

Responses to the 14 Questions

	Questions	School Response
1	<p>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?</p>	<ul style="list-style-type: none"> • The progress of all pupils is monitored regularly by class teachers and the senior leadership team so that when a pupil is not making expected progress, in a particular area of learning, this can be investigated further. If appropriate, the class teacher will put in place additional support, in liaison with the Special Educational Needs Coordinator (SENCo). • We would always encourage and ask that parents inform school if they know or believe that their child has additional needs (on occasions this could even be prior to them starting at Tadworth) • If parents/carers have concerns about the progress or attainment of their child, they should in the first instance, make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to our Special Educational Needs Coordinator (SENCo).
2	<p>How will school staff support my child?</p>	<ul style="list-style-type: none"> • Our school provision map shows the range of interventions in place in our school. All the intervention programmes we use are designed to support children to make increased progress. • We are committed to and see the benefits of working closely and in partnership with parents. As such, when the school identifies the need for additional support, parents/carers are kept informed. • We monitor the progress of all children receiving additional support to ensure that

		<p>the provision we have put in place is having the impact we are expecting.</p> <ul style="list-style-type: none"> • All our additional support programmes are overseen by the SENCo. • All of our staff are responsible for the inclusion of children with special educational needs. • Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with Special Educational Needs or Disabilities (SEND) and are kept informed on the progress of pupils with SEND. One of the Governors is also responsible for SEND and meets termly with the SENCo.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • Teachers endeavour to pitch work at an appropriate level so that all children are able to access the curriculum. Typically this might mean that in a lesson, there might be three different levels of work, however on occasions this can be adapted for individuals. • Some children receive additional support to enable them to access the curriculum. • Various strategies and resources are used to support children's individual needs e.g. visual prompts, simplified language, individualised resources. • Teaching assistants and special needs assistants work closely with class teachers to provide support for children with SEND. This support is sometime given 1:1 or in small groups. • Staff give detailed and specific, age appropriate feedback to children on their work, providing opportunities for children to edit and improve their work as necessary.
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?	<ul style="list-style-type: none"> • Thorough assessment processes provide staff with a clear picture of each child's progress and attainment. • We track children's progress using a variety of different methods including National Curriculum Levels and in some cases with reading and maths ages. • Assessment is used to inform and set personalised targets for core subjects (reading, writing and maths) which are shared with parents via the home/school liaison

		<p>books/parents evening.</p> <ul style="list-style-type: none"> • We regularly provide feedback regarding progress and next steps, to the children and their parents/carers. • Each child identified as having Special Educational Needs or Disabilities has an 'individual education plan' (IEP) which details what their individual targets are and how staff/parents can help the child reach these targets. • We provide a number of opportunities for parents/carers to meet with staff (such as termly review meetings, parents' evenings) and have an 'open door' policy for parents allowing them to come in before/after school to speak to their child's class teacher. • We expect open dialogue between home and school and parents are welcome to contact teachers via their school e-mail address. • Children also have a home/school diary which they take home daily so that comments can be shared between parents and staff. • School will always, where possible, advise parents as to how they can support their child at home. • We host curriculum events to help families understand what learning is expected and how they can best support their child e.g. How to Help Your Child with Reading Workshop.
5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • We as a school do all that we can to provide a high standard of pastoral support which we believe to be a strength of the school. • Relevant staff, are trained to support pastoral/medical needs including a Home School Link Worker (HSLW) and Emotional Literacy Support Assistant (ELSA). • We regularly review and update our policies, including those linked with SEND. • We regularly monitor attendance and take the necessary action to prevent prolonged unauthorised absence. • Pupil voice is central to our ethos and this encouraged in a variety of ways,

		<p>specifically via the school council (made up of 1 representative from each class in Years 2-6) and pupil surveys.</p> <ul style="list-style-type: none"> • Various lunchtime clubs are on offer, and identified children are provided with a structured timetable where necessary. We also run a 'lunchclub' for identified pupils, providing them with a supervised space that enables them to have a 'positive' playtime. • We work hard to ensure that all children feel safe in school and regularly remind them to talk to an adult if they are upset/worried about something. • Each month the school focuses on a different value, explored during assemblies e.g. resilience, friendship, independence. • The school has a policy regarding the administration and managing of medicines on the school site. Parents need to speak to our Welfare Officer if medication is recommended by health professionals to be taken during the school day. • Identified staff attend training and receive updates of conditions and medication, so that staff are able to manage the administration of medicines safely and effectively.
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Staff receive regular training in areas identified in our School Development Plan. • The school, normally via the SENCo, with parent's consent, refer to any number of external agencies/services who will in turn advise us with regards to next steps. These services include: Speech and Language Therapists, Learning and Language Support, Behaviour Support, Linden Bridge Outreach (for children on the Autistic Spectrum), Educational Psychology, Social Care and Child and Adolescent Mental Health (CAMHS). • We have a number of specifically trained staff including our Home School Link Worker who works closely with families and school staff to provide a strong link between home and school and other staff trained in delivering specific intervention programmes.
7	<p>What training are the staff</p>	<ul style="list-style-type: none"> • Our SENCo has 10 years of experience as SENCo, is a qualified teacher and works in

	<p>supporting children and young people with SEND had or are having?</p>	<p>close liaison with the Headteacher who has previous experience as a SENCo.</p> <ul style="list-style-type: none"> • We regularly invest time and money in training our staff to improve provision and identified staff, have developed enhanced skills and knowledge in specific intervention programmes (such as First Class@Number and Reading Recovery). • Staff are regularly updated on matters regarding special educational needs and disability as well as the pastoral needs of individual children. • Staff work closely alongside therapists, when their input has been approved, following up on agreed programmes in class, or withdrawal sessions.
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • We work from the position of what can we do to ensure 'every' child is included and we aim for all children to be included on school trips. • The school promotes the involvement and inclusion of all our learners in all aspects of the curriculum including activities outside the classroom, as far as is practicable. • Where there are concerns of safety and access, further thought and consideration is taken to ensure needs are met; where applicable parents/carers are consulted and involved in planning/consultation with external services. • Risk assessments are completed for all trips taking place outside of school and are approved by the educational visits coordinator and SENCo. • Additional resources/support is provided for children who may struggle to access activities outside the classroom.
9	<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • We have an Accessibility Plan. • Personal Emergency Evacuation Plans are provided for children with disabilities, these are produced in conjunction with external professionals from the Physical and Sensory Support team. • Currently our Early Years Foundation Stage and Key Stage One (Years 1 and 2) classrooms are accessible to most wheelchair users. • We have two disabled toilets, one with changing facilities. • We liaise with REMA (Race Equality and Minority Achievement service) who assist

		us in supporting our families with English as an additional language.
10	How will the school prepare and support my child to join the school /transfer to a new setting/ school or the next stage of education and life?	<ul style="list-style-type: none"> • We have good links with a number of secondary schools with whom we liaise closely, prior to children transferring to secondary school. • We invite staff from secondary schools to special educational needs review meetings (for children in Year 6 with a Statement of SEND) in the term prior to their transition. • We engage in transition projects on offer from local secondary schools, actively encouraging our children to take part but also identifying specific individuals who may benefit from the programmes on offer. • Where appropriate, children's individual education plans include targets on transition (towards the end of Y6) and specific resources/strategies are put in place e.g. transition booklet about the new school. • Visits to the new school are encouraged and where appropriate, a member of staff may accompany them on this visit. • We encourage good links with the local pre-school settings, visiting our main feeder settings in the term before the children start school. We will always endeavour to visit or talk to the pre-school; where there is a pupil coming you us with SEND. • We ask any prospective parents to be open with us from the outset with regards to any additional needs which their child may have. We want to be proactive rather than reactive to need and will always liaise closely with the previous setting where it is likely that we will need to provide something extra.
11	How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • The (SEND) budget is allocated on a needs basis and is overseen by the Headteacher, Deputy Headteacher/SENCo and Bursar. • Currently each class has a teacher and teaching assistant in the morning • We have a number of Special Needs Assistants (SNAs) who deliver programmes/support, designed to meet the needs of children with SEND.
12	How is the decision made about what type and how	<ul style="list-style-type: none"> • Quality First Inclusive Practice (wave 1) is clearly evident in our setting with high quality teaching expected in all classrooms.

	<p>much support my child will receive?</p>	<ul style="list-style-type: none"> • The classteacher along with the SENCo discuss the children’s needs. Should additional support be required, this is undertaken after consultation with the relevant staff. This is also monitored by the Leadership Team. • All interventions are monitored for impact and outcomes are defined at the start of intervention programmes. • The SENCo oversees all additional support. • We monitor the level of progress made against national and age expected levels on a termly basis and this helps to inform staff what support each child needs. This includes reviewing the children’s IEPs on a termly basis to identify whether targets are being met. • Input from external professionals is also taken into account when planning what type/how much support any children with SEND need. • Where a child has a Statement of Special Educational Needs, we plan the provision in line with the objectives/expectations set out in the Statement. • We liaise regularly with parents regarding the progress their child is making and the type of additional support they are receiving.
<p>13</p>	<p>How are parents involved in the school?</p> <p>How can I be involved?</p>	<ul style="list-style-type: none"> • We are committed to and see the benefits of working closely and in partnership with parents and operate an open door policy. • We believe in the importance of a two-way dialogue to support a child’s learning and invite parents to contribute through a number of means, such as IEP meetings. • Our Governing Body includes parents governors. • We have an active PTA – Parent Teacher Association who are always looking for parents to support and help out as much or as little as they can. • Parents are welcomed to help in classrooms once they have had the necessary clearance and briefing/training normally delivered by the Head/Deputy Head.
<p>14</p>	<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • If you are considering sending your child to our school, we would encourage you to visit us first, either on an Open Morning or by contacting our school secretary who

will organise a tour – normally with our Head/Deputy Head

- If your child is already at the school, your first point of contact should be your child's classteacher.
- You may also wish to contact the SENCo to discuss your concerns further.
- You can find out more information about Surrey County Council on their webpage <http://www.surreycc.gov.uk/learning/special-educational-needs-and-disability-send> and following the link to Surrey's SEND local offer at the bottom of the page.
- If your child has a recognised SEND, Partnership with parents <http://www.surreyparentpartnership.org.uk/> may be able to help support you in deciding whether a mainstream or special school would be the most appropriate setting for your child