




SEND INFORMATION REPORT

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|  | <p>The provisions and procedures outlined in this report are subject to and superseded by the provisions in the school's Coronavirus Risk Assessment as updated from time to time.</p> | <p>January 2023</p> |
| <p>SEND Information Report with link to Local Offer question & SEND Code of Practice 2014 regulations</p> | <p>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 detailsthe provision and support we offer to pupils and their families in order to achieve these aims.</p> | |
| | <p>Questions</p> | <p>School Response</p> |
| <p>1</p> | <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> <p>The SEND Information report must include information about policies for identifying children and young people</p> | <ul style="list-style-type: none"> • The school has a SEND policy which can be found on the school website: • https://www.maybury.surrey.sch.uk/ • The Inclusion Leader is Mrs Della Sullivan della.sullivan@maybury.surrey.sch.uk • Mrs Sullivan works Mon/Weds/Fri and can be contacted on 01483 763272 <ul style="list-style-type: none"> ❖ Children may have an identified learning difficulty on entry to school, or may develop a need requiring special educational provision at any time throughout their school career. If a child has a Sensory or Physical disability the school will work with parents and outside agencies to ensure the learning environment is accessible to individual needs. Please see our Accessibility Policy for further details. ❖ If a child also has Medical needs, an Individual Health Care plan may be drawn up. ❖ At Maybury Primary, all children are assessed termly and this data is used to analyse progress and attainment relative to age expectations. Pupil Progress meetings take place termly where the overall development of children is discussed. |



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| <p>with SEND and assessing their needs, including the name and contact details of the SENDCO (mainstream schools); and the contact details of support services for parents of pupils with SEND.</p> | <ul style="list-style-type: none">❖ Decisions are made as to the most appropriate steps to take in order to support the learner, these decisions tie in with the school's graduated approach to meeting needs.❖ Identification of a special educational need/disability may include the use of specialised assessment by our SENDCO or by assessment and advice from external agencies and professionals. SEND review meetings are held termly with the Inclusion Leader who meets with class teachers to review and set new targets for individuals and groups of children and to identify appropriate support and interventions.❖ Parents/carers are encouraged to speak to the Class Teacher/Inclusion Leader about any concerns they have.❖ 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. |
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| <p>2</p> | <p>How will the school staff support my child?</p> <p>The SEND Information report must include information about the kinds of special educational needs that are provided for; the approach to teaching children and young people with SEND; and the additional support for learning that is available for pupils with SEND.</p> | <ul style="list-style-type: none">❖ Maybury Primary School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for pupils who may have difficulties with:<ul style="list-style-type: none">• Cognition and Learning• Communication and Interaction• Social, Emotional and Mental Health• Sensory and/or Physical❖ We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Staff undergo regular training to meet the needs of our children with SEND.❖ We adopt a graduated approach to meeting needs, through quality first teaching our staff make reasonable adjustments to help include all children not just those with SEND. We take a holistic school approach to supporting pupils e.g. supportive relationships with class teachers, Emotional Literacy Support Assistants (ELSA) Learning Partners and the Inclusion Leader.❖ Please refer to ‘Whole School Provision’ document for detailed information relating to each area of need.❖ 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 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.❖ Our school utilises a range of interventions which have been nationally shown to make a positive impact on pupil progress.<ul style="list-style-type: none">❖ 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. |
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| <p>3</p> | <p>How will the curriculum be matched to my child's needs?</p> <p>The SEND Information report must include information about how adaptations are made to the curriculum and the learning environment of children and young people with SEND</p> | <ul style="list-style-type: none">❖ All teachers are aware of the needs of the pupils in their class. They provide a range of adapted learning opportunities within the curriculum to ensure that learning is accessible to the majority of pupils in their class.❖ We have an Accessibility Plan which shows how adaptations are made not only to the physical environment but to the curriculum and how information is accessed by pupils and their parents. We have high expectations of all children.❖ Assessment of pupils learning is used to inform ongoing provision in an ongoing continuous cycle.❖ Some pupils will require a more personalised approach to 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 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. Class teachers meet termly with members of the Senior Leadership Team to monitor and discuss the progress and attainment of children. Any necessary adaptations to the curriculum are considered to meet the holistic needs of the children with SEND. At this time staff also consider effective interventions which can be delivered to groups of children or individuals in response to specific needs.❖ In some cases, it may be appropriate to provide additional adult support for part or all of the pupil's time in school.❖ 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.❖ For those children with physical or medical needs, an Individual Healthcare plan may be used to set out ways in which they can be involved in physical activities (for example, PE and use of the playground equipment). |
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| <p>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?</p> <p>The SEND Information report must include information about arrangements for consulting parents of children with SEND and involving them in their child's education; arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.</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. They can contact the class teacher at any time using the class email address.❖ 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.❖ Maybury Primary School has an open-door policy where parents are invited to speak to the Inclusion Leader should they have concerns about the overall progress of their child. The Inclusion Leader is available at the school gate at the beginning and end of day (Mon/Weds/Fri) for informal chats or to set a time for a longer discussion.❖ In addition, there is a fortnightly SEND parents drop in and coffee session which is held in the well-being centre on alternate Friday mornings from 9-9.45am. This allows parents to access support from staff and other parents of children with SEND❖ During Pupil Progress meetings, as part of our Assess, Plan, Do and Review cycle we look at the actions needed to support a child towards their outcomes and the actions needed to be taken by those involved in the child's education to make a positive contribution. We also have two trained ELSAs (Emotional Literacy Support Assistants) and a Home School Link Worker (Mrs Hussain) who can support parents and make recommendations on how they can positively engage with their child's learning and all-round development.❖ The school also has a regular reporting cycle where parents are informed of progress: Parents' Evenings take place in the autumn and spring terms and a report is sent home at the end of the summer term. Following the report parents are able to come in to school in order to discuss how they can support learning and progress.❖ The school hosts a range of curriculum events to assist parents in supporting their child's learning at home as well as parent projects, beginning of year coffee mornings and after school drop in sessions for parents to |
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| | | <p>come into school and view their child's learning. There are regular updates on the school website, through the newsletter and through class topic webs.</p> <ul style="list-style-type: none">❖ We conduct regular surveys and questionnaires asking for views and thoughts from parents about how they feel their child is being supported and what they would like to see happening in school.❖ To help in developing reading we hold regular parent/child reading sessions after school in our Star Books café. Children can join their child in our school library to share a book and a biscuit on Tuesdays after school. |
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| <p>5 What support will there be for my child’s overall well-being?</p> <p>The SEND Information report must include information about support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying</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 are utilised to encourage and celebrate children’s successes. 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 progress.❖ 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.❖ The school has a wide range of research-based interventions to support well-being such as ELSA, Draw and Talk, Therapeutic Story Writing and Lego for communication. In addition there is a senior lead for Well-Being and promoting positive Mental Health for all is a priority.❖ 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 achievement 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.❖ Our school has achieved the Wellbeing Award for Schools. We have a zero-tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our Learning for Life curriculum also looks to develop emotional and social development and resilience.❖ As well as the SEND interventions, the school also provides social skills and pastoral support interventions to work with children to positively focus on social and emotional development. In the first instance every child has a class teacher who they can talk to in order to share any concerns.❖ We have a Well-Being Centre for those needing wellbeing support and this may be accessed by small groups or individuals as required.❖ Please refer to the ‘Social, Emotional and Mental Health’ (SEMH) section in the ‘Whole School Provision’ |
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| | | <p>document</p> <ul style="list-style-type: none">❖ The school council is made up of democratically elected children and is very active in listening to the views of peers and putting forward their views and ideas. The school has Wellbeing and Anti Bullying Ambassadors and pupil voice is used to make improvements in these areas.❖ All members of staff are available to support children and play an active role in upholding the Positive Behaviour and Anti-Bullying Policies which include guidance on expectations, rewards and sanctions. Staff have been trained in restorative approaches and in using this approach to model to children how they can resolve conflict situations.❖ The school has an up to date Children with Medical Needs Policy in place and staff are trained to meet the requirements of children with medical needs as appropriate. |
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6 What specialist services and expertise are available at or accessed by the school.

The SEND Information report must include information about the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured; how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.

- ❖ 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:

Local Authority Specialist Teaching Team including:

- Specialist teachers for Inclusive Practice and Educational Psychologists
- 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



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| | | <p>difficulties.</p> <ul style="list-style-type: none">❖ 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<ul style="list-style-type: none">• Children’s Centres in Sheerwater and Sythwood (Goldsworth Park) |
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7 What training have the staff supporting children with SEND had? (or are having?)

The SEND Information report must include information about the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

- ❖ 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.
- ❖ We have staff within the school who have been trained in a number of interventions including Reading Recovery, Read, Write, Inc, Talk Boost2, Race to English, Talking Partners, Lego for communication, Draw and Talk, ASD awareness and support, Clicker 8, Colourful Semantics, Zones of Regulation.
- ❖ We aim to ensure that all staff working with pupils who have SEND possess a working knowledge of the child’s needs to help them in supporting access to the curriculum.
- ❖ We regularly invest time and money in training our staff to improve Wave 1 Universal provision as well as developing skills & knowledge of Wave 2 and 3 interventions. Teaching and Learning support staff are encouraged to continually update their skills and knowledge.
- ❖ Our Inclusion Leader, Mrs Sullivan is a qualified and experienced teacher (BA, QTS) and has additional degree level qualifications in Early Years language development (MA) and supporting children with Autism Spectrum differences. (PGCE) She also has instructor qualifications in physical interventions (MAPA and Safety Interventions) the administration of standardised tests (CCET) and Supporting children with literacy and dyslexia difficulties, (L5 foundation degree ACOT)



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8 How will my child be included in activities outside the classroom including school trips?

The SEND Information report must include information about how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- ❖ 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.
- ❖ We have a whole school approach to inclusion which supports all pupils engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that pupils can join in with activities regardless of their needs. We deliver an adaptive curriculum which opens up all learning to all pupils and encourages them to engage in meaningful learning.
- ❖ Where relevant, detailed information can be found on children’s Individual Healthcare Plans and Provision Maps. Staff are made aware of any needs (including medical needs) prior to school trips and any medication or relevant additional equipment, specified in the children’s plans, will be taken on trips.
- ❖ Registers are taken for all school activities and we actively monitor the engagement of pupils across the school.
- ❖ We encourage a balance of pupils in extra-curricular clubs including pupils with SEND. We work with parents and club leaders to consider the most appropriate clubs for the child’s needs and how their needs can be supported.



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9 How accessible is the school environment?

The SEND Information report must include information about how adaptations are made to the curriculum and the learning environment of children and young people with SEND

- ❖ 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.

- ❖ Adaptations are made to suit pupil needs, which may require additional or personalised elements of the curriculum. We are ambitious for all children and these adaptations support all children to move towards acquiring the same overarching skills.

- ❖ Our playground also includes 'Quiet Areas' where children can have a quieter playtime including a sensory garden area, if they find the noise and activity on the playground overwhelming.

- ❖ We value and respect diversity in our setting and do our very best to meet the needs of all our pupils. When required, translators are asked to attend meetings to support parents. We are proud of the diversity which exists within our school community and children have a positive attitude toward supporting and mentoring peers, particularly when they share the same home languages.

- ❖ There is full disabled access to all areas of our school. When necessary removable ramps can be used to access any areas with above ground level thresholds. We have an accessible toilet in the KS1 building and toilets are accessible in the KS2 building.

- ❖ Outdoors there is a disabled parking space with easy access to the main building.

- ❖ We work with a variety of outside agencies to provide specialist equipment and facilities for children with SEND to ensure that they can fully access the curriculum.

- ❖ For detailed information on the provision in place to support all areas of need across the curriculum, please refer to the 'Whole School Provision' document.



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10 How will the school prepare and support my child to join a new school or the next stage of education and life?

The SEND Information report must include information about arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

- ❖ 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.
- ❖ 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.
- ❖ Staff from our local secondary schools contact and visit Maybury in the summer term of Year 6 to discuss the needs of the transferring children, meeting with pupils to provide a familiar face for the autumn term. During meetings, the Inclusion Leader and Year 6 teachers share an overview of pupils who have SEND and other needs. Good practice is shared so that transition to the next phase is facilitated. Visits to the local secondary school are also organised and we fully encourage all our pupils to attend induction days. Extra transition days are organised where needed for vulnerable pupils.
- ❖ Parents are invited in to discuss the next stage of the young person's development. Guidance and signposting for advice is given during the meeting so that each stakeholder can take an active part in preparing for the next stage of education.
- ❖ For children who may feel anxious about transferring to a new year group at the end of the academic year within Maybury, personalised transition booklets are produced with photographs of their new teacher, new



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| | | <p>classroom, location of the toilets and cloakroom etc. Booklets are taken home by the children to be looked at over the summer holidays to help transition in September.</p> <ul style="list-style-type: none">❖ For those children with an EHCP, a transition review is held in Year 5 to discuss parent preference for secondary schools. Paperwork is completed and submitted in a timely manner. School staff work closely with the Local Authority and parents to ensure smooth transition. |
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11 How are the school’s resources allocated and matched to children’s special educational needs?

The SEND Information report must include information about evaluating the effectiveness of the provision made for children and young people with SEND; and how equipment and facilities to support children and young people with SEND will be secured.

- ❖ 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)
- ❖ We review the needs of the pupils within the school and endeavour to put in place provisions in order to be able to cater for these needs. In order to support children to acquire the relevant skills, adaptations are put in place. For example, scaffolding, pre-teaching of vocabulary, resources or gap plugging of basic skills. We have a wide range of interventions and these are used responsively to meet identified needs within year groups or for individual pupils. Interventions are carefully monitored for effectiveness over a specified period.
- ❖ Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. The Inclusion Leader carries out termly learning walks which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance. During progress meetings we monitor and evaluate the impact of interventions on pupil progress and attainment. Intervention Leaders also keep entrance and exit data as well as notes about the pupil’s response to particular interventions. These are shared with the Inclusion Leader at the end of the intervention period. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Each year we review the needs of the whole cohort to see if there is a change in the overall make- up of the school. Decisions are then made as to whether any additional interventions need to be put in place.
- ❖ If external professionals advise that any specialised equipment, resources or facilities are required, provision will be made to make these available. The Accessibility plan is reviewed annually or according to arising needs.



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12 How is the decision made about what type and how much support my child will receive?

The SEND Information report must include information about arrangements for consulting young people with SEND and involving them in their education.

- ❖ During SEND review meetings, the Inclusion Leader and teachers discuss where there are concerns about progress, attainment or engagement for individual SEND pupils. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the child. Children are then spoken to regarding progress/concerns and a One Page Profile may be completed in consultation with children so that teaching staff have a clear overview of the whole child. We feel that it is important to have the views of the child so that they feel involved in their own learning.
- ❖ The Inclusion Leader oversees all additional support and regularly shares updates with the **Head Teacher, Mrs Amanda Merritt and SEND Governor, Mrs Salma Rahman**
- ❖ If a teacher has concerns about a child, a referral may be made for additional support from the Inclusion Leader, who will provide suggestions for support. In some instances, referrals may be made to specialists or the Local Authority for support.
- ❖ One Page Profiles are in place for an increasing number of SEND pupils, to gain their views on their aspirations and education. They are revisited regularly with the child to update. These documents also form the basis for SEND Support Arrangements documents (SSA) where necessary. SSA's are used to gather information about the child, their overall experiences and their needs, particularly when there is a high level of need ongoing and where a child has been identified as possibly needing the support of an EHCP.
- ❖ Termly progress reviews and teacher observations will highlight children who may benefit from additional support or intervention programmes. We will also consider the recommendations of our partner agencies and the views of parents.
- ❖ 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.



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**13 How are parents involved in the school?
How can I be involved?**

The SEND Information report must include information about arrangements for consulting parents of children with SEND and involving them in their child's education.

- ❖ 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.
- ❖ Maybury has an open-door policy where parents are invited to come in and speak to the Class Teacher or Inclusion Leader should they have concerns about the overall progress of their child.
- ❖ Parents are encouraged to participate in Parent Voice and regular parent questionnaires, to give feedback on what they feel we are doing well and what we could do to improve.
- ❖ Parents are invited to attend courses and workshops where these are planned to support their children's learning and further understand the provision in place in school.
- ❖ The school also has a regular reporting cycle where parents are informed of progress. Following the end of year report parents are able to request a meeting with the teacher/ come in to school in order to discuss how they can support learning and progress. There are regular 'Stay and Read' sessions for parents as well as 'Stay and Play' for parents of YR children.
- ❖ The school often runs parent projects where the Inclusion Leader and Home School Link Worker work alongside parents with their children to develop parental confidence and skills in supporting their child's learning. These have included promoting mother tongue learning experiences in the Foundation Stage, supporting disadvantaged (DAP) children's learning in KS2 and promoting mental health and well being in KS1
- ❖ 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.



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14 Who can I contact for further information

The SEND Information report must include information about arrangements for handling complaints from parents of children with SEND about the provision made at the school; and the contact details of support services for parents of pupils with SEND.

- ❖ The Inclusion Leader is Mrs Della Sullivan, her telephone number is **01483 763272** and e-mail is della.sullivan@maybury.surrey.sch.uk
- ❖ In the first instance if a parent has a concern they are encouraged to speak to their child's class teacher. If the matter cannot be resolved at this stage then the Inclusion Leader may become involved and a meeting convened to discuss the nature of the concern, working together to find a resolution. The school's complaints procedure can be found on the school website:
- ❖ <http://www.maybury.surrey.sch.uk>
- ❖ The complaints procedure (Maybury follows SCC complaints policy and procedure) will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through Surrey SIASS (SEND Information, Advice and Support Service).
- ❖ 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:
 - 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
 - SEND Advice Surrey Surrey – provides impartial advice and support to parents of children with special educational needs. <https://sendadvice.surrey.org.uk/>