


<b>School:</b>	<b>Holy Trinity Pewley Down School</b>	<b>Head teacher:</b>	<b>Clare Brunet</b>	<b>Date:</b>	<b>12<sup>th</sup> September 2023</b>	
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### **1. HOW DOES HTPD KNOW IF CHILDREN NEED SUPPORT & WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS (SEND)?**

At HTPD we are highly skilled practitioners with a sound knowledge of child development. We have data systems in place to support tracking. We have a variety of in-house expertise in special educational needs. Pupils are identified/tracked/reviewed during our termly progress meeting. We regularly discuss concerns and celebrate achievements with the children and parents/carers. Parents/carers should get in touch with class teachers or with our SENCo to discuss any concerns.

### **2. HOW WILL THE SCHOOL STAFF SUPPORT MY CHILD?**

HTPD has a SEND/Pastoral Support Referral Process in place. Having identified needs, CTs employ Ordinary Available Provisions (OAPs) in classrooms and will monitor progress to match provision/intervention when appropriate. OAPs Checklists are regularly updated to stay in line with SW SEND. We monitor the impact of interventions through regular meetings and track pupil progress using tracking tools. Our SENCo leads on this aspect to evaluate when the pupil should start the SEND process. There is a clear SEND Process in place. The head teacher shares this information with governors.

### **3. HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?**

'Quality First Teaching' is the approach taken across the school with an emphasis on adaptive teaching. All our class teachers are skilled in delivering adapted lessons and use OAPs to meet the needs of all children to create an inclusive learning environment inside and outside of the classroom.

### **4. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD?**

In our newsletter and on our website we regularly share information about the curriculum and we encourage parents/carers to support their child's learning through additional activities outside the school. The school monitors pupils' progress regularly and parents/carers are invited to attend meetings to discuss this.

### **5. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?**

Children have access to a named professional they can talk to, should the need arise. HSLW and ELSA involvement are available to support children, parents and families. Staff are caring, considerate and attentive to the needs of the children in their class. All staff regularly have INSETs, visit our policies and procedures; these are reviewed and updated by the SLTs and governors. SLTs go through updated policies and procedures at staff briefing. Business manager ensures these are distributed and read by all staff. Head teacher, Deputy head teachers and SLT ensure these are followed by the team. We have a school council to elicit the views of the children.

### **6. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

At HTPD, we have a wealth of expertise in specialist areas of special educational needs within school. The school has an allocated Case Officer from SW SEND, Access to Specialist services such as Educational Psychologist and the Specialist learning team from Surrey SEND to support staff development and meet with teaching/support staff during INSETs to share new skills, resources, knowledge and information. The school supports and encourages staff to continually update their skills and knowledge regularly. The school uses APPS, online training, specialist outside agencies for staff development, alternative

provision, specialised advice and recommendation when appropriate. Our Home School Link Workers (HSLW) and Emotional Literacy Support Assistants (ELSA) work closely with children and their families.

#### **7. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEND HAD OR ARE HAVING?**

We build special educational needs into our annual strategic training programme. The SENDCo does not hold National SEND Award but is an experienced SENDCo/qualified teacher and attends regular SEND network meetings with colleagues locally and nationally to keep abreast of new initiatives and legislation. Best practice is shared within the school and with other school via Schools Alliance for Excellence (SAFE) and SENDCo networks. The Inclusion Lead holds the National SEND Award. All SEND staff attend regular update training.

#### **8. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?**

Our Inclusion Policy promotes involvement of all our children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place including a comprehensive Risk Assessment to ensure needs are met; where applicable parents/carers are consulted and involved in planning.

#### **9. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

Our Accessibility Plan is robust and monitored. We communicate with staff and children about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our children.

#### **10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL OR TRANSFER TO A NEW SETTING IN THE NEXT STAGE OF EDUCATION?**

Induction and transition are important to us and we invest time in welcoming all our children in a way that makes them feel a part of our setting. At HTPD, we involve parents/carers in the pre and post transition process. School, parents and carers partnerships work well with our partner schools to put a comprehensive transition plan in place including transition events and follow up visits. This is to ensure a thorough and smooth transition.

#### **11. HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS?**

The head teacher, SENDCo, governors and finance manager currently oversee matters of finance.

#### **12. HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?**

Working with the children, their families and other staff, the SENDCos considers a variety of options for suitable provision before deciding on a course of action. Governors are involved in broader discussions about these decisions. The school invite parents/carers to Structured Conversation to meet with class teachers or termly SEND Review meetings (with class teachers and SENDCo/Inclusion Lead) where Learning Plans with SMART targets are discussed, drawn up and reviewed.

#### **13. HOW ARE PARENTS/CARERS INVOLVED IN THE SCHOOL? HOW CAN I BE INVOLVED?**

We whole-heartedly believe in parents/carers partnership to engage in a two-way dialogue to support a child's learning, needs and aspirations. We operate an open door policy and all our staff are approachable. Parents/carers are invited to contribute through a number of means. We host regular parent/carer focus groups in order to listen to any parental concerns. Our Governing Body includes Parent/Carers Governors/representatives. Both the Infant and Junior schools run their own PTA

#### **14. WHO CAN I CONTACT FOR FURTHER INFORMATION?**

In the first instance, parents/carers are encouraged to talk to their child's class teacher.  
Please refer to the school website for more information: <https://www.htpd.surrey.sch.uk/>