



		<p style="text-align: center;">Downs Way School Response to the SEND 14 Questions</p>	<p style="text-align: center;">School Self Evaluation</p>
1	<p>How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>The school tracks pupils' progress at half termly Pupil Progress Meetings. During the Pupil Progress Day class teachers and intervention group leaders meet with the Inclusion Leader to discuss individual cases, need and progress. Concerns are discussed and plans to support are put into place. Pupil names are suggested for various Intervention Groups.</p> <p>Parents/carers can meet with the class teachers who will discuss concerns/needs with the Inclusion Leader. Parents/carers can meet with the Inclusion Leader to discuss any concerns.</p>	<p style="text-align: center;">Embedded</p>
2	<p>How will early years setting / school / college staff support my child/young person?</p>	<p>The Early Years teachers meet with the staff at the Pre-School settings to discuss pupils who will be transferring to Infant School.</p> <p>Any pupils who have an SEN have a Transition Meeting where SENCos from both settings, parents/carers/key workers/teachers are present.</p> <p>Plans are put into place to ensure a smooth transfer and tailored curriculum and support.</p> <p>Support is monitored by the Inclusion Leader and discussed at Pupil Progress meetings, tracked and scrutinised by the Governing Body and Children & Learning Committee.</p>	<p style="text-align: center;">Embedded</p>

3	How will the curriculum be matched to my child's/young person's needs?	<p>Planning for differentiation is embedded in the school. Plans are shared on Fronter, (The school's Learning Platform), in order to enable the Head Teacher to scrutinise them.</p> <p>The Inclusion Leader conducts lesson observations to ensure that differentiation takes place.</p> <p>The Senior Leadership Team conduct lesson observations and drop ins in order to monitor the quality of teaching & learning. Class teachers regularly conduct peer observations.</p> <p>The Inclusion Leader observes Intervention sessions and tracks the progress of pupils in those groups.</p> <p>Pupils with specific needs are supported within the classroom and in small groups or 1:1.</p> <p>We have a range of interventions and support covering numeracy, literacy, speech and language, fine motor skills, Learning Mentor and ELSA, (Emotional Literacy Support Assistant).</p> <p>Subject Leaders conduct Work Scrutinies where they monitor the work done and the differentiation of tasks.</p>	Embedded
4	How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	<p>We hold twice yearly Parents / Carers Consultation Meetings. At each meeting the parent/carer receives a National Curriculum Levels Progress Grid. During the 2 KS1 years at the school the progress is shown and this form provides an ongoing record of this.</p> <p>During the Autumn Term discussion takes place as to how the pupil has settled into the new year group/class.</p> <p>During the Spring Term Meeting targets are discussed and given to the child/parent/carer. Children are encouraged to attend this meeting so that they are involved with their learning and target setting.</p> <p>The Inclusion Leader offers additional consultation meetings for parents who wish to discuss provision and progress.</p> <p>Written Reports are sent home during the Summer Term which detail performance, progress and National Curriculum levels. Yr2 SAT levels are reported.</p> <p>Meet the Teacher Meetings are held at the beginning of the school year where the curriculum and ways in which support can</p>	Embedded

		<p>be given at home are detailed.</p> <p>The Early Years Classes also have Open Days throughout the Year where parents/carers can spend time in the class observing what work/activities take place.</p> <p>KS1 classes are to have Open Sessions half termly where work will be on display in classrooms at the end of the day for pupils to share their progress with their parents and carers.</p>	
5	<p>What support will there be for my child's/young person's overall well-being?</p>	<p>The wellbeing of every child is the key priority and strength of our school. All staff are caring professionals. We have a trained ELSA and Learning Mentor to support any pupils with particular emotional needs.</p> <p>All staff are trained First Aiders and appropriate procedures are adhered to and records kept. Staff are also trained annually in the use of an EpiPen to counteract any severe allergic reactions and receive training in how to deal with any episodes of asthma and epilepsy. We have a trained Epilepsy Champion on the staff. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. Governors monitor the effectiveness of the policy. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</p> <p>Children's eating at lunchtime is monitored by Lunchtime Supervisors, if they are not eating or eating patterns arise parents/carers will be informed and/or alternative arrangements will be made.</p> <p>For pupils who do not enjoy outdoor lunch play an alternative indoor Lunch Club is available.</p> <p>The school has a Playtime Buddies system in place where volunteer Yr2 pupils help others at lunchtime through game playing, friendship, caring.</p>	Embedded
6	<p>What specialist services and expertise are available at or accessed by the setting / school / college?</p>	<p>The Inclusion Leader will involve external services where appropriate and where there is a need. These include Educational Psychology, Speech and Language Therapy, Behaviour Support, Language & Learning Support, REMA & Physical & Sensory Support.</p> <p>Members of staff have been trained by ELKLAN to support</p>	Embedded

		children's language development and have cascaded this knowledge to all staff. TAs have been trained in ELSA, Learning Mentor, Occupational Therapy and Positive Touch procedures. The school uses Babcock and Surrey as training providers.	
7	What training are the staff supporting children and young people with SEND had or are having?	<p>The Inclusion Leader has undertaken The National Award training. They and a key teacher have also completed the ELKLAN Speech and Language Training Level 4 course, with an aim to becoming a Communication Friendly School.</p> <p>Some staff have had training from the Educational Psychologist on Attachment Disorder.</p> <p>The Learning Mentor and ELSA have had the relevant training for the role.</p> <p>An HLTA has had training in running 1stclass@number Intervention.</p> <p>An HLTA has updated ELS, (Early Literacy Support) training.</p> <p>An HLTA is undertaking Play Therapy Training.</p> <p>A TA has attended Occupational Therapy training at East Surrey Hospital.</p> <p>TAs who support Speech and Language have completed the ELKLAN Level 3 course.</p> <p>CPD across the school is based on need of pupils and staff.</p> <p>The Staff Appraisal Policy also allows for training requirements to be tailored and prioritised linking with the School Improvement Plan..</p>	Embedded
8	How will my child/young person be included in activities outside the classroom including school trips?	<p>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.</p> <p>We are mindful of the need to make reasonable adjustments for pupils to be able to access all areas of the school and grounds and for them to be included in all activities including school trips.</p> <p>1:1 support from a member of staff is Provided, where needed, in order to ensure that trips can be educationally valuable to all pupils.</p>	Embedded

9	How accessible is the setting / school / college environment?	<p>Our Accessibility Plan is robust and we are mindful of the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners. Members of staff are trained to carry out physical care for children who need that level of support. Plans for this care are drawn up in conjunction with parents/carers to ensure all those involved know what can be provided and how it will be provided for the individual child. We have designated, specially designed facilities to enable this type of care to take place.</p> <p>Our Accessibility Plan was commended by the Inclusion Quality Mark Assessor for including adaptations to communication as well as to the building and grounds. Our building and grounds comply fully with the latest legislation and we are able to meet the needs of any visitors, staff and pupils who may require extra assistance, while also allowing for them to be as independent as possible while at our school.</p>	Established
10	How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?	<p>We have transition systems in place whereby all pupils are ensured a smooth and personalised transition entry and exit to our school setting.</p> <p>The Early Years teachers meet children in their pre-school settings so the children are familiar with staff before they join us.</p> <p>On entry into the Early Years class teachers visit or meet in school with the pupils, parents/carers. Pupils' needs are discussed.</p> <p>Where the pupil has an SEN the Inclusion Leader meets with parents/carers, SENCos, teaching staff, key workers and any outside agencies involved.</p> <p>On transition into Junior Schools the class teachers meet with the Yr 3 Leaders. The Inclusion Leader meets with the Junior School SENCos to discuss pupils with specific needs.</p> <p>Visits to Junior school occur during the Summer Term. Extra visits are arranged where needed, (in order to ease anxieties, familiarise pupils with the setting & staff.)</p> <p>On entry into Early Years, Yr & Yr 2 parents/carers are sent a</p>	Embedded

		transition questionnaire/information sheet to complete with their child. We take into account the adult's and child's views on strengths, areas needing support and interests.	
11	How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?	<p>Pupil Premium is used to fund Intervention Programmes. Pupils are selected for these in consultation with teaching staff and after analysis of curriculum level tracking in Pupil Progress Meetings.</p> <p>Class Provision Maps evidence need and support.</p> <p>Support staff are put in place in accordance with need.</p> <p>Interventions are monitored in order to assess effectiveness.</p> <p>Resource allocation decisions are made by the Head Teacher, Inclusion Leader & Bursar.</p>	Established
12	How is the decision made about what type and how much support my child/young person will receive?		Established
13	How are parents involved in the setting / school / college? How can I be involved?	<p>Parents/carers are invited to Meet the Teacher sessions at the beginning of the academic year.</p> <p>Parent/carer consultations are held twice a year.</p> <p>Open sessions /days occur throughout the year.</p> <p>In the Summer Term there is an Open Evening.</p> <p>Parents/carers are invited to school assemblies.</p> <p>Adult helpers are welcomed into the school and play a valuable support role in activities such as listening to readers.</p> <p>Parents are encouraged to share their skills with pupils i.e playing the violin, dancing, cooking.</p> <p>Parents help on school trips.</p> <p>The PTA plays an active role in supporting the school and raising funds.</p> <p>Parent governors are elected onto the Governing Body.</p>	Embedded

14	Who can I contact for further information?	<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 Inclusion Leader – Sahrah Chaudhri.</p> <p>Office Staff can be contacted on 01883 712518 or at office@downs-way.surrey.sch.uk</p> <p>Information is available on the School's Website www.downs-way.surrey.sch.uk</p>
	Is there any additional provision you have developed this year?	<p>An HLTA is training in Play Therapy.</p> <p>ELKLAN best practice has been rolled out across the school in line with Quality First teaching.</p> <p>The Literacy Co-ordinator and a Teaching Assistant have been trained on the Boosting Reading at Primary Programme which is being run in Key Stage 1.</p> <p>We are awaiting the outcome of our assessment to be designated a Communication Friendly School.</p> <p>The School has again been awarded the Inclusion Quality Mark having successfully met stringent criteria for assessment.</p>