



	Questions	School Response	School self-evaluation <i>RAG rating</i>
1	<b>How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</b>	<p>Before children begin their Reception Year we contact their pre-school to organise transition meetings. Parents and outside agencies are also invited to attend. As a result of these meeting we write an individual progression plan which sets out a programme to enable the child to settle into school and highlights any area of particular need. We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. Teachers and teaching assistants are vigilant at supporting and raising any concerns. Teachers meet with the SENCO (Special Needs Co-ordinator), key stage leader and Head Teacher to discuss progress of all children once a term. At this meeting staff will identify any children whose needs are not being met and will discuss children who are currently receiving support. We also use data and other forms of assessment to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher about any concerns they have. We have in-house specialist expertise in a number of areas of special educational needs including speech and language, Down's syndrome and attachment disorder.</p> <p>The SENCO is Mrs Ruth Tunnell tel: 01737354816 <a href="mailto:ruthtunnell@bansteadinfant.co.uk">ruthtunnell@bansteadinfant.co.uk</a>            Surrey have details of their Local Offer on their website: <a href="http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/our-local-offer-support-and-advice-for-children-and-young-people-with-send">http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/our-local-offer-support-and-advice-for-children-and-young-people-with-send</a></p>	<i>Embedded</i>
2	<b>How will early years setting / school / college staff support my child/young person?</b>	<p>Banstead Infant School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). All our staff are teachers of children with special educational needs and are trained to cater for learners who have difficulty with: cognition and learning; communication and interaction; social, emotional and mental health and sensory and/or physical difficulties. We make reasonable adjustments to our practices to comply with the Equality Act (2010). Please see section 7 of this document for details of staff training. We believe in the potential of every child so all the children are given the opportunity to develop the</p>	<i>Embedded</i>

		<p>capacity to surprise themselves and those around them. They are taught to challenge themselves to build confidence and resilience. Some children experience difficulty with a specific area of their learning at some time in their school life and may need support from our additional needs team. At Banstead Infant School we believe it is important to help a child as early as possible in an endeavour to prevent future difficulties with learning and to maintain a high self-esteem. We take a holistic approach to supporting children by teaching the emotional literacy skills, providing social skills groups and the Forest Schools programme. Parents are involved in reviewing their children's targets and making suggestions for new targets. We are determined to promote a partnership with parents of all children, which is based on trust, understanding and open communication. Our Special Needs Co-ordinator (SENCo) and team of teaching assistants use a multi-sensory approach to learning. <b>Children with Statements of Special Educational Need or Education, Health and Care Plans take priority in the admissions policy of the school.</b> This is in line with local and national expectations. We aim for the children to be included in all aspects of school life. They are well provided for at Banstead Infant School. Trained teaching assistants give 1:1 and small group support during the day and often at lunchtimes too to ensure that children are safe and happy. Our governors play an active role in monitoring the quality of our special educational needs provision. Once a term special educational needs is discussed by the Governor's Children and Learning Committee, attended by the Senior Leadership Team which includes the SENCo, key stage leader and head teacher. In addition there is a nominated governor for special educational needs (who is also a member of the Children and Learning Committee) who meets with the SENCo at least once a year. All interventions we put in place are research informed and evidence based and are measured to monitor impact against expected rate of progress. Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families. All our additional support programmes are overseen by the SENCo and all our teachers are teachers of inclusion and special educational needs.</p>	
3	<p><b>How will the curriculum be matched to my child's/young person's needs?</b></p>	<p>Our school has a rich and creative curriculum. Children who need support to access the curriculum have a personalised learning programme which complements the learning undertaken by the whole class. An assessment of need takes place for the child on entering school. The child will be part of the whole class lesson introduction and may then work in a small group or one to one to enable learning and progress to take place at an appropriate, accessible level. The teacher plans the personalised programme. This programme is delivered by teaching assistants and the class teacher and is reviewed at least once a term when next steps will be identified and discussed with parents. All our teachers are clear on the expectations of wave 1 provision and this is monitored regularly by the leadership team through learning walks, professional discussion and governor monitoring.</p>	<p><i>Embedded</i></p>

4	<p><b>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b></p>	<p>We share progress feedback with all our learners on a daily basis as part of our practice. The school has a regular reporting cycle where parents are informed of progress. Once a term before parent consultation evenings the year one and two teachers meet with each child for a learning review meeting. At this meeting the teachers discuss each child's successes and develop targets with them, which are then discussed at the parent consultation evening during the autumn and spring terms. This gives each child ownership of their targets and helps them to take responsibility for their learning. At such at meetings (and through our termly year group curriculum meetings) we clearly share what can be done by families at home to supporting the learning at school. We also share learning via our learning platform which offers opportunities to extend and support what is being taught at school. In addition, we have an open door policy so parents can arrange to see teachers or the SENCo to discuss any issues or concerns at any time. This is also reinforced by updates on the curriculum which we share though our termly curriculum letters. When appropriate we offer curriculum evenings to help families understand what learning is expected and how they can best support their child at home. We believe in supporting the development of parenting skills and as such offer workshops in collaboration with other agencies. In the summer term parents receive a written report about their children's progress. Following the report parents are able to discuss how they can support their child's learning and progress</p>	<p><i>Embedded</i></p>
5	<p><b>What support will there be for my child's/young person's overall well-being?</b></p>	<p>At Banstead Infant School every child is valued. We listen to the children and encourage them to share their ideas and speak with confidence. High self- esteem is crucial to successful learning. We find what is special about every child and make sure that they know about it too. We look for talent in every child by offering as many different opportunities as we can both within and outside the curriculum. We explicitly teach our values of respect, honesty, trust, responsibility, co-operation and patience. Values are at the heart of our school and guide our actions and decision making. We talk to the children about our values using a Jammie Dodger biscuit to represent both learning and values. The biscuit part represents all the learning but the jam is the heart of the school. The children talk about having a 'Jammie Dodger heart' which means that they show the values in their everyday lives. All our staff are regularly trained to provide a high standard of pastoral support through The Nurturing Programme. We teach the children how to develop good relationships with others and to respect and celebrate the differences between people. Every week, in every class, the children have a circle time and discuss such topics as: making friends, sharing, accepting compliments, what do if they are worried, giving praise and making good choices. Relevant staff are trained to support medical needs and some cases all staff receive training. We have a medical policy in place. We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our Behaviour Policy, which</p>	<p><i>Embedded</i></p>

		<p>includes guidance on expectations, rewards and sanctions, is fully understood by all staff. It is available for staff reference in the staff handbook and on our learning platform. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this encouraged in a variety of ways and regularly. Children take part in weekly citizenship sessions during which they learn how to listen to others and how to express their views and opinions. There are also twice termly class and school council meeting when the children are able to contribute to school improvements.</p>	
6	<p><b>What specialist services and expertise are available at or accessed by the setting / school / college?</b></p>	<p>Our staff receive regular training and our teachers all hold qualified teacher status. We have a number of established relationships with professionals in education, health and social care including the school nurses, educational psychologist, speech and language therapists, occupational therapists, learning and language support and social, emotional and mental health specialists. All these professionals work with us on a regular basis to develop learning programmes and to provide support in devising strategies to enable children with special educational needs to fully access the curriculum. All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p> <p>We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary .In these cases parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person.</p> <p>During the academic year 2014-15 we worked with social services, occupational health, speech therapists, Specialist Teachers for Inclusive Practice (STIPs), CRUSE, child and adolescent mental health teams and paediatricians.</p> <p>We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment.</p>	<p><i>Embedded</i></p>
7	<p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<p>Our SENCO completed the mandatory National SENCO Award in July 2014 and is a qualified teacher. We regularly invest time and money in training our staff to improve teaching and learning across the curriculum. (wave 1 provision) We have a team of highly trained Teaching Assistants who attend training that is pertinent to the children in the school on a regular basis. Lunchtime supervisors also receive training such as the use of positive behaviour strategies and working with children with speech and language difficulties. Professionals who visit provide valuable training to staff who are supporting a child with a particular identified need (wave 2 and 3). For example, speech and language therapists work alongside the child and their teaching assistant to demonstrate strategies and provide a model for the teaching assistant to follow.</p>	<p><i>Embedded</i></p>

		<p>This year we have trained staff in ELKLAN speech and language support. We ensure that all staff working with learners who have additional needs possess a working knowledge of the difficulty to help them in supporting access to the curriculum.</p> <p>Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.</p> <p>This academic year the school has worked with Learning and Language Support Service, Behaviour Support Service, Speech and Language Therapists and Occupational Therapists</p>	
8	<p><b>How will my child/young person be included in activities outside the classroom including school trips?</b></p>	<p>Our Special Educational Needs Policy promotes involvement of all our learners 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 to ensure needs are met; where applicable parents/carers are consulted and involved in planning. Where applicable, parents of children who need a high level of support accompany the child and their support staff on educational visits.</p> <p>Our learning without limits philosophy ensures that all children learn and engage in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs.</p> <p>Registers are taken for all school activities and we actively monitor the engagement of learners across the school.</p>	<i>Embedded</i>
9	<p><b>How accessible is the setting / school / college environment?</b></p>	<p>We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. The school is on a single level and has wide doorways to enable wheelchair access. There is a disabled toilet. We are vigilant about making reasonable adjustments; where possible. Our policy and practice adheres to The Equality Act 2010. Where possible, we ensure any home-setting communications are available in the relevant languages and when required translators are asked to attend meetings. We fully support parents/carers with learning needs by helping them to complete any necessary paperwork and we ensure that they understand by reading letters/forms with them. We help them to find courses that will support their need. Any resources or equipment needed to support a child's need are funded from the school budget.</p>	<i>Embedded</i>
10	<p><b>How will the setting /school / college prepare and support my child/young person to join the setting /school /</b></p>	<p>We have a robust induction programme in place for welcoming new learners to our school. The children visit the school with their parents on two occasions during the summer term prior to their admission. During the summer term, prior to your child starting school, the teachers in the Reception classes visit the local pre-schools and nurseries to get to know the children. At the beginning of the school year the class teacher and teaching assistant visit the child in their own home to discuss specific needs. The children are then admitted to school over a period of 3 days to enable the children to meet staff and to get to know their classroom environment. We also organise extra visits for children who may need a bit more help settling in. We have very good relationships</p>	<i>Embedded</i>

	<p><b>college, transfer to a new setting / school / college or the next stage of education and life?</b></p>	<p>with our pre-schools and nurseries as well as the junior schools that the children move on to. During the year the Year 2 children visit Banstead Junior School, attend Christmas and summer productions and take part in a morning's activities with Year 3. Year 2 and Year 3 staff meet at least twice a year to discuss children's needs. We also have close links with our academy partner, Warren Mead Junior School. If your child has a Statement of Special Educational Need or an Education, Health and Care Plan a transition meeting will be organised to begin the process of transition to junior school. Everyone who has supported your child will be invited to attend so that you can contribute to the discussion about how transition arrangements will be organised. The SENCo will arrange to meet the SENCo at your child's junior school in the summer term prior to your child's admission.</p>	
<p><b>11</b></p>	<p><b>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</b></p>	<p>Our finances are monitored regularly by governors, the Head Teacher and Finance Manager. We utilise resources to support the strategic aims of our school as well as individual learner needs. We seek to ensure value for money service, so all interventions are costed and evaluated. Our budget is allocated according to the needs of the children.</p> <p>We review the needs of the learners within the school and put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs.</p> <p>SENCO/HT have observed 1:1 teaching assistants to ensure that children's individual targets are being taught and evaluated.</p> <p>Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.</p> <p>Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.</p>	<p><i>Embedded</i></p>
<p><b>12</b></p>	<p><b>How is the decision made about what type and how much support my child/young person will receive?</b></p>	<p>Outstanding practice is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. Children are spoken to about their progress/concerns which are then recorded on their Individual Support Plan or Pathway Plan. It is essential to have the views of the child so that they feel involved in their own learning. ( See also section 4 – Learning Review Meetings)All interventions are monitored for impact and outcomes are defined at the start of any intervention. Any support, intervention and impact is discussed and evaluated at termly assessment meetings with the SENCo, key stage leader and head teacher The SENCo oversees all additional support and regularly shares updates with the SEN Governor.</p>	<p><i>Embedded</i></p>

13	<p><b>How are parents involved in the setting/school/college?</b>  <b>How can I be involved?</b></p>	<p>We would not be the school we are without the support of our parents. We have a brilliant Parent Teacher association (PTA), who have bought the school quality resources and helped to make the school a real community. Parents at Banstead Infant School support their children's learning at home by reading with their children and helping with the homework. We also have parent volunteers who came in to school and support learners with their reading. They take a deep interest in all we do. It is this close working relationship with parents that ensures the children continue to achieve their best. We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations and take every opportunity to strengthen this dialogue. We operate an open door policy. Parents are invited to contribute though a number of means, for example, at school improvement meetings, through questionnaires, parent teacher association meetings, termly parent consultations and curriculum meetings. We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement. Any parent who would like to be involved with the PTA can ask the head Teacher or Chair at any time. Parents are invited to an annual PTA AGM where they can also volunteer to join committees, act as class reps or support the organisation of events.</p>	<p><i>Embedded</i></p>
14	<p><b>Who can I contact for further information?</b></p>	<p>The first of point of contact should always be your child's class teacher. Some children will also be supported by a teaching assistant. Anyone with a role in your child's education will be involved in meetings with you. Should you still need further information after talking to your child's teacher then the SENCO may become involved and a meeting convened to discuss the nature of your enquiry and look for a resolution to the issue. A copy of the school's complaints procedure can be found on the school website <a href="http://www.banstead-infant.surrey.sch.uk/parents/policies/">http://www.banstead-infant.surrey.sch.uk/parents/policies/</a> The complaints procedure will outline the formal steps we will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership. If you are looking for a place at our school, please contact the Head Teacher, Mrs Stephanie Storrar on 01737354816; <a href="mailto:head@bansteadinfant.co.uk">head@bansteadinfant.co.uk</a> The SENCO is Mrs Ruth Tunnell tel: 01737354816; <a href="mailto:ruthtunnell@bansteadinfant.co.uk">ruthtunnell@bansteadinfant.co.uk</a> Surrey have details of their Local Offer on their website: <a href="http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/our-local-offer-support-and-advice-for-children-and-young-people-with-send">http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/our-local-offer-support-and-advice-for-children-and-young-people-with-send</a></p>	<p><i>Embedded</i></p>