



## Knaphill Junior School SEND Information Report and Local Offer

### What kinds of special educational needs are catered for at Knaphill Junior School?

Knaphill Junior School is a fully inclusive school that is committed to meeting the needs of all our children, including those with Special Educational Needs and Disabilities. We do this by having high expectations of all our children, working to find different ways to engage every child effectively, adapting our approaches as necessary and removing barriers when they arise, to enable every child to enjoy learning and empower every child to reach their potential and have a bright future.

We provide support for pupils across the four broad areas of need, as set out in the SEND Code of Practice, 2015 ([SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/478142/SEND_Code_of_Practice_2015.pdf)).

The four broad areas of need are:

**Communication and Interaction (C&I)** - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

**Cognition and Learning (C&L)** – Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

**Social, Emotional and Mental health difficulties (SEMH)** – Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties, physical symptoms that are medically unexplained, or a disorder such as attention deficit hyperactive disorder (ADHD) or attachment disorder etc.

**Sensory and/or Physical needs** – Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided, such as a vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI). Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



## How can I let the school know that I am concerned about my child's progress or well-being?

If you have any concerns about your child, the school encourages parents/carers to speak to their child's class teacher initially. If needed, a meeting will then be arranged with the school's Special Educational Needs Co-ordinator (SENCO) or the Headteacher.

## Key Contacts

<b>Headteacher</b>	Debbie Harrison
<b>Deputy Headteacher</b>	Sam Bowry
<b>SENCO</b>	Zoe Purulak
<b>Home School Link Worker</b>	Niki Phillips
<b>Emotional Literacy Support Assistant</b>	Emilie Haywood
<b>SEND Governor</b>	Dorothy Greentree
<b>School Phone Number</b>	01483 888899
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## Key Information

Our school's Special Educational Needs (SEND) Policy is available on our website: [Special Educational Needs Policy \(kfos.co.uk\)](http://kfos.co.uk)

The SEND Code of Practice can be found at: [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The Surrey Local offer website, which contains information and signposting for parents can be found at: [Surrey Local Offer](#)

Surrey SEND Information Advice and Support Service (SENDIAS) can be found at: [SEND Advice Surrey](#)

## How does the school know if my child needs extra support?

- A child's individual SEND needs may be identified prior to starting Knaphill Junior School (often a child's SEND needs become apparent when they are at infant school or earlier), or once they are attending our school.
- Pupils' well-being and academic progress is regularly and systematically monitored by class teachers, subject leaders and the Senior Leadership Team.
- Pupil Progress Meetings (PPMs) are held termly. At these meetings, the attainment and progress of all children is considered, and any children not making expected progress are identified.  
Appropriate individualised provision, using a graduated response e.g. a response that recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be sought for a child for the difficulties that they may be experiencing, is then decided upon, including further assessment if required.
- When considering if special educational provision is required for a child, the views of the parents and the child (if age appropriate) will be considered, and following this, the child may be placed on the Special Educational Needs and Disability (SEND) Register. Parents may also identify any concerns they have to the school at any time.
- If placed on the SEND Register, the class teacher, in collaboration with the child's parents (and overseen by the SENCO), will write an Individual Support Plan (ISP) for the pupil. This will detail the provision to be put in place at school, who is providing it, the frequency of the provision and the outcome that is expected. It will also detail how parents can support their child at home and what the child can do to help themselves to reach the each outcome detailed. The Surrey 'Profile of Need' will be used to guide decisions on when a child may have special educational needs and how that child could be supported.
- Where necessary, the school, with parent consent, may make a referral to external professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Specialist Teachers of Inclusive Practice, Physical and Sensory Support and Surrey Mindworks, (Previously known as Child and Adolescent Mental Health Services), as laid out in the Surrey Graduated Response.
- If a child has a medical need, the appropriate documentation will be completed in accordance with our Supporting Children with Medical Needs Policy [KFOS-Supporting-Children-with-Medical-Needs-Policy-Feb-2023.pdf](#).

### How will school staff support my child?

- At Knaphill Junior School, the well-being and achievement of every child is the responsibility of **everyone** in our school. Every teacher is a teacher of every pupil, including those with SEND, as set out in the Special Educational Needs and Disability Code of Practice (2015). <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.
- Teachers are responsible and accountable for the progress and development of **all** the pupils in their class and Quality First Teaching is our first step in responding to children who have SEND.
- We adopt a graduated response to meeting a child's needs using the 'Assess, Plan, Do, Review' cycle. Additional provision may be put in place as part of this graduated response.
- Specialist advice may also be sought to identify more specific support if required.
- The nominated governor responsible for overseeing the school's provision for pupils with SEND meets with the SENCO regularly and reports back to the Governing body on the impact of provision being implemented for pupils.

### How will the curriculum be matched to the needs of my child?

- Quality First Teaching, including appropriate and manageable adaption is embedded in our curriculum and all our teachers have high expectations of the outcomes for every pupil.
- Staff receive continuous professional development to ensure that they are able to effectively support all pupils with SEND through tailored provision.
- All adaptations and provisions are based on individual need using a graduated response, including adaptations to the environment, use of specific resources, evidence based interventions (either within or outside the classroom), or additional support from an adult.
- Teachers are regularly given opportunities to share best practice across the school and assessment of pupil's learning is used to inform ongoing provision.

### How will I know how my child is doing and how will you help me to support their learning?

- Pupil voice is important to us and all pupils on the SEND register have a One Page Profile which supports us to understand the pupil's own perspective of how they learn best. One Page profiles are updated termly.
- All children on the SEND register have an Individual support plan (ISP), which clearly states the individual targets and provision in place to meet their needs.
- In addition to Parent/Carer Consultation meetings, we hold SEND Parent meetings each term, where parents/carers and the child can work collaboratively with the class teacher to review the targets set for the child that term and set new targets for the coming term.



- An Annual Report goes home to parents at the end of the summer term with details pupil's attainment, progress and next steps.
- For children with an Education, Health and Care Plan, a Review meeting of their plan is held annually.
- Where external professionals are involved, parents/carers will be invited to attend meetings to discuss their child's progress and the support in place. Any copies of reports are always sent to parents/carers.
- Members of staff are always happy to facilitate more regular contact with parents where required.
- We believe in supporting the development of parenting skills and work in collaboration with other agencies to offer advice and support. Where possible, we offer a variety of parenting courses and workshops. Further details are available at school.

### What support will there be for the overall well-being of my child?

- We are a values based school; our school values drive everything we do and we believe that the purpose of education is to ensure everyone in our school community is able to flourish. Our values underpin all relationships across the school and we strongly believe that it is through developing positive and meaningful relationships with each other than we can ensure pupil well-being.
- We have a PSHE curriculum that is progressive and tailored to the needs of our pupils.
- The use of the Zones of Regulation is embedded across our school as a tool for supporting the pupils to understand and regulate their emotions.
- Our staff are all trained to use Restorative Approaches when dealing with any conflict between pupils at school.
- Pupil voice is central to our ethos and we have an active Smart School's Council that meet regularly to ensure that pupil voice is represented in making decisions about our school community.
- Our Behaviour Policy is reviewed annually: [Behaviour-Policy-and-Statement-of-Behaviour-Principles-2022.pdf](#) (kfos.co.uk)
- Our Anti-Bullying Policy is reviewed annually: [Anti-Bullying-Policy-2022.pdf](#) (kfos.co.uk)
- Our Supporting Children with Medical Needs Policy is reviewed annually: [KFOS-Supporting-Children-with-Medical-Needs-Policy-Feb-2023.pdf](#)
- We have an ELSA (Emotional Literacy Support Assistant) who works with children to support their well-being and a Pastoral and Family Support Worker whose role is to support pupils and families.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. If a pupil is absent due to long-term illness, alternative arrangements can be made to support the pupil's learning at home.

### What specialist services and expertise are available at, or accessed, by the school?

•The school has staff with expertise in particular areas of SEND need and actively seeks the advice of external professionals where necessary. • We have access to external professionals, including:

\*Educational Psychologists

\*Speech and Language Therapists

\*Specialist Teachers for Inclusive Practice

\*Physical and Sensory Support Service

\*Freemantles School Outreach Service (for pupils on the Autistic Spectrum)

\*REMA (Race Equality and Minority Achievement)

\*School nurse and community paediatrician

\*Mindworks (previously CAMHS - Child Adolescent Mental Health Services)

\*Physiotherapy and Occupational Health Services

\*Surrey Young Carers

\*Family Support Services/Early Help

- Where it is deemed that external support for a child is necessary, we discuss this with parents/carers and gain full consent before making a referral.
- As well as supporting individual pupils, some external partners also provide relevant training for staff supporting pupils with additional needs.

### What training have the staff supporting children with SEND had/having?



- Over each academic year, SEND training is reviewed in line with pupil needs. We aim to ensure that all staff working with children possess a sound knowledge of each pupil's individual needs and are able to support them to access the curriculum and flourish.
- Our SENCO, Zoe Purulak, is a qualified teacher and has completed the National SENDco Award.
- At staff meetings and INSET sessions, staff are regularly updated on matters pertaining to Special Educational Needs and Disability.
- We carry out annual audits to identify training needs.

### **How accessible is the school environment and how will my child be included in activities outside of the classroom, including school trips?**

- We have a whole school approach to inclusion and believe that all children should have equality of opportunity as outlined in our School Equality Policy and Single Equality Scheme in line with the Equality Act 2010. We value and respect diversity in our setting and endeavour to meet the needs of all our learners.
- Our Inclusion Policy promotes the involvement of all learners in all aspects of the curriculum, and all of our children are encouraged to actively engage in clubs and activities.
- Our and Accessibility Policy and Plan ensures that we are continually reviewing the school environment to ensure that it is fully accessible to all pupils. We make reasonable adjustments wherever possible, and continually review the needs of children.
- Any barriers to learning or engagement that arise will be reviewed, and a plan put in place to overcome such barriers. As far as possible, we will endeavour to ensure that all pupils can access activities regardless of their needs.
- Risk assessments are carried out prior to any school trip or visit. The needs of vulnerable pupils, such as those with SEND, are considered as part of the process and appropriate arrangements made wherever possible. Where applicable, parents/carers are consulted and involved in planning, which may include additional staff or parents accompanying children on trips or residential.
- We work with a variety of outside agencies to provide specialist equipment and facilities where possible for children with SEND, to ensure that they are able to fully access the curriculum.
- We can access support from REMA services for pupils for whom English is an additional language and can access translators if necessary.

### **How will the school prepare and support my child to join this school or transfer from this school to a new school?**



- We aim to make all our pupils and their families feel welcome and at home at Knaphill Junior school. We have a clear induction programme, which includes presentations to parents, school visits and individual meetings with parents. If applicable, the SENCo/Designated Safeguarding Lead (DSL) would also attend these meetings. Where possible, additional transition visits to our school, or from our school to a pupils new school are made for pupils with SEND.
- We have a strong and positive relationship with our feeder infant school (Knaphill Lower School) and secondary schools in the area. We share all relevant information to ensure a smooth transition.
- Within school, we arrange a handover meeting between teachers at the end of the year to ensure that the 6 new class teacher is aware of individual needs, targets and any additional support required.
- Children are prepared for transitions by meeting their new teacher and visiting their new classroom. Some children are offered more support through small group visits and social stories.
- For transfer to secondary school, all children begin a transition process at the start of the Summer term. Parents are provided with transition information and for some children, extra transition arrangements are put in place.
- We ensure that all relevant information is shared, including discussions with the SENCO for any pupils on the SEND register. For children with EHCPs or Personal Education Plans (PEPs), the SENCO/Designated Teacher of the transfer school would be invited to attend the Annual Review or PEP meeting.

### **How is the decision as to what support and how much support my child will receive?**

- Quality First teaching is central to the ethos of our school and teachers plan appropriate support and adaptations within the classroom to meet individual needs.
- Schools receive funding for provision for all pupils, including those with additional needs. Each year, we review the needs of the whole school to prioritise how funding will be allocated, including the purchasing of resources, additional staffing and staff training.
- We endeavour to ensure value for money, so any provision that is additional to Quality First Teaching is recorded on a whole school provision map and its impact is monitored and evaluated.
- For children with EHCPs, individual funding is used to support their individual needs as identified in their EHCP.
- Following assessments and Pupil Progress Meetings or feedback from teachers or parents, pupils who require additional support are discussed and, as part of the graduated response, appropriate support is put in place to meet the specific needs of the child. This may include group, paired or individual support. Referrals to external agencies are made according to need and with parental consent.
- Each term, children on our SEND Register work with a member of staff to create/update their One Page Profile which gives us a clear overview of the whole child including their strengths and needs.
- The SENCO oversees all additional support and regularly shares updates with the head teacher and SEND Governor.



### How do parents and the school work effectively together?

- Knaphill Junior School has an open door policy, where parents are encouraged to contact the school if they have any concerns about their child's progress or well-being.
- Parents of pupils with SEND are kept regularly informed of their child's progress as outlined in 'How will I know how my child is doing and how will you support me to support their learning' on page 4/5 of this policy.
- Our Governing Body includes Parent Governors and all parents can become involved in PTA.
- Regular parent questionnaires provide an opportunity to provide feedback to the school.

### What should I do if I have a concern?

- If you have a concern, we encourage you to initially speak to your child's class teacher.
- Further information and support can be obtained from our SENCO (whose working days are Monday, Tuesday and Wednesday).
- The school's Complaint Procedure outlines the formal steps the school will take in handling a complaint. It is available here [KFOS-Complaints-Procedure-2021-24.pdf](#) and on our school website.