about the impact of an intervention is given to the parents and carers. Different interventions are used to meet different needs at different points in a child's school career. Our regular evaluations, monitoring and tracking of children and interventions means that we are well placed to identify the most appropriate intervention for children to meet their needs.

By reviewing 'Individual Support Plan' (ISP outcomes termly and by holding pupil progress meetings, we ensure that each child's targets are being met. We use these discussions to decide whether outcomes, strategies and provision needs to be adjusted. We welcome input from parents and children as part of this process.

For those pupils with Statements, or EHCPs (Education, Health and Care Plans), progress is monitored through annual reviews. Parents are fully involved in these reviews, as well as the relevant professionals from outside agencies (for example, Educational Psychologist, Occupational Therapist, Speech and Language Therapist).

3 (c), (d) What is the school's approach to teaching pupils with special educational needs, and how is the curriculum and learning environment adapted?

Knaphill Lower School and Knaphill Junior School are fully inclusive schools that welcome children with a wide range of abilities and needs. We will make reasonable adjustments under the 2010 Equalities Act to ensure that all can access our school. Supported by our Knaphill school values, we use a person centred approach to SEND, focusing on the needs of the individual child and how best to meet them. All teachers use quality first teaching to meet the needs of all children in their classes. Teachers use a continuous cycle of planning, teaching, assessing and reviewing to ensure all the children are getting the best possible provision.

All the teachers at Knaphill Schools use a range of assessments to plan our curriculum, to ensure that all pupils make progress and to ensure their needs are met. The teachers are highly skilled in delivering differentiated lessons to suit the needs of every child in their class. For example, if a child has speech, language and communication needs, teachers will use simplified language and appropriate resources to support and help the child.

Both schools work closely with other agencies, for example, Behaviour Support Teams, Educational Psychologists, Speech and Language Therapists, who all offer support and advice to ensure all children's needs are met effectively.

3 (e) What additional support is available to pupils with special educational needs?

We aim for all children to make good progress through quality first teaching within the classroom, which is differentiated to meet the needs of all learners as much as possible. However, children who are on the SEND Register (placed at the SEND Support level), usually receive additional support through small group interventions, or through one to one adult support. If a child's needs cannot be met using additional interventions and upon advice from external agencies, then we may consider whether to apply for an EHCP from the local authority. There are set guidelines for meeting threshold for an EHCP and a wealth of evidence is required. Only a very small percentage of pupils, with complex needs, will meet EHCP threshold and parents are always consulted.

3 (f) How does the school enable pupils with SEND to engage in the activities of the school together without SEND?

At Knaphill Lower School and Knaphill Junior School, 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. Risk assessments are carried out for all off site visits and parents/carers are consulted where needed and involved in planning.

We value and respect diversity in our setting. The main entrances to both schools are accessible to wheelchairs, we also have toilets with disability access on both sites. In Knaphill Lower School, all classrooms are on ground floor level. In Knaphill Junior School, only six of the twelve classrooms are on the ground floor but year groups can be moved to accommodate the needs of the children in the year group. Our Accessibility Policy is available on the school website.

3 (e) What support is available for improving the emotional, mental and social development of pupils with SEND?

At Knaphill Junior School and Knaphill Lower School, we believe good self-esteem is crucial to a child's wellbeing. We have a highly committed, caring and understanding team of staff. Our Emotional Literacy Support Assistant offers a wide range of emotional and behaviour support interventions.

All pupils are supported with their social and emotional development through the curriculum, playtimes and during school trips. Our Behaviour Policy is shared with our parents/carers and this includes guidance on expectations, rewards and sanctions that are used within the school. Children are taught school values through assemblies and PSHE. The use of worry boxes and want to talk displays are actively encouraged and used by pupils. In addition, there are opportunities for pupil voice through the four Pupil Parliament councils that meet regularly to disseminate the views of all the children. In fact, we actively encourage all children to take on responsibilities in the school and classroom.

4. Who are the Special Educational Needs Coordinators (SENCo) at Knaphill Lower School and Knaphill School.

At Knaphill Lower School, Ruth Chereau is the school's SENCo. She can be contacted via the school office on 01483 473282. Lauren Daly, who is the Inclusion Leader, works closely with Ruth Chereau to oversee SEND provision at Knaphill Lower School to meet the needs of all pupils.

At Knaphill Junior School, Lauren Daly is the Inclusion Leader, which includes the role of SENCo.

Mrs Anne Pinot de Moira is the school's link governor for SEND. She can be contacted via the school office.

5. What training have the staff supporting children with SEND had, or are having?

Over each academic year, SEND training is reviewed in line with pupil needs. Training may involve:

- Inset sessions - based on needs identified in the School Development Plan
- Workshops with external agencies
- Peer mentoring/learning from others
- Inset/training courses for support staff involved with SEND
- Support and Induction for Newly Qualified Teachers and new support staff

Presently, within the Teaching and Teaching Assistant Team, staff are trained with the following expertise: EpiPen training, Paediatric First Aid, Diabetic Insulin, Epilepsy, Positive Touch, Precision Teaching, ADHD, Autism Spectrum Disorder, Phonological awareness and dyslexia. Advice is sought regularly from external agencies to support children and enhance staff knowledge and training.

6. How will equipment and facilities to support children with SEND be secured? How are the school's resources allocated and matched to children's special educational needs?

At Knaphill, we place great importance and value on meeting a child's needs to the best of the school's ability, with the funds available. We have a highly experienced team of TAs who are funded from the SEND budget and deliver intervention programmes designed to meet groups of children and individual's needs. This budget is allocated on a needs basis.

The school uses the Surrey SEND Banding and 'The Right Provision at the Right Time' documents to support and evaluate decisions about the allocation of resources. These documents can be found on the Surrey Council Website at: <https://www.surreysendlo.co.uk/information/10-send-resources>

Knaphill School's provision management tools and ISPs, including costing information, enable detailed evaluation of the use of resources and provides evidence of their impact.

7. How are parents involved in the school? How will I know how my child is doing and how will you help me to support my child's learning?

At Knaphill Schools, we place great emphasis on involving parent and carers in their child's learning and see this as the key to a successful education. We feel that this can only effectively take place if communication is embedded.

Parents and carers are invited to termly parents' meetings to discuss the support that the school is providing and how they can help their child at home. At these meetings, we talk about their child's progress and share ideas about how we can work together to help them do even better. The child's achievements and attainment are shared at this meeting and targets and outcomes are jointly agreed. If your child has an ISP this will be shared with you at this meeting, though you are, of course, welcome to discuss your child's progress or any concerns you have at any time. All children with an EHCP or statement will have an annual review each year to review their progress and set new annual targets.

It is important that parents and carers have strong communication links with the school. We operate an 'open door' policy, to encourage this relationship. The Senior Leadership Team is available to greet the children and parents/carers at the beginning and end of every day. So please feel free to come and talk to them about any concerns you might have.

We have very strong links with outside agencies and pride ourselves in taking a multi-agency approach. It is important that the complexities of children with SEND are discussed by a range of educational professionals. Plans are drawn up together with parents and carers to support them and ensure that the children's needs are being met.

There are opportunities for parents to attend workshops and open afternoons for different topics. We also have parent reps for each class who can pass on information to parents as well as share parental views.

8. How does the school consult with children with special educational needs, and involve them in their learning?

At Knaphill Lower and Junior School, we place great importance on gaining the views of our children and using them to develop the school for the better. We provide a wide variety of opportunities for children to express and share their views on all aspects of school life, including peer and self-marking. The school has active Pupil Parliament, which is made up of the Learning, Safety, Friendship and Eco Councils. All children have the opportunity to participate in the mock elections.

It is very important to us that each child has opportunities to be involved in assessing, planning, doing and reviewing their learning and SEND support. Children are able to do this by feeding into their SEND Support Arrangement documentation through their one page profile and for children with EHCPs through attendance at their annual review.

9. Who can I contact for further information? What are the arrangements for complaints from parents of pupils with SEND?

In the first instance parents/carers are encouraged to talk directly to their child's class teacher or Year Leader if they have a concern. If the matter cannot be resolved then a meeting with the SENCo/ Inclusion Leader may be arranged.

Should parents/carers have a concern about their child's SEND provision, they are encouraged to follow the school's policy on Parental Concerns which can be found on the school's website. Further information on SEND, including our SEND policy, is also available on both school websites. The Federation of Knaphill Schools' SEND policy is available on both the school websites.

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

Our Inclusion Leader and SENCO are experienced, fully qualified teachers. They are supported by an experienced team of teachers and TAs with a range of expertise including emotional literacy, occupational therapy and meeting additional learning needs. Should support and advice be needed above and beyond that which we can provide at school, Knaphill Lower School and Knaphill Junior School have access to a number of specialist services which relate to SEND. These include:

- Health – GPs, paediatricians, clinical psychologists, speech and language therapists, speech and language assistants, occupational therapists, school nurse and specialist nurses;
- Education – educational psychologists, learning and Literacy specialists and REMA;
- Emotional wellbeing – CAMHS, specialist behaviour teachers, education welfare officer, and an Emotional Literacy Support Assistant.

11. What support services are available for parents of pupils with SEND?

There are a number of organisations that can provide support and advice to parents of children with special educational needs. Surrey Parent Partnership can be contacted via www.surreyparentpartnership.org.uk. Family Voice Surrey can also be contacted at www.familyvoicesurrey.org.uk.

Information on further local services can be accessed via Surrey's 'Local Offer' search tool, available at www.surreysendlo.co.uk.

12. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

We encourage all new families to visit our school prior to starting. The parents of any child joining the school during the school year are invited to meet a member of the Senior Leadership Team, so any additional needs can be identified and planned for.

Full and thorough transition meetings are held between our Year 2 and 3 staff and other infant feeder schools. Similarly, our Year 6 staff meet with secondary school staff to provide detailed information to aid the transition. During these meetings we share an overview of our learners, including those who have SEND. What works well for children is shared so that transition to the next phase is made as smoothly as possible. We discuss worries and give the children time to prepare for the change, providing information about the new setting and what to expect.

If a child with SEND joins Knaphill, where appropriate, we:

- Write a social story with the child, if transition is potentially difficult;
- Encourage the previous setting to visit us;
- Invite the child to come in for parts of the school day;

Where we feel it would be beneficial for vulnerable children to receive additional support with transition, we arrange additional visits to their new schools (into year 3 and out to year 7), prior to the main induction day. When parents and carers have additional concerns regarding transfer, they are encouraged to contact the class teacher or Inclusion Leader during Years 5 and 6. If your child has a statement/ EHCP, the annual review in Year 5 will be used to discuss transfer to secondary school. The new school will be invited to attend in the Year 6 annual review.

When children join us after the usual intake times, for whatever reason, we arrange preparatory visits if necessary, ensure that buddies are identified and promptly assess if additional support is needed. Where possible, we liaise with previous schools.

13. Where is the local offer published?

Surrey's Local Offer is available from www.surreysendlo.co.uk. Here you will find a directory of local services that can be accessed to support children with special educational needs and/or their parents and carers.