



West Byfleet Infant School SEND Information Report

West Byfleet Infant School’s SEND information Report sets out what we provide for children with special educational needs and/or disabilities (SEND) throughout their time with us. Our SEND policy can also be found on our school website, and gives more detail about our day to day procedures.

Surrey County Council also produce a Local Offer, with information and services for young people with SEND and their families.

You can find this at: www.surreylocaloffer.org.uk

We are committed as a partnership to embedding the language set out in the Surrey ATLAS Preferred Terminology report. This includes the use of “Additional Needs and Disabilities” rather than “Special Educational Needs and/or Disabilities (SEND)”, and “Specialist Schools” rather than “Special Schools”, wherever possible. However, we will sometimes need to continue to use the terms ‘SEN’, ‘SEND’ and ‘Special School’, while these are the terms used in national legislation.

	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 additional needs and disabilities?	<ul style="list-style-type: none"> • At West Byfleet Infant School we take our approach to the education of children who have additional needs and disabilities directly from the Special Educational Needs and Disabilities Code of Practice (DfE, 2014). • We define a child as having Special Educational Needs... ‘where their learning difficulty or disability calls for special educational provision, that is provision that is different or additional to that normally available to pupils their age’ <i>Code of Practice (DfE, 2014)</i>. • As a school we value each child as an individual and as such, take their unique starting point into account when planning learning opportunities. We recognise that not all children learn in the same way and that not all children will make progress at the same pace. Through taking time to get to know each child and family we aim to take an individual, personalised approach to identifying any concerns. • The progress of all pupils is formally monitored on a termly basis by subject leaders, the Senior Leadership Team and the Deputy Head for Inclusion. Class teachers have day-to-day responsibility for the progress of all children in their class and monitor and evaluate frequently in order to fill any gaps in learning and ensure progress.



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- Through this careful monitoring and detailed knowledge of each child as an individual, teaching staff rigorously assess the needs of the whole-child, taking into account academic progress, social and emotional wellbeing and attitude to learning. This enables teachers to feel confident in planning for the needs of all of the children in their care.
- This rigorous, child-centred approach also allows for early identification of pupils who are not making expected progress in particular areas, for whom additional support is needed.
- We also recognise the importance of working in partnership with parents and do all that we can to work in collaboration with parents and take their views into consideration. Partnership with parents plays a key role in ensuring children receive the best possible support to achieve their potential, both in school and at home.
- **If parents and carers have concerns about the progress or attainment of their child, they should in the first instance speak to the class teacher to discuss their concerns. They may also speak to our Deputy Head for Inclusion or Head Teacher.**
- Parents/carers have regular opportunities to discuss their child's progress at parent teacher meetings. In addition to these 'formal' meetings, we have an 'open door' policy and parents are encouraged to meet with class teachers and the Deputy Head for Inclusion to discuss any concerns as often as they need.
- If a concern is noted by the school, parents/carers will be consulted, initially by the class teacher. At this stage, it is assumed that the child's needs can be met through high quality, whole class teaching and small 'top-up' sessions run by the class teacher or Teaching Assistant.
- If the child does not make expected progress as a result of these in-class interventions, the class teacher may consult with our Deputy Head for Inclusion to seek additional advice. The Deputy Head for Inclusion may observe the child in class, carry out informal assessments, or with parent consent, consult an external supporting agency for more advice.
- In order to support identification of additional or special educational needs, we have the option of contacting a range of support services. These support services are contacted on a case-by-case basis and following referral, come to work with the child in school to carry out more in-depth assessments. We are committed to working in partnership with external agencies to ensure we plan appropriately for the needs of all of our pupils.
- Colleagues from these services support the school in making the appropriate provision for the needs of individual pupils and will contribute to the setting of targets. They will always share their feedback with parents and work with the school and parents regarding targets and next-steps for a pupil.



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2	How will school staff support my child?	<ul style="list-style-type: none"> • When the school identifies the need for additional support for a child, through the rigorous monitoring procedures described above, parents and carers will be invited to a meeting to draw up a plan of support. • This initial meeting will be requested by the class teacher who will discuss their concerns with you and suggest some actions that they feel will help your child to make accelerated progress. • Following this initial meeting, you will be invited to attend a review meeting with your child’s teacher to evaluate your child’s progress since the initial concern was raised. • If progress has not been made, then the class teacher and parents/carers will meet to consider what is working well for your child and establish what the barriers are that are preventing learning from taking place. Following this child-centred discussion, commonly agreed targets will be set for the child and recorded on an Individual Support Plan (ISP). • An Individual Support Plan (ISP) is a simple table that details the support your child receives on a weekly basis. It specifies who is carrying out the support, how often it takes place and what the expected outcome of the support is. • To facilitate and support progress at WBIS, we use a range of interventions which have been evidence-based nationally. • Our School Educational Provision document shows the range of interventions in place in our school for pupils with additional needs. This information can be found on the SEND section of our website. • Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with Special Educational Needs & Disability (SEND) and they will receive a termly report from the Deputy Head for Inclusion on the progress of pupils with SEND. • There is a link governor who liaises regularly with the Deputy Head for Inclusion to monitor provision and ensure that guidelines are being met and policies improved.
3	How will the curriculum be matched to my child’s needs?	<ul style="list-style-type: none"> • At West Byfleet Infant School, we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils, whatever their needs or abilities. Our guiding principle is one of Inclusion, and we strive to celebrate individual differences. • Our school is well regarded for its approach to additional needs and disabilities. All of our staff adapt their teaching and provide adjustments in a variety of ways that will enable children of all abilities to make progress. • Differentiation is the process of meeting the needs of all children by providing tasks and teaching styles that match and complement the child’s unique starting point. • All teachers are responsible for providing a range of differentiated learning opportunities within the curriculum to ensure that learning is accessible to all pupils in their class. • This Whole Class, High Quality Teaching is described as <u>‘Ordinarily Available Provision’</u> and is closely monitored by the Senior Leadership Team.



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		<ul style="list-style-type: none"> • Some children will require support which is, <u>'in addition to and different from'</u> this differentiated learning. This will be detailed, following consultation with parents and supporting agencies where appropriate, on an Individual Support Plan (ISP). • Our highly trained and experienced Learning Support Assistants and Special Needs Assistants support children's learning both in class and through intervention programmes, under the guidance of the class teacher. • All teachers work closely with our Deputy Head for Inclusion and other specialist outside agencies to discuss the needs of individual pupils so that the appropriate support and additional resources can be used most effectively. In some cases, additional adult support may be required for part or all of the child's time in school. • SEND is seen as a whole school priority with the Deputy Head for Inclusion as its Champion. The Deputy Head for Inclusion is a member of the Senior Leadership team and as such ensures that the needs of children with SEND remain a priority on the Leadership Team's agenda.
4	<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"> • All parents and carers are treated as partners of the school and are encouraged to play an active and valued role in their child's education. • Parents and carers can make an appointment to speak to their child's class teacher at any time to discuss progress and any concerns they may have. • We offer regular opportunities to support parents in becoming active participants in their child's learning. These opportunities are as follows: <ul style="list-style-type: none"> ▪ Parent Workshops – to support and aid parents' understanding of our teaching methods. Some workshops will be about our general approaches to teaching and learning, while others will offer an insight into a specific curriculum area or subject. ▪ Welcome to Year-group Meetings - held each year to help parents familiarise themselves with the curriculum, approaches, expectations and routines of their child's new year group in school ▪ Parents Evenings held mid way through Autumn and Spring term. ▪ Written 'mini reports' at the end of Autumn and Spring Term, and an annual written report at the end of Summer term. ▪ Parent Helper Training – for those parents who are able to offer time to volunteer in school as a helper • We also offer regular communication through weekly newsletters, home-learning letters and updates to the school website. • If appropriate, parents/carers of children who have additional or special educational needs may be invited to termly SEN Parent Meetings in lieu of Parents Evening. These meetings aim to be child-centred and we will spend time with you sharing ideas on how your child is doing, what is working well, and what is not working well for your child. We will set targets for the short-term by considering what is important to your child now and what is important for their future.



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		<p>We will also discuss the support necessary to enable your child to achieve these targets and review the progress that your child has made towards achieving the targets set for them at the last meeting.</p> <ul style="list-style-type: none"> • Where possible, parents/carers of children who have additional or special educational needs will also be invited to meetings involving outside agencies for their child. • In some cases a home/school diary (or email) may be used as a communication tool to record any concerns, report on progress, celebrate achievements or pass on news. • Our children’s success is regularly celebrated in a wide range of ways. Throughout the school the children are very keen to reach the ‘Proud Cloud’ on the class Behaviour Ladder, to earn Star Learner Awards and Head Teacher Awards and to have their successes reach the newsletter! In Year R the children also earn Star Moment slips as part of their learning journal. We also reward children’s efforts in the moment with adults in school giving out thumbs up, whooshes, pats on the back, silent cheers and claps!
5	<p>What support will there be for my child’s overall well-being?</p>	<ul style="list-style-type: none"> • The well-being of our pupils is of upmost importance, and it is our school’s priority to embed a nurturing culture, focusing on the emotional well-being of both our pupils and staff and thereby create a whole school environment that emphasises the importance of developing personally, socially and emotionally. • Our whole school behaviour policy is based on positive choices and children taking responsibility for their actions. This approach includes guidance on expectations, rewards and sanctions and ensures consistent boundaries and approaches and is understood by all staff and children. • We have an ELSA (Emotional Literacy Support Assistant) and a Family Support Worker who work with children, their families and our staff to help support our children’s emotional well-being. • The Zones of Regulation is a whole school approach. This is a programme which aims to help children to notice the emotion they are feeling, and find ways to manage those emotions healthily. • Our Pastoral Team led by the Deputy Headteacher for Inclusion, meet weekly to discuss whole school well-being as well as individual pupils who might benefit from some additional emotional support. • Mindfulness and Well-being activities are incorporated into children’s daily routines in school. • Our School Council gives children a ‘voice’ which is used to help plan and evaluate school routines and practices. Giving children responsibilities encourages confidence and a sense of contributing to the school, to which they feel an integral part. • Our school ethos is underpinned by a PSHE and Values curriculum which complement each other and ensure that children are given regular and well-planned opportunities to talk about their emotional well-being and that of their peers. During these sessions topics such as ‘friendship’, ‘resilience’, ‘respect’ and ‘relationships’ are talked about in a very age-appropriate and context driven way.



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		<ul style="list-style-type: none"> • All of our staff are regularly trained to provide a high level of pastoral support. Most recently this has included Emotion Coaching positive language using Emotion Coaching techniques, for all staff. • Where children have additional physical or medical needs, school draw up a healthcare plan in liaison with healthcare professionals to ensure that the pupil's needs are known and met by all staff. If appropriate, medical alert cards will be used to prioritise the pupil's well-being and safety in school. • Our staff monitor children's social interaction as a matter of routine to identify vulnerable pupils. A range of support can then be provided, such as playground buddies or a nurture lunchtime club to help children who find social interaction challenging. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • All of our teachers are experienced in teaching children with a range of abilities and from a range of backgrounds. Each teacher has a planned programme of continuing professional development as part of required teacher standards and much of this training will focus on providing strategies to support the needs of children in their class/cohort. • Many of our Learning Support Assistants and Special Needs Assistants have received specialist training, enabling them to deliver key interventions. We also have staff with huge experience in specific areas, from working 1:1 with ASD children, to delivering Speech Therapy or Occupational Therapy programmes. • We have relationships with a wide range of external agencies that support pupil's needs. If we feel a child may benefit from this support we will discuss our views with parents and ask for their permission to involve external agencies. There is a referral process that needs to be followed and most agencies operate a system of criteria for their involvement. • We have a number of established relationships with professionals in health and social care, including: <ul style="list-style-type: none"> ▪ Speech and Language Therapists (SALT) ▪ Specialist Teachers of Inclusive Practice (STIP) ▪ Occupational Therapists (OT) ▪ Physiotherapists (PT) ▪ Educational Psychologists (EP) ▪ Freemantles Autism Outreach Team ▪ Physical and Sensory Support Service (PSSS) ▪ The Race Equality and Minority Achievement Service (REMA) ▪ Child and Adolescent Mental Health Service Primary Mental Health Worker (CAMHS PMHW)



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		<ul style="list-style-type: none"> ▪ School Nurse and Community Paediatrician ▪ School Attendance Service (SAS) <ul style="list-style-type: none"> • We have a duty to ensure that Looked After Children are given the appropriate support and care to help support their progress and engagement with the learning environment. Our Designated Teacher meets with Social Services and the Virtual School to ensure the child's wider needs are being met. A Personal Education Plan (PEP) is produced termly to help support the child with realistic and aspirational targets.
7	What training do staff supporting children with SEND receive?	<ul style="list-style-type: none"> • All staff at our school undergo regular and targeted training relevant to their role. • There is a programme of Continuing Professional Development in place for all teaching and support staff. • We invest time and money in training our staff to improve Ordinarily Available provision. We develop and enhance skills & knowledge to deliver School and Specialist Support interventions in line with Surrey's Graduated Response. This training may be delivered by the Deputy Head for Inclusion, Specialist Teachers or specific partner agencies, as required. • We have weekly teacher meetings and support staff meetings, in which all staff are updated on matters of SEND and training takes place. • Our Deputy Head for Inclusion has completed the National SENCO Award and is an experienced qualified teacher. She has also completed the National Professional Qualification for Senior Leadership (NPQSL).
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • We believe that all children should have equality of opportunity and this is outlined in our School Equality Policy in line with the Equality Act 2010. • Our inclusion policy promotes the involvement of all our children in all aspects of the curriculum including activities outside the classroom such as school trips, library visits and whole school events. • Risk assessments are carried out for all trips with specific emphasis on individual children. Pre-visit checks will be done to evaluate facilities and risks, and appropriate arrangements made, such as extra adult supervision or an adapted route or task. • If a child has anxiety about a trip, our staff will work closely with the child's parents to alleviate this anxiety, and may employ a number of strategies, for example, the use of a social story, to support the child.



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		<ul style="list-style-type: none"> All children are encouraged to participate in lunchtime and after-school clubs.
9	How accessible is the school environment?	<ul style="list-style-type: none"> The school has a full Accessibility Plan in place, and we consider our environment to be fully accessible. Our policy adheres to the Single Equality Act 2010 ensuring all public service providers ensure their establishments are accessible to all potential users including those with SEND. We regularly review our accessibility plan and are vigilant about making reasonable adjustments. We will take specialist advice from partner agencies such as Occupational Therapy and Physical and Sensory Support about specialist furniture, equipment, and access requirements for pupils with specific physical needs. If required, we will also refer to ICT for specialist provision. We will put an Intimate Care Plan into place if a child requires a high level of assistance with toileting. We monitor the languages spoken by families at home, and when required, translators are asked to attend meetings. Our school is able to access REMA services for support. If a child has EAL (English as an Additional Language) needs, we implement the appropriate level of support and resources to help them. Each of our classes has a Visual Timetable which is used by all children and is accessible to all languages. Our School Nurse Team is available to address any relevant concerns regarding a child's health and can also provide relevant training to staff to manage a child's specific health needs in school. Our Pastoral Family Support Worker is available for assistance.
10	How will the school prepare and support my child to join the school and transfer to a new school or the next stage of education and life?	<ul style="list-style-type: none"> Choosing your child's first school is one of the hardest decisions that parents can make. There are many questions you will want to ask at this time. To make the most informed choice about placement we would encourage you to visit our school and see it in action. Parents are advised to make contact with the school office if you have any questions regarding our alternative school visits, or about our school generally. If you are a parent to a child who has an additional need or disability, we would encourage you to make contact with our Deputy Head for Inclusion. Mrs Dean will talk through your child's needs with you and answer any questions you may have. Details of our Induction Programme are provided to all families, once a place has been accepted at our school. We have an extensive Induction Programme in place for welcoming new children and their families to our school. We have good relationships with feeder Nurseries and share relevant information to ensure a smooth transition. Children's



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		<p>entry into Reception is staggered in order to help them adjust to school life successfully – for some children this may be extended.</p> <ul style="list-style-type: none"> • We offer open mornings and welcome evenings in the July and September of commencing school. • Personalised transition programmes are put into place for children with SEND and may involve a meeting involving key staff such as Head Teacher, Deputy Head for Inclusion, key worker, support staff and parents. There may also be a series of transition visits arranged for the pupil where appropriate. • Within school, teachers meet for a ‘handover’ session to ensure that receiving teachers are aware of individual needs, targets and any additional support required. Children are prepared for transitions by meeting their new teacher and visiting their new classroom. Some children are offered more support through small group visits and social stories. • We aim to make the transition to junior school as smooth as possible and have a programme organised with West Byfleet Junior School. Pupils in Year 2 visit West Byfleet Junior School for assemblies, playtimes, ‘moving up’ day, and there is a very popular buddy system in place between Year 5 and Year 2. • For children with additional needs and disabilities, there is an extensive handover programme between the Deputy Head for Inclusion, and the SEND team at West Byfleet Junior School. • Pupil files are shared with new schools with details of the provision offered and progress records, allowing the receiving school to put the appropriate provision into place to allow children to settle more easily into their new school. • In addition we make additional special arrangements for pupils with SEND or anxiety depending upon their individual needs. This may also apply to children who are transferring to other local junior schools.
11	How are the school’s resources allocated and matched to children’s special educational needs?	<ul style="list-style-type: none"> • Our school receives a set amount of funding allowing us to provide for all pupils. These finances are monitored regularly by the Finance Team of the Governing Body, the school Business Manager and our Head Teacher. This budget is planned for and used in the most cost-effective way to meet the needs of individuals and groups across a range of areas. • The funding is used for staffing, resources and training. Wave 2 and 3 interventions are costed and evaluated regularly to ensure value for money in terms of overall impact. • When a child has a statement of Special Educational Needs, an element of funding will be available for a more specialised longer term approach, such as additional adult support or specific resources.



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12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • Termly progress reviews and ongoing monitoring allows us to identify children who are not making expected progress in a particular area. We will also take into account the views of parents and the recommendations of our partner agencies. • We will meet with parents to discuss additional support or intervention programmes their child may benefit from. • The majority of our intervention programmes are designed for specific entry levels based on nationally set levels, and are run for a set period of time. • We aim to ensure children receive regular and balanced interventions, whilst still accessing all elements of daily school life. • Where children have an EHCP, additional funding may be made available by the LEA for a more personalised approach.
13	How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> • Partnership with parents plays a key role in enabling children with additional needs and disabilities to achieve their potential. • We recognise that parents hold key information and have knowledge and expertise to contribute to the shared view of a child's needs and the best way of supporting them. • We pride ourselves on our open door policy and take every opportunity to strengthen dialogue, listen to parent concerns, and involve parents in school life. • We provide workshop and information meetings for parents, and training for parents who wish to volunteer to help in our school. • Each class has a Class Rep who keeps parents informed of any opportunities to support the school and we have a very active PFA who organise a number of events throughout the year. • The school website and weekly newsletters provide information to parents about how they can help their child's learning and be involved in school events. • Our governing body includes parent governors who provide a valuable contribution towards the running of our school.
14	Who can I contact for further information?	<ul style="list-style-type: none"> • In the first instance parents and carers are encouraged to talk to their class teacher. In addition our school office may be able to answer any queries or pass on concerns to the relevant staff members. • Further information & support can be obtained from: <ul style="list-style-type: none"> • Mrs Stacey Clarke – Head Teacher



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	<ul style="list-style-type: none">• Mrs Cara Dean - Deputy Head for Inclusion• Mrs Angela Woods – Chair of Governors• The school website contains a wealth of information about our school and our approach to meeting the needs of all children and can be located at: www.wbis.org.uk• Please find further information on Surrey’s Graduated Approach – Local Offer https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/site.page?id=6soPrqlr3vA• For any initial queries our school office can be reached on 01932 343260.
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