

**Questions**

**School Response**

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| <b>1</b> | <p><b>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?</b></p> | <p>At Southfield Park, we:</p> <ul style="list-style-type: none"> <li>• Know our children. It is important to us that we develop relational practice that holds the child at the centre of what we do. This helps us know how to stretch and challenge them, as well, as know where additional support may be needed</li> <li>• Are proactive at raising any concerns about the progress that a pupil is making.</li> <li>• Follow EYFS curriculum Reception which by its nature is highly individualised.</li> <li>• Undertake child centred observations, where teachers assess children's levels of development every term, noting where children are failing to make progress.</li> <li>• Share our concerns and 'noticing's' with the Inclusion Leader and Senior Leadership Team, seeking advice and support from each other. This includes records where teachers may note concerns about progress, communication, social and emotional need or a physical and sensory need. This is then reviewed via observation, discussion and assessment.</li> <li>• Use on-going assessment processes on a daily basis and use these evaluations to inform the next sequence of learning.</li> <li>• Track the progress and attainment of all our learners and collect assessment data daily.</li> <li>• Support our Leaders and teachers to analyse the data collected to help identify any issues regarding progress and development. We use data and other forms of assessment to identify additional needs and celebrate achievement.</li> <li>• Foster a climate of open and honest dialogue so that all staff members and families feel able to identify issues which may impact on a child's progress and development so that they can be attended to as soon as possible</li> <li>• Have a broad, experienced staff team who bring their skills, practise and enthusiasm to their teaching. This team is supported by experienced Learning Support Assistants, ELSA, Nurture Leader, Speech and</li> </ul> |
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|          |                                                                | <p>Language assistants and Home School Link Worker who work collaboratively to identify need, share this with families and respond effectively.</p> <ul style="list-style-type: none"> <li>• Encourage parents to speak to the class teacher about any concerns they have. These can then be referred onto the Year Group Leader, a member of the Senior Leadership Team, the Home School Link Worker (HSLW) or the Inclusion Lead if necessary.</li> <li>• Ensure staff receive relevant training to enable the individual needs of children are met.</li> <li>• Draw and actively develop the professional relationships with the Local Authority and allied health professionals.</li> <li>• Work collaboratively with our school partners in the Lumen Learning Trust</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>2</b> | <b>How will school staff support my child?</b>                 | <p>Having identified needs, we:</p> <ul style="list-style-type: none"> <li>• Seek to match provision to the need through providing relevant in-class adaptations via Ordinarily Available Provision. This includes small group intervention programmes, individual intervention support or enhanced staff support in class or playground.</li> <li>• Record the additional support and expected person-centred outcomes for individual children on the relevant year group provision map.</li> <li>• Monitor the impact of interventions on our year group provision maps which also enables the tracking of pupil progress.</li> <li>• Share information about the impact of specific interventions with parents every term through the use of Individual Provision Maps.</li> <li>• Seek support and advice from outside agencies when necessary. This includes, but is not exclusive to: Speech and Language, Educational Psychology, Specialist Teachers for Inclusive Practice, Occupational Therapists, Physical and Sensory Service, Freemantles Outreach</li> <li>• Ask Governors to support the Inclusion Manager in monitoring the effectiveness of the provision in place for pupils identified with SEND and they will liaise with the Inclusion Manager regarding the progress of pupils with SEND.</li> </ul> |
| <b>3</b> | <b>How will the curriculum be matched to my child's needs?</b> | <p>Once a need has been identified, we will provide:</p> <ul style="list-style-type: none"> <li>• Adaptation and mastery are embedded in our curriculum and practice – the starting point for all aspects of our provision is the child and their needs. Our curriculum is crafted to meet the needs of individual learners within their class settings. Weekly year team meetings monitor their progress and identify any issues.</li> <li>• Subject Leaders continually monitor and review the teaching and learning in their curriculum areas and teachers receive regular training and updates in order to deliver it effectively.</li> <li>• All of our teachers are clear on the expectations of High-Quality Teaching and are regularly supported through training, monitoring and feedback from outside agencies, training courses, subject leaders and Senior Leaders in the school.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|          |                                                                                                                    | <ul style="list-style-type: none"> <li>• Class inclusion meetings take place with the Inclusion Lead to explore emerging needs and ensure appropriate additional provision is in place where needed.</li> <li>• Pupil Progress Meetings between Year teams and Senior Leaders take place termly to help monitor and develop the provision for individuals as necessary.</li> <li>• Progress monitoring meetings between Year Group Leaders and Senior Leaders also take place termly to enhance this process.</li> <li>• All classroom provision and additional intervention is rigorously monitored by the Senior Leadership Team through lesson observations, planning scrutiny, book scrutiny, analysis of provision mapping, data analysis and pupil progress discussions.</li> <li>• Advice from outside agencies will feed into planning for the needs of the children in each lesson.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>4</b> | <b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b> | <p>At Southfield Park, we:</p> <ul style="list-style-type: none"> <li>• Invite parents and carers to consultations which are held in the Autumn and Spring terms during which parents are given information about their child's progress and achievements. At the Spring parent consultation meeting, parents are also provided with specific information about their child's current attainment along with an explanation as to where their child's achievement sits within end of year expectations. In the Summer term, a formal written report for each child is written by the class teachers and sent to the parents.</li> <li>• Share information about key knowledge the children will be taught each year is shared half-termly on our website as well as at parent consultations, along with resources to use at home.</li> <li>• Discuss concerns when they arise by contacting parents and carers to arrange an opportunity to discuss the concerns. Equally, parents can request meetings throughout the school year.</li> <li>• Invite parents and carers of children requiring additional or different provision to meetings where they will be involved in reviewing targets using a Individual Provision Map document.</li> <li>• host curriculum events to help families understand what learning is expected and how they can best support their children's needs.</li> <li>• Share information on our website gives information such as the Curriculum Overview and half-termly Knowledge Organiser and Curriculum Web for each year group as well as specific Special Educational Needs &amp; Disabilities information.</li> </ul> |
| <b>5</b> | <b>What support will there be for my child's overall well-being?</b>                                               | <p>At Southfield Park, your child's wellbeing is at the centre of our practise. This can be seen through:</p> <ul style="list-style-type: none"> <li>• Our Nurture Team, which includes our ELSA who supports our more vulnerable pupils through social skills groups or play sessions, Learning Mentors,</li> <li>• Our dedicated Home School Link Worker who supports parents and carers of pupils with additional needs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|   |                                                                                                       | <ul style="list-style-type: none"> <li>• Our school behaviour policy is based on restorative principles which builds on the positive ethos we have in school. We continually notice, name and reward good behaviour as well as allow children time to reflect on the less good choices they have made and support them with putting it right and moving on.</li> <li>• Our Attendance Officer who supports good attendance and punctuality.</li> <li>• The investment of time, training and thought toward supporting children's emotional needs with the aim to minimise any barriers that they have to learning.</li> <li>• Relevant staff are trained to support medical needs, including basic first aid training.</li> <li>• Learner voice is central to our ethos and this is regularly encouraged in a variety of ways, including our pupil leader programme which incorporates roles such as playground buddies, 'worry' boxes in every classroom, and School Council.</li> </ul> |
| 6 | <b>What specialist services and expertise are available at or accessed by the school?</b>             | <p>At Southfield Park, we foster our professional relationships. This can be seen through:</p> <ul style="list-style-type: none"> <li>• We have a number of relationships established with professionals in education (e.g., educational psychologist, Ethnic and Minority support (REMA), the Specialist teachers' team), health professionals (e.g., Speech and language therapy, Occupational therapy) and social care. All external partners that 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>• Our inclusion leader is full time and non-class based and provides a high level of expertise and support to members of staff.</li> </ul>                                                                                                                                                                                             |
| 7 | <b>What training have the staff supporting children and young people with SEND had or are having?</b> | <p>Professional development is important to all staff at Southfield Park, we:</p> <ul style="list-style-type: none"> <li>• Employ a full time, non class based Inclusion Leader who is a qualified teacher who also studying for the NASENCO qualification.</li> <li>• Employ qualified teachers who participate in a rigorous cycle of continual professional development. We regularly invest time and money in training our teachers to improve the quality of their teaching through weekly teacher twilight sessions. These include dedicated sessions based around SEND provision.</li> <li>• Support and train our Learning Support Assistants, acknowledging the key role they hold to supporting children with special educational needs.</li> <li>• Provide training and professional development for all staff throughout the year and in various formats, working to the strengths of the team and in response to the needs of the children at our school.</li> </ul>         |
| 8 | <b>How will my child be included in activities outside the classroom including school trips?</b>      | <p>At Southfield Park, we</p> <ul style="list-style-type: none"> <li>• Hold the inclusion of children at the centre of what we do</li> <li>• Use of our SEND Policy to promote involvement of all our learners in all aspects of the curriculum including activities outside the classroom.</li> <li>• Consider the purpose of activities outside the class. We discuss, risk assess and plan for safety and access and will endeavour to add further safety measures to ensure needs are met. Where applicable parents and carers are consulted and involved in planning and robust risk assessments are put in place.</li> </ul>                                                                                                                                                                                                                                                                                                                                                        |

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| <b>9</b>  | <b>How accessible is the school environment?</b>                                                                                              | <p>At Southfield Park:</p> <ul style="list-style-type: none"> <li>• Our school is purpose build, one level and built with physical accessibility in mind.</li> <li>• Our Accessibility Plan (see the school policies section of the website) is robust and we continually remind staff and learners about the Equality Act 2010.</li> <li>• Where challenges arise, we always give it careful thought and make relevant adjustments. This is driven by the needs of the child and advice and recommendations from outside agencies.</li> <li>• We value and respect diversity in our school and do our very best to meet the needs of all our learners.</li> <li>• We monitor the languages spoken by families in our setting and when required, translators are invited to attend meetings.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>10</b> | <b>How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</b> | <p>At Southfield Park:</p> <ul style="list-style-type: none"> <li>• Induction is important. We invest time in welcoming our learners in a way that makes them feel a part of our setting.</li> <li>• We use taster sessions to support children in their transfer to our school.</li> <li>• We offer Stay, Play and Learn sessions in EYFS</li> <li>• We have very good relationships with feeder settings as well as settings children move onto.</li> <li>• We prepare bespoke transition booklets for children who require further support to manage transitions throughout the school and to other school settings.</li> <li>• We hold transition meetings with nurseries and secondary schools to receive and share relevant information about the children to aid smooth transition.</li> <li>• We participate in the Surrey ASPIRE project which supports young people with SEND in their transition to Reception or Secondary School</li> <li>• We liaise with nurseries and secondary school colleagues to share information regarding vulnerable learners and children with SEND.</li> <li>• We identify additional needs and review whether extra transition visits and resources to support the transition are put in place.</li> <li>• If a child has an EHCP, then the receiving school will be invited to attend the annual review.</li> </ul> |
| <b>11</b> | <b>How are the school's resources allocated and matched to children's special educational needs?</b>                                          | <p>At Southfield Park:</p> <ul style="list-style-type: none"> <li>• Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.</li> <li>• We seek to ensure value for money so all interventions are costed and evaluated.</li> <li>• Our budget is allocated according to our Provision Management system.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>12</b> | <b>How is the decision made about what type and how much support my child will receive?</b>                                                   | <p>At Southfield Park:</p> <ul style="list-style-type: none"> <li>• High Quality Teaching is clearly defined in our setting and all staff are supported and empowered to deliver this.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|           |                                                                                 | <ul style="list-style-type: none"> <li>• Where additional support is required, this is undertaken after consultation with the relevant staff, the learner and their families.</li> <li>• Depending on the level of need the class provision map is used to capture the child's next steps and person centred outcomes.</li> <li>• All interventions are monitored for impact and outcomes are defined at the start of any intervention.</li> <li>• The Inclusion Team oversees all additional support and regularly shares updates with governors.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>13</b> | <b>How are parents involved in the school?</b><br><b>How can I be involved?</b> | <p>At Southfield Park:</p> <ul style="list-style-type: none"> <li>• We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations.</li> <li>• We operate an open-door policy.</li> <li>• Parents are also able to contact their child's class teacher (via the <a href="mailto:info.southfieldpark@lumenlearningtrust.co.uk">info.southfieldpark@lumenlearningtrust.co.uk</a> account)</li> <li>• Parents and carers are encouraged to volunteer or contribute through a variety of means.</li> <li>• We take every opportunity to strengthen this dialogue.</li> <li>• Parents and carers are encouraged to provide feedback about the provision their child is receiving through the Learning Support Profiles and Pupil Passports.</li> <li>• Our Governing Body includes Parent Governors.</li> <li>• Our Home School Link Worker team hosts regular coffee mornings these also include coffee morning run by external agencies such as the Mental Health Schools Team (MHST) Single Point of Access (L-SPA)</li> <li>• Our Home School Link Workers are available to support parents as and when it is required.</li> </ul>                                      |
| <b>14</b> | <b>Who can I contact for further information?</b>                               | <ul style="list-style-type: none"> <li>• If you are worried or concerned about your child's progress or development the first person you should contact is the class teacher.</li> <li>• If a concern persists then the Inclusion Leader is willing to talk to parents. The Headteacher is available for more formal discussions.</li> <li>• Parent Partnership is a SEN advice service offered to parents in Surrey. Please see the following link. <a href="http://www.sendadvicesurrey.org.uk/">http://www.sendadvicesurrey.org.uk/</a></li> <li>• Surrey's Local Offer details support and advice that Local Authority offer to children with a SEND. Please see the following link. <a href="https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page">https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page</a></li> <li>• If you have a SEND-related enquiry or concern, you can call the Learners' Single Point of Access (L-SPA) on 0300 200 1015. This is connected to the Surrey SEND Local Offer and can be found on the web link above.</li> <li>• If you have a concern or complaint, the school complaints procedure can be found on the School Information page of the website.</li> </ul> |