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Maybury Primary School is proud to be an inclusive primary school. We are committed to working with families to provide high quality education and equality of opportunity for pupils with a broad range of needs. The following information details the provision and support we offer to pupils and their families in order to achieve these aims.

	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?	<ul style="list-style-type: none">❖ Pupil progress is regularly and systematically monitored by class teachers, subject leaders and the senior leadership team during formative and summative assessment opportunities. Progress meetings are held termly allowing identification of pupils who are not making expected progress in particular areas. In addition to this progress is continually monitored by the child's class teacher.❖ Our school may arrange for more in depth assessments to be carried out by members of the local authority specialist teaching team. These colleagues will then support the school in making appropriate provision for the needs of individual pupils and will contribute to the setting of targets.❖ Parents are kept informed at all stages when additional needs have been identified. They have regular opportunities to discuss their child's progress at termly parent teacher meetings and are included in any professional meetings regarding their child.❖ Parents who have concerns regarding their child's progress should raise these concerns initially with their child's teacher. They may also request an appointment to meet with the school's special educational needs coordinator (Inclusion Leader)❖ Our school is committed to working in partnership with other agencies such as health and social care agencies to ensure that we plan appropriately for the needs of any of our pupils. Where concerns are raised by our partner agencies the school may arrange a multidisciplinary meeting to set targets and monitor the progress of these pupils.
2	How will the school staff support my	<ul style="list-style-type: none">❖ Once pupils have been identified as requiring additional support their parents will be invited to the school to discuss how this support will be delivered. An individual support plan will show what



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	child?	<p>provision is being given, by whom and for how long. There is a regular process of review to examine whether this targeted support is having expected impact.</p> <ul style="list-style-type: none">❖ Our school utilises a range of interventions which have been nationally shown to make a positive impact on pupil progress.❖ Our school will continue to work in partnership with parents to ensure that individual pupils receive the best possible support both in and out of school.❖ Specific details of how the school manages provision for pupils with additional needs can be found on our school provision map. This is regularly updated and linked with end of intervention progress reviews to ensure the continued impact and efficacy of our interventions.❖ Education provision for pupils with SEN is the key responsibility of the Inclusion Leader supported by the Headteacher and the Senior Leadership Team.❖ The governing body are responsible for overseeing the school's provision for pupils with SEND. There is a link governor who liaises regularly with the Inclusion Leader to monitor provision.❖ The Inclusion Leader provides an annual report to the governing body on the progress of pupils with additional needs and disabilities.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none">❖ All teachers provide a range of differentiated learning opportunities within the curriculum to ensure that learning is accessible to the majority of pupils in their class.❖ Assessment of pupils learning is used to inform ongoing provision in an ongoing continuous cycle.❖ Some pupils will require support above and beyond this differentiated learning. These pupils will have an individual support plan drawn up by the Inclusion Leader and class teacher. Parents and other agencies may contribute to the targets on this plan.❖ Teachers work closely with the Inclusion Leader and other specialist agencies to discuss the needs of individual children and to consider the most effective strategies and any additional resources to support individual pupils.❖ In some cases it may be appropriate to provide additional adult support for part or all of the pupil's



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		<p>time in school.</p> <ul style="list-style-type: none"> ❖ Support for pupils will often be through adaptation of the teaching materials or physical environment or through small group teaching. ❖ Our school endeavours to ensure that pupils are given every opportunity to develop self - confidence and independence in their learning.
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"> ❖ Our school welcomes and encourages parental involvement in children's learning. We provide regular opportunities to demonstrate to parents how they can support their child's learning through our parent workshops. ❖ Parents can make an appointment at any time to speak to their child's class teacher to discuss progress and any concerns they may have. ❖ Parents are invited to termly parent/teacher meetings where they can discuss the provision being made for their child. ❖ Home/school communication books may be used in some cases. These allow close liaison between parents and school staff. ❖ Parents are invited to review meetings with our partner agencies to discuss how they can support their child at home. Written reports are provided detailing any assessments, outcomes and recommendations made.
5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> ❖ Our school has a focus on metacognitive skills (learning to learn). We have high expectations of all of our pupils and although some pupils learning levels may be below average we will ensure that these pupils are enabled to make the best possible progress through effective and targeted provision. This allows pupils to achieve a positive sense of success about their own learning and abilities. ❖ A range of rewards ❖ Feedback given to pupils about their learning always identifies something they have done well and something they should aim to do to improve their learning. Pupils are encouraged to discuss and evaluate their own learning performance and to identify what they think they might need to make



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		<p>progress.</p> <ul style="list-style-type: none">❖ Where children have additional physical or medical needs the school will draw up a healthcare plan to ensure that this pupil's needs are known by all staff. If appropriate, medical alert cards will be used to prioritise the pupil's well - being and safety in school❖ Pupil's social interaction is monitored as a matter of routine and this enables vulnerable pupils to be identified. Where pupils have a particular difficulty in this area support may be provided through social skills groups and activities. Regular circle times are included as part of class management strategies and Personal, Social and Health Education (PSHE) Learning for Life curriculum.❖ We celebrate children's successes and progress through our achievements assemblies each week. The school has a number of positive reward systems in place including Dojos given to individual children in recognition of their achievements. This gives them a sense of success and allows them to make a positive contribution within their class and the wider school.
6	What specialist services and expertise are available at or accessed by the school.	<ul style="list-style-type: none">❖ Our school is fortunate to have access to a broad range of professionals and agencies to 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 other agencies.❖ There is a process of referral which must be followed and most agencies operate a system of criteria for their involvement. Our school has access to support (subject to referral system) from the following agencies: <p>Local Authority Specialist Teaching Team including:</p> <ul style="list-style-type: none">• Specialist teachers for Inclusive Practice and Educational Psychologists



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- Physical and Sensory Support Service
- Freemantles School Outreach Service (Autistic Spectrum Differences)
- REMA – (Race Equality and Minority Achievement) Service
- Surrey Family Support Programme

Medical and Health Agencies including:

- Hospital
 - Community Paediatrician
 - School Nurse
 - CAMHS (Child and Adolescent Mental Health Services)
 - Speech and Language Therapy Services
 - Occupational Therapy Services
 - Paediatric Physiotherapy Services
 - Surrey Mediation Services (we will assist parents to make a self-referral where we feel this may be of benefit to children and families)
- ❖ There is a wealth of expertise available from teachers within the school including specialism for supporting children with autistic spectrum differences, speech and language difficulties and literacy difficulties.
- ❖ We work closely with our parents and use the Early Help Assessment where appropriate to liaise and refer to other agencies.
- ❖ We have access to support for parents of children under 5 through our links with our neighbouring Children's Centre in Sheerwater.



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7	What training have the staff supporting children with SEND had? (or are having?)	<ul style="list-style-type: none"> ❖ All staff at our school undergo regular and targeted training relevant to their role and there is a programme of continuing professional development in place for teaching and support staff. ❖ Individual staff members may be trained to deliver specific interventions under the guidance of a trained teacher or the Inclusion Leader. ❖ Some staff have responsibility for delivering targeted interventions to individuals or a small group working on targets set by partner agencies. In this instance training may be provided on an ongoing basis to these staff members directly from our partner agencies who will continue to oversee the delivery of these interventions.
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> ❖ Our school endeavours to ensure that all children have equality of opportunity in all aspects of the curriculum. This is outlined in our Equality & Diversity Policy in line with the Equality Act 2010. ❖ Inclusion may require a pupil to be given alternative, adapted or additional activities and opportunities to achieve the same learning outcomes as their peers. ❖ Risk assessments are carried out for all out of school trips and visits. The needs of vulnerable pupils such as those with SEND are considered as part of this process and appropriate arrangements made.
9	How accessible is the school environment?	<ul style="list-style-type: none"> ❖ The Single Equality Act 2010 requires all public service providers to ensure that their establishments are accessible to all potential users including those with SEND. As part of our Equality & Diversity Policy we have a regularly reviewed accessibility plan to ensure full access to our school site is available. ❖ We will work with our partner agencies in the case of individual pupils to ensure that any additional access requirements are put in place. ❖ We have a number of bilingual staff including a home/school link worker who works closely with our families to support their access to the school.
10	How will the school prepare and support my child to join a new school or the	<ul style="list-style-type: none"> ❖ In the Early Years every child is visited at home by 2 members of our foundation stage team. This allows us to build positive relationships with children and their families and for parents to share any sensitive information or concerns they may have. It also enables us to plan appropriately for individual needs based on our knowledge of children's home experiences.



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	<p>next stage of education and life?</p>	<ul style="list-style-type: none"> ❖ When children move onto their new classes within our school they benefit from having planned transition days where they spend part or all of the day in the new classrooms with new teachers. This happens in the final half term before the Summer break. In some cases, where children have additional social or emotional needs, a personalised transition plan may be put in place to support these needs and to allow a longer period of gradual transition. Parents, and other professionals as appropriate, are invited to be a part of this plan. ❖ Within school teachers meet for 'handover' meetings to ensure that receiving teachers are well aware of individual children's needs, targets and any materials or resources they require. ❖ Our school liaises regularly with other schools to ensure a smooth transition is in place for pupils coming into our school or moving on to new schools. This process may involve a meeting involving key staff such as the Head teacher, INCLUSION LEADER and support staff. There may also be a series of visits arranged for the pupil where possible. Pupil files are shared with new schools with details of the provision offered and individual targets set as well as progress records. This enables the receiving school to make any adaptations and to put appropriate provision in place to allow pupils to settle quickly and easily into their new school once they arrive.
<p>11</p>	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> ❖ Our school receives a set amount of funding to allow us to make provision for children with additional educational needs. We use this funding in the most economical way to allow us to effectively target the needs of individuals and groups across a range of areas. This funding is used both for staffing and for resources. Our provision mapping breaks down the cost of delivering any intervention and allows us to see which of these interventions offer the best value for money in terms of the overall impact. ❖ Where children have an Educational Healthcare Plan a small amount of additional funding may be available to allow for a more personalised approach (such as additional adult support or specialised resources)
<p>12</p>	<p>How is the decision made about what type and how much</p>	<ul style="list-style-type: none"> ❖ Termly progress reviews and teacher observations will highlight children who may benefit from additional support or intervention programmes. We will also take into account the recommendations of our partner agencies and the views of parents.



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	<p>support my child will receive?</p>	<ul style="list-style-type: none"> ❖ Most of our interventions have targeted entry levels based on pupil curriculum levels. However, if we feel a pupil may benefit we may put them forward for a particular intervention. We aim to ensure that we do not deliver numerous interventions at the same time as this may be disruptive for the pupil and affects our opportunities to measure whether an intervention is successful. ❖ All of our interventions are time bonded and regularly reviewed to see if they are appropriate and/or effective for individual pupils.
<p>13</p>	<p>How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> ❖ We welcome involvement from parents as we feel it benefits their child's education. We aim to work with our parents to support their child's learning at home and are happy to help and support in any way we can. ❖ Parents can arrange to come along to our training sessions run by our home/school link worker or may wish to volunteer in school. ❖ Our school website and monthly newsletters provide information to parents about how they can support their child's learning and be involved in school events. ❖ Parents may wish to find out about opportunities to be a school parent governor. ❖ Parents are invited to upload information on Tapestry or Seesaw in Foundation Stage and KS1. ❖ Each class has an email address where parents can communicate with the class teacher.
<p>14</p>	<p>Who can I contact for further information</p>	<ul style="list-style-type: none"> ❖ Our school office will be able to answer any queries or to pass on any comments or concerns to the appropriate staff members: ❖ For any further information you may wish to contact one of the following: <ul style="list-style-type: none"> • Mrs Amanda Merritt - Head teacher • Mrs Chris Cornish – Chair of Governors • Mrs Della Sullivan – Assistant Headteacher / Inclusion Leader • Mrs Maniza Hussain - Home School Link Worker



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		<ul style="list-style-type: none">• Surrey Parent Partnership – provides impartial advice and support to parents of children with special educational needs. http://www.surreyparentpartnership.org.uk/
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