

		<u>The School Offer</u>	
		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"> • The progress of each child is monitored regularly by the class teacher, the Senior Management Team and the Special Educational Needs Co-ordinator (SENDCo), so that when a child is not making expected progress in a particular area of learning, the school can identify the need for additional support. This will then be discussed with parents/carers and if appropriate, the pupil concerned. Where appropriate, we may ask the advice of outside agencies e.g. Speech and Language service. • When pupils first start at school, either in the Nursery or in Reception, parents and carers are encouraged to share details of pre-school experiences e.g. Nursery experience or play group, and also details of any particular support e.g. speech and language therapy or any concerns on the development of the pupil with the class teacher. Nursery staff, where possible, complete home visits and Reception staff, where possible, visit the nurseries of children who have not attended our on-site nursery. This enables staff to start planning to support pupils straight away when they enter school. • If a pupil joins the school after the Nursery or Reception intake, then parents are encouraged to share any concerns with the class teacher, also to show us any end of year reports or targets. If a child was receiving additional help at their previous school then we encourage parents to share this information so we can liaise with the previous school to plan to meet the needs of the pupil in the new setting. 	
2	How will the school staff	<ul style="list-style-type: none"> • The staff at St. Charles Borromeo School are all committed to helping every pupil 	

<p>support my child?</p>	<p>reach their potential.</p> <ul style="list-style-type: none"> • In the Early Years Foundation Stage (Nursery and Reception) children are regularly assessed against 'Development Matters' (national assessment framework) and the 'Early Learning Goals'. This ensures teachers and staff monitor children's individual progress and highlight any concerns or if any interventions need to be made. Home visits are arranged prior to children starting Nursery to ensure staff are aware of children's individual needs and to smooth transition. There is a staggered entry into the Nursery and parents are given details of the EYFS curriculum. The Reception teacher visits children's previous childcare settings to gain prior knowledge and encourage transition. • In order that parents/ carers are informed about the curriculum, class teachers supply curriculum overviews for parents of children in classes from Reception-Year 6 and hold information evenings at the beginning of the year. • When the school identifies the need for additional support to enable a pupil to make expected progress, the parents/carers will be invited to a meeting at the school with the class teacher, and sometimes the SENDCo. At the meeting a plan of support may be discussed, which is called an Pathway Plan/ Individual Support Plan (ISP) and it details targets for the pupil to achieve in their particular areas of need. The plan also includes details of what sort of provision is in place, what outcome is expected, who is providing it and for how long each session lasts. All Pathway Plans/ISPs are written by class teachers but overseen by the SENDCo. • Targets and interventions can be to support academic, behavioural and social needs. • Our school provision map shows the range of interventions in place in our school which will be used where we identify children who will benefit from these interventions. • For some pupils there may be additional adults other than the class teacher or SENDCo supporting them. This may be teaching assistant, special needs assistant or another teacher. Details of this will be included on the Pathway Plan/ISP. 	
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3	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • All the children in the school are assessed regularly against a national assessment framework to identify where they are in a particular area of learning. This assessment is mostly informal and children will not be aware of the on-going process. This helps staff identify the next areas of learning for all children so that teachers can plan appropriate work for groups of children within their class to challenge and consolidate knowledge and skills. This is called differentiation and is outlined in the Teaching and Learning policy. • Reception carries out a baseline assessment upon entry and continuous assessment of the prime and specific areas of learning within the EYFS. • Homework is set based on the next steps for the child and may be differentiated. 	

		<ul style="list-style-type: none"> • Small group work for support and extension is sometimes given, led by a teaching assistant (TA)/ Special Needs Assistant (SNA) or the class teacher. 	
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • All parents/carers are invited to discuss the progress of their child at parent consultation evenings held in the Autumn and Spring terms with the class teacher and also receive a written report annually in the Summer Term. • If a child has been identified as needing additional support for a special educational need or a disability then they are also invited to make an appointment with the SENDCo to discuss the pupil's progress, in relation to their Pathway Plan, at the same time as the parent consultation evenings. However, if a parent has any concerns or queries at any other time, then they are urged to discuss these as soon as possible with the class teacher or SENDCo. • All parents/carers are encouraged to attend an information evening held by the class teacher at the beginning of the year that outlines the curriculum. Termly overviews are also made available to parents/ carers and specific maths curriculum information is sent home. (Reception onwards) • We encourage parents/carers to support their child by encouraging regular reading at home and completing the reading log. Depending on the age of the child they may also have additional homework to complete. • We host curriculum evenings to help families understand different areas of the curriculum and how to help/support learning at home. We believe in supporting the development of parenting skills and work in collaboration with other Weybridge schools, which also includes Weybridge Children's Centre to additionally offer workshops and meetings to further support families. • We follow Surrey's medical policy and where there is a proven medical need then we put a plan in place to meet these needs. Additionally, where there is a behaviour need, support plans will be in place, where necessary. 	
5	What support will there be for my child's overall	<ul style="list-style-type: none"> • We foster a caring ethos not just through adult support but also through older children mentoring younger children. 	

<p>well-being?</p>	<ul style="list-style-type: none"> • Children are encouraged to voice their opinions through regular Class Council sessions where representatives feedback suggestions, ideas and opinions to the School Council. Pupils are also encouraged to contribute views through the pupil questionnaire. • The Religious Education curriculum and EPR curriculum (Education in Personal Relationships) support the children’s personal, social and emotional development. We focus on a core value each month and encourage children to reflect on the meaning and how they can show aspects of it in their own life. • There is a Behaviour Policy which includes clear guidance on expectations, rewards and sanctions; it is understood and followed by all staff. Individual behaviour plans are set up when required. There is a range of rewards to encourage positive attitude towards learning and behaviour. • There are regular ‘Show and Tell’ sessions in the Foundation Stage to allow children time to share their home experiences and achievements. ‘WOW Boards’ also celebrate home achievements in school in the Foundation Stage. • Homework diaries are used in Key Stage 2 for communication between home and school. • There is a group called ‘Rainbows’ which supports children who are experiencing life changing crises. • ‘Time to Talk’ sessions are held to support children in the development of social skills. • Pupil Premium children are targeted with specific activities to assist their individual progress. • All staff attend First Aid training, which is renewed every 3 years. Epi-pen training (for severe allergic reactions) for staff is held. • If a child needs medication then parental written permission will be sought. 	
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6	What specialist services and expertise are available at or accessed by St. Charles Borromeo School?	<ul style="list-style-type: none"> • All teachers at St Charles Borromeo hold Qualified Teacher Status and update their skills and knowledge through a programme of training held both in school and by external providers. • We have higher level teaching assistants. • We have NNEB nursery nurses who work across the school. • All staff have had first aid training and we have members of staff with paediatric first aid training. • We have a number of established relationships with professionals in health and social care which include e.g. teachers from Learning and Language support, Educational Psychologist, Elmbridge Home School Link Worker. On occasion these practitioners may observe or work with children to further support our understanding of a child's development and next steps. Parents/ carers are informed if this is applicable to their child. • Some staff have been trained to deliver the Rainbows programme designed for children who have experienced separation, loss or bereavement. • Training for staff on use of epipens. 	
7	What training are the staff supporting children with SEND had or are having?	<ul style="list-style-type: none"> • We are committed to regularly investing time and money in training our staff to best meet the needs of the children. Special Educational Needs and disability is included in our strategic training programme for all members of staff in the school. Training has included supporting children with Social and Emotional Development Needs and Behaviour Support. 	

		<ul style="list-style-type: none"> • Where appropriate, staff working with children with particular needs will attend specific training. 	
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Our Equality policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Careful thought has been given when choosing these activities to encourage this. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. • There are a variety of clubs to cater for individual needs such as craft club, netball, choir etc. • Children are sometimes invited to attend workshops such as a DT challenge, Maths workshops or Writing workshops in other schools. • All children are given the chance to apply for School Council. There are trips through School Council e.g. visit to the Houses of Parliament. • There are opportunities for children to be included in trips to the local community e.g. singing for the elderly at a local home, singing with the choir at local events etc. 	
9	How accessible is the school environment?	<ul style="list-style-type: none"> • The school is over 25 years old and is suitably equipped for disabled access. The majority of the classrooms are situated on the ground floor. Where and if, there are constraints, we will always make reasonable adjustment. • Meetings are held with any family who may need tailored resources to discuss how we could make school or information more accessible. 	
10	How will the school prepare and support my child to transfer to a new school or the next stage of education?	<ul style="list-style-type: none"> • When children join the Nursery the class teacher offers a visit to the home setting before the child starts school. If the child is starting in Reception we liaise with their Nursery setting and offer opportunities for the child to visit the school to help them become more familiar with the environment and staff. All children have an induction afternoon and there is a carefully planned transition phase when the children first start. There is a transition meeting with the parents in the Summer Term prior to joining the school in September. Booklets are sent out for the children to share their interests. 	

		<ul style="list-style-type: none"> • Where ever possible we tailor the Year 6 transition programme to the needs of the child. The Year 6 teachers meet with representatives from the receiving secondary schools and discuss each individual pupil including those with specific needs. We provide opportunities for children to attend events at secondary schools and also support children attending induction days at their new school. If required there is a transition group that will be set up by the SENDCo. • For those children hoping to attend private schools the class teachers complete the references required. 	
11	How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • Budgets are closely monitored and aligned to the school improvement plan. • Where there is a recognised need, the school will make every reasonable attempt to provide the necessary resources to support the child's learning. This will include seeking specialist help as well as support and guidance from other establishments; to be eligible for this the child would need to meet strict criteria from the Educational Authority. It may be appropriate for particular resources to be recommended through the Pathway Plan /ISP. • We follow statutory guidelines with classification of SEND which is highlighted through the school's SEND policy. (This is available on the school website) • Each class has a regularly updated Provision Map which sets out the needs of individuals and how these will be met. 	
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • As a school we have clearly defined the provision that is available for all pupils as part of the Quality First inclusive practice (Wave One provision). If a pupil requires additional support to this i.e. an intervention group, then this is undertaken after consultation with the relevant staff, family and if appropriate the pupil. • Interventions are reviewed regularly and the information shared with the SEND Governor. 	
13	How are parents involved at St. Charles Borromeo	<ul style="list-style-type: none"> • We whole heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. We encourage parents to engage with 	

<p>School? How can I be involved?</p>	<p>us through entering into 'the Home School Agreement' and approaching us with any concerns or queries, however small they may be or to celebrate successes. Our Governing Body includes Parent Governors/ representatives.</p> <ul style="list-style-type: none"> • Parental support is actively encouraged through either supporting their child at home or during the school day by volunteering to support some pupils with their learning (not necessarily own children) or by offering to help on school trips. • We intend to keep parents informed through the media and events listed below : <p>Newsletters</p> <p>Emails</p> <p>Parents Evening</p> <p>Information evenings</p> <p>Curriculum Overviews</p> <p>Information on School and Class Noticeboards</p> <p>School Website (www.stcharlesb.surrey.sch.uk)</p> <ul style="list-style-type: none"> • Parents are also invited to be involved through joining the Parent Teacher Association (PTA) or by joining the Governing Body. • We value feedback from parents and appreciate completion of Parent Questionnaires. 	
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14	Who can I contact for further information?	<ul style="list-style-type: none"> • If you are considering whether a child or young person should join the school then you are welcome to make an appointment with the head teacher, Mr Stephen Holt to look around and also discuss this further. • If your child is already at the school, then parents/carers are encouraged to talk to their child's class teacher and if appropriate arrange a meeting with the school SENDCo, Mrs Kathryn Bray. • Support for parents/carers can also be found by contacting Surrey SEND Information, Advice and Support Service. The link can be found on the SEND page of the school's website. 	