



## St Jude's C of E Federation of Schools

### SEND Information Report

Updated Spring 24

*NB: Text in blue and underlined are hyperlinks to relevant websites.*

**What are the kinds of special educational needs that are catered for in our school?**

- St Jude's is a mainstream, inclusive school and nurseries that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). All staff receive regular training.
- Staff have been trained so as to be able to cater for learners who may have difficulty with:
  - **Cognition and Learning**- e.g. maths and English skills, dyslexia, dyspraxia
  - **Communication and Interaction**- e.g. Autistic spectrum disorders. speaking or understanding language
  - **Social, Emotional and Mental Health**- e.g. concentration, self-esteem. social skills.
  - **Sensory and/or Physical needs**- e.g. visual or hearing impairment.
- We make reasonable adjustments to our practices so as to comply with the Equality Act (2010)
- Our school provision map shows the range of intervention in place in our school which may be used when we identify a need for additional support for a child.

**Policies for identifying children and young people with SEND and assessing their needs.**

- Our whole school monitoring system rigorously tracks progress of all children and identifies those underachieving or not making expected progress. Termly pupil progress meetings take place with members of SLT.
- Parents are encouraged to discuss any concerns with their child's class teacher.
- We use data and a range of assessment strategies to identify children's needs.
- We ensure that all records are sent to us from previous schools.
- Following identification through any or all of the above, next steps are decided.

	<ul style="list-style-type: none"> <li>• We have access to a range of provision using a variety of resources to meet individual needs, as outlined on our Waves of Provision document, available on the website.</li> <li>• Parents can access our <a href="#">SEND policy</a> via our school website, or request a hard copy from the school office.</li> <li>• Our SENDCos are Mrs Stanton and Mrs Hutchinson. They can be contacted via the school offices on: 01784 432180, 01784 435586 or via email: <a href="mailto:school@stjudes.surrey.sch.uk">school@stjudes.surrey.sch.uk</a> or <a href="mailto:office@stjudesinfant.surrey.sch.uk">office@stjudesinfant.surrey.sch.uk</a></li> </ul>
<p><b>Arrangements for consulting parents of children with SEND and involving them in their child's education.</b></p>	<ul style="list-style-type: none"> <li>• We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations.</li> <li>• We involve parents at the earliest opportunity to discuss any concerns we may have about their child's progress.</li> <li>• We operate an open-door policy to allow parents to contact staff, through informal meetings at the beginning and end of the school day, emails, telephone calls and meetings arranged through the school office. Infant school staff are on the door at drop off and pick up for any quick conversations.</li> <li>• When outside agencies are involved, meetings will take place with parents and the class teacher to discuss recommendations and support.</li> <li>• Individual Education Plans (IEPs) are shared with parents termly.</li> <li>• The SENDCos seek parental feedback through coffee mornings and questionnaires.</li> <li>• We use newsletters, parentmail, notice boards and the school website to communicate with parents.</li> <li>• At KS2 each child is provided with a planner on entry to the school, which is used by both parents and teachers to communicate.</li> <li>• 'Meet the teacher', curriculum evenings and sharing mornings/afternoons provide opportunities for parents to understand their child's learning and the wider curriculum.</li> <li>• Reports and Parents' Evenings give parents and carers regular feedback on their children.</li> <li>• Parents are invited to become involved in school-life through a number of means eg. PTA, parent helpers, regular sharing mornings/afternoons.</li> <li>• Our Governing Body includes Parent Governors/representatives.</li> </ul>

	<ul style="list-style-type: none"> <li>• We also have a Home/School Link Worker and a Parental Engagement Officer who can support parents and make recommendations on how they can positively engage with their child's learning and development.</li> </ul>
<p><b>Arrangements for consulting young people with SEND and involving them in their education.</b></p>	<ul style="list-style-type: none"> <li>• At the beginning of each academic year, every pupil completes a one-page profile to outline what is important to them and how best to support them. We update this termly.</li> <li>• Pupils' views will be obtained and, when appropriate, they may attend all or part of any meeting.</li> <li>• Targets are discussed with pupils and they are given opportunities to review their own progress.</li> <li>• The SENDCos hold regular meetings with a selection of SEND pupils to discuss their views.</li> </ul>
<p><b>Arrangements for assessing and reviewing children and young people's progress towards outcomes.</b></p>	<ul style="list-style-type: none"> <li>• We receive information from pupils' previous schools and nurseries through meetings with previous teachers and sharing of written information.</li> <li>• The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team, so that when a pupil 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 the pupil concerned.</li> <li>• All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.</li> <li>• Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support.</li> <li>• Interventions are monitored for impact and adjusted accordingly.</li> <li>• We use a range of more specific assessments for pupils to assess reading, spelling, phonics, speech and language, emotional and behavioural needs.</li> <li>• Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they receive a termly information from the SENDCo on the progress of pupils with SEND.</li> </ul>

**Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.**

- We have very good relationships with any feeder settings and the settings children/young people move onto and share information to support pupils' learning and well-being at transition.
- Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an additional transition programme for identified children.

**Prior to entry:**

- We liaise closely with our feeder settings. Nursery staff meeting with parents and children before entry and carry out home visits for new pupils in September. Reception staff visit all new children in their home and have a phased start to the year.
- Before their entry into junior school, Year 3 class teachers and the SENDCos meet with the Year 2 class teachers to discuss children's strengths and areas of need. The SENDCos attend transition meetings with parents and outside agencies where required.
- The school runs an additional programme for children who may find it difficult to transition, where they can visit the school with parents or class teacher and carry out activities to develop their familiarity with the school and staff.
- Transition booklets are provided for all pupils who might need them.

**During time at St Jude's:**

- Teachers hold transition meetings each year to discuss new classes.
- Each class has a session with their new class teacher to meet them before they go.
- Where required, opportunities are created where a child can get to know their new class teacher/TA during the summer term before transition.
- Children have weekly PSHE (Personal, Social and Health Education) which focus on developing their social and emotional skills and to understand their place in the wider society.
- The school works closely with the wider community: the church, Royal Holloway University, Egham Band, Surrey Arts and the local residential home for the elderly to provide enrichment activities.

**Leaving St Jude's:**

- We have strong links with our secondary schools.
- Transition meetings take place with heads of year from the secondary school, our Year 6 teachers and the SENDCos, to ensure they are aware of the children's strengths and needs.

	<ul style="list-style-type: none"> <li>• The receiving school is invited to attend annual reviews for children with statements/ECHPs.</li> <li>• Some of our pupils take part in a transition programme organised for vulnerable pupils transferring to our main feeder school (The Magna Carta School).</li> <li>• Additional Induction visits are arranged, if required, for specific children.</li> </ul>
<p><b>The approach to teaching children and young people with SEND</b></p>	<ul style="list-style-type: none"> <li>• Quality First Inclusive Practice (Wave 1) is clearly defined in our setting through the SEND 5 a day, and we expect all staff to deliver this. Adjustments are made to include all children as part of everyday practice. SENDCos and SLT monitor this through planning and lesson drops ins.</li> <li>• Pupils are supported within the classroom where possible, through scaffolded learning, use of ICT, adult support, peer support, differentiated tasks. The Waves of Provision document provides further detail of the type of support children may receive.</li> <li>• Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. This may include additional intervention within or outside the classroom in either a small group or 1:1. These interventions may be focused on a curriculum area e.g. English or maths, or wider skills, such as social skills or language development.</li> <li>• All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCos oversee all additional support and regularly shares updates with the SEND Governor.</li> <li>• The SENDCos work closely with all staff to ensure every child makes expected progress.</li> </ul>
<p><b>How adaptations are made to the curriculum and the learning environment of children and young people with SEND</b></p>	<ul style="list-style-type: none"> <li>• All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.</li> <li>• Scaffolding and differentiation is in place for groups and individuals according to need: for example, if a child has Speech, Language and Communication Needs, teachers will use simplified language and/or pictures to support them to understand new vocabulary.</li> <li>• We have an Accessibility Plan in place and, when feasible, make reasonable adjustments to improve to accessibility of our environment, including the curriculum and access to information. Our policy and practice adhere to The Equality Act 2010.</li> </ul>

	<ul style="list-style-type: none"> <li>• Where outside support/resources are needed, our SENDCos liaise with the relevant Surrey Services and parents to ensure additional provision is in place. Equipment will be secured through outside agencies where appropriate or through utilising the SEN budget.</li> <li>• The school works with outside agencies such as the occupational therapist, to ensure appropriate adaptations and equipment is in place.</li> </ul>
<p><b>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured.</b></p>	<ul style="list-style-type: none"> <li>• We regularly invest time and money in training our staff to improve Wave 1 provision for all pupils and to develop enhanced skills and knowledge to deliver Wave 2 (short term interventions) and Wave 3 (individualised interventions).</li> <li>• We have two SENDCos, both of whom are a qualified teacher and have completed the national award for SENCos. One (who is also the Deputy Head) has completed a Master's degree in inclusive education and is a qualified dyslexia tutor.</li> <li>• All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND. This takes place through staff meetings, INSET days, training courses and TA meetings.</li> <li>• We have staff within the school who have been specifically trained in Speech and Language needs (ELKLAN).</li> <li>• We have 2 trained ELSAs (Emotional Literacy Support Assistant) and our HSLW is a Mental Health First Aider.</li> <li>• We request additional training support from external services as required. We take opportunities for shared working, where support and interventions are modelled by outside agencies.</li> <li>• Where it is felt support above and beyond what the school is able to offer is necessary, with parental consent, we will offer further assessment and support to children following the Surrey graduated response criteria. As part of this assessment, a member of Surrey Services (for example: specialist teachers for inclusive practice, educational psychology service) may visit the school for classroom observations, individual assessment, therapy sessions or offer advice and training.</li> </ul>
<p><b>Evaluating the effectiveness of the</b></p>	<ul style="list-style-type: none"> <li>• The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support.</li> </ul>

<p><b>provision made for pupils with SEND</b></p>	<ul style="list-style-type: none"> <li>• Interventions are monitored for impact and adjustments made when needed to ensure cost effectiveness.</li> <li>• Support for SEND pupils is also evaluated through learning walks, lesson observations, book and planning scrutiny.</li> <li>• Some of the funding the school receives may be used to train staff so that they are proficient in supporting learners and delivering interventions.</li> </ul>
<p><b>How pupils with SEND are enabled to engage with activities available to pupils in the school who do not have SEND.</b></p>	<ul style="list-style-type: none"> <li>• Our Equality/Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. We make reasonable adjustments so that learners can join in activities regardless of their needs.</li> <li>• Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met when possible through reasonable adjustment and, where applicable, parents/carers are consulted and involved in planning.</li> <li>• Additional staff may accompany the children to ensure all can participate.</li> <li>• We have an Accessibility Plan in place and, when feasible, make reasonable adjustments to improve the accessibility of our environment. Our policy and practice adhere to The Equality Act 2010.</li> <li>• We monitor the languages spoken by families in our settings and make use of translation sites or endeavour to arrange for a translator to attend meetings when necessary.</li> </ul>
<p><b>Support for improving emotional and social development.</b></p>	<ul style="list-style-type: none"> <li>• All pupils are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. For example: Personal, Social and Health Education (PSHE) using the 'Jigsaw' programme, peer mediators, social skills groups etc.</li> <li>• Our pastoral care is central to our ethos and excellent relationships are built between pupils and staff.</li> <li>• We have a trained Emotional Literacy Support Assistant (ELSA) on staff, who can support children individually or in small groups and our HSLW is a Mental Health First Aider.</li> <li>• Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff.</li> </ul>



	<ul style="list-style-type: none"> <li>• We have SNAG group (KS1) and peer mediators (KS2) on the playground at lunchtimes to support their peers.</li> <li>• We use the Zones of Regulation ® to discuss emotions and how to regulate them across the school.</li> <li>• Our Home School Link Worker and parental engagement co-ordinator works closely with families and pupils, both in the home and at school.</li> <li>• We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. We have half-termly meetings with the Inclusion Officer (IO).</li> <li>• Relevant staff are trained to support medical needs. We have a medical policy in place and every classroom has a list of children with medical needs.</li> <li>• Pupils' views are sought individually or through school council and other forums.</li> <li>• All staff have received up to date safeguarding training.</li> </ul>
<p><b>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupil's SEND and supporting their families.</b></p>	<ul style="list-style-type: none"> <li>• Where it is felt support above and beyond what the school is able to offer is necessary, with parental consent, we will offer further assessment and support to children following the Surrey graduated response criteria. As part of this assessment a member of Surrey Services may visit the school for classroom observations, individual assessment, therapy sessions or offer advice and training.</li> <li>• All external partners we work with are vetted in terms of safeguarding and, when buying in additional services, we monitor the impact of any intervention against cost, to ensure a value for money service.</li> <li>• Educational outside agencies include: Educational Psychology (EPS); Specialist Teachers for Inclusive Practise (STIPs); Outreach Services, including ASD and MLD; Short Stay Schools; Raising Ethnic Minority Achievement (REMA), which includes English as an Additional Language and Traveller Service support.</li> <li>• Specialist health services include: Speech and Language Therapy (SALT); Physical and Sensory Support Service (PSSS), including Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); Behaviour Clinic, other health professionals</li> <li>• We work with Social Services and the Community Police</li> </ul>



**Arrangements for handling complaints from parents of children with SEND about the provision made at the school.**

- If parents/carers have concerns about the progress or attainment of their child, they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs and Disability Coordinators (SENDCos) Mrs Stanton and Mrs Hutchinson, as appropriate.
- For students with SEND, further information and support can be obtained from the SENDCos. Please contact Mrs Stanton or Mrs Hutchinson through the school office on 01784 432180.
- Our complaints procedure can be found here:  
<https://www.stjudes.surrey.sch.uk/attachments/download.asp?file=3285&type=pdf>
- The local offer for the local authority can be found at <https://www.surreylocaloffer.org.uk/>
- <https://sendadvicesurrey.org.uk/> provides support and advice for parents.
- Surrey (North West) Special Education Needs Management Team manages school placements and provision for children with special education needs. Telephone: 01483 518110