

Beaufort responses to the 14 Questions

	Questions	School Response	School self-evaluation
1	<p>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?</p>	<ul style="list-style-type: none"> • The progress of children is monitored regularly through observations and pupil progress meetings and parents informed at least termly. • We track the progress of all our learners and as professionals we have systems in place to use data to support tracking. • Our Senior Management Team and Class teachers discuss any concerns at least termly in pupil progress meetings as well as celebrating achievement. Discussions are made on progress, engagement and the conduct of learners and decisions are made on the most appropriate steps to take in order to support the learner. • Parents are encouraged to make appointments to speak to the class teacher and / or Special Educational Needs Co-ordinator about any concerns they have. The Special Educational Needs Co-ordinator is Mrs. Samantha Jaycock and her telephone number is 01483 474986, extension 6 or her e-mail is sjaycock@beaufort.surrey.sch.uk • We use our in-house expertise in special educational needs and the 'Special Educational Needs and Disability descriptors' to ascertain levels of need where there are any parental or staff concerns. • The school has a Special Educational and Disability policy which can be found on the school website. 	<p><i>Embedded</i></p>

2	How will early years setting / school staff support my child?	<ul style="list-style-type: none">• We are a Mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs code of practise (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with cognition and learning, communication and interaction, social, emotional and mental health and sensory and/or physical. We make reasonable adjustments to our practises, as to comply with the Equality Act (2010).• Our Governors play an active role in monitoring the quality of our special educational needs provision through their curriculum committee with Special Educational Needs and Disability reports made termly. In addition, a named governor takes responsibility for monitoring Special Educational Needs.• As appropriate, individual support plans will be continuously monitored and reviewed at least twice a year.• The Head teacher, senior leadership team and Special Educational Needs Co-ordinator all monitor the provision.• We adopt a graduated approach to meeting needs, through quality first teaching our staff make reasonable adjustments to include all children, not just those with special educational needs.• All interventions we put in place are based on best practise and evidence based. We take a holistic approach to supporting learners, therefore, some interventions support emotional and social well being. These are measured to monitor impact & attainment against the expected rate of progress.	<i>Embedded</i>
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3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none">• Our philosophy at Beaufort is one of personalised learning, where we aim to provide, for each child, appropriate 'next steps' in their learning. Teachers assess children daily through observation, monitoring what children have achieved and marking, according to our marking policy, to provide positive feedback and challenging 'next steps' in learning. Work is carefully planned, differentiated and matched to the pupils' needs and is embedded in our curriculum and practice for all pupils, ensuring progression in learning.• Every child has a reading record book or planner which goes home daily and is used for communication. Pupils' progress is tracked by class teachers and records kept of attainment. Future provision is based on this information. All class teachers therefore plan differentiated learning within the curriculum for all children, meeting their individual needs and ensuring challenge.• Regular Pupil Progress Meetings help the leadership team to monitor progress and to identify any pupils who may need extra, or different, provision or support. All our teachers are clear on the expectations of Wave 1 provision and this is monitored regularly by the leadership team.• We have an Accessibility Plan which shows how adaptations are made not only to the built environment, but to the curriculum and how information is accessed by learners and their parents.	<i>Embedded</i>
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4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • We share information about the curriculum on our website and more specific information about the child's current topic in our Family Learning Information provided for all children/families. Topic webs and ideas for home/family learning are sent home termly, or more frequently where there is a change of topic, to advise parents how best to support their child through relevant additional activities at home. • We host a number of curriculum meetings/ learning events, to help families understand what learning is expected and how they can best support their child's needs. For example on transition to our Early Years Foundation Stage class, there are reading and writing workshops for parents. • The school has a regular reporting cycle where parents are informed of progress with their class teacher and / or Special Educational Needs Co-ordinator. Following the report, parents are able to come in to school in order to discuss how they can support learning and progress. • We have an open door policy where parents are invited to come in to speak with a relevant member of staff if they have concerns about the overall progress of their child. • Should more regular contact be required than the scheduled parents' evenings, our staff will make arrangements to ensure this happens. • Our school 'Family Link Worker' works closely with our parents to provide advice and support. We believe in supporting the development of parenting skills and as such, deliver workshops on site and work in collaboration with other agencies. 	<p><i>Embedded</i></p>
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5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • All our members of staff care about all children in our school. • Relevant staff members are fully trained to support medical needs and all staff have received training in basic first aid. We have a medical policy in place. • Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place throughout the school. • We have a zero tolerance approach to bullying in the school as set out in the Anti-bullying policy, which addresses the causes of bullying as well as dealing with negative behaviours. There is a huge emphasis on a restorative approach throughout the school. • School policies define our expectations regarding behaviour and attendance and we regularly monitor attendance, taking the necessary actions to prevent prolonged unauthorised absence. These policies are reviewed regularly by the governors. The school employs an attendance officer to monitor attendance more closely. • Learner voice is central to our ethos at Beaufort and we have a school council to elicit the views of the learners and to attend meetings with a designated member of staff, in order to express these views. • Our Personal, Social, Health, citizenship, Emotional programme is core to Beaufort's ethos and values and looks to develop the children's emotional and social well being. • A 'worry box' is available in all classrooms where a child can confidentially express any concerns affecting their well-being in school to their teacher. There is also an online programme called 'Toot Toot' which children can record their worries 'anonymously.' • We have an established Family Link Worker and 'Emotional Literacy Support Assistants', who support together to meet the needs of our vulnerable children and families as identified by staff, parents, or the Senior Leadership Team. 	<p><i>Embedded</i></p>
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6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Many of our staff are trained to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge. • Our 'Designated Children's Safeguarding Officer' has established close relationships with 'Children's Services'. Careful records are kept of any liaison. Specific support specialists, including health professionals, are regularly sourced by the Special Educational Needs Co-ordinator from within Surrey, including an Educational Psychologist, Speech and Language specialist, Behaviour and Learning support advisor, Physiotherapist, Physical and Sensory Support Service, Child and Adolescent Mental Health Services (CAMHS), Freemantles Outreach service; Occupational therapists and a mobility team. They provide advice and offer support based on specific requests and where necessary, will come into school to observe and /or assess a child, offering their professional expertise, consulting with children; families and staff so that agencies are able to work in supporting the overall development of the child. This includes leading training for all staff. • 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. Our designated teacher, Mrs Emily Ferris eferris@beaufort.surrey.sch.uk meets with social services and the virtual school to ensure the child's wider needs are being met. A personal educational plan (PEP) is produced termly to help support the child develop holistically. • We have an established Family Link Worker and 'Emotional Literacy Support Assistants' designated to support children with any identified social and/or emotional needs they may have. This includes offering therapy sessions themselves, or accessing these from outside agencies. • A school nurse is dedicated to supporting children and their families and is used by the school to provide regular advice and expertise, including workshops for parents. In addition, she provides training for staff where children have specific medical needs, such as allergies or diabetes. 	<p><i>Embedded</i></p>
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7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> • Our Special Needs Co-ordinator has completed the mandatory National Special Educational Needs Co-ordinator Award and is a qualified teacher. She has also just undertaken a year long course led by Freemantles – A Lead in Autism. • All of our Emotional Literacy Support Teaching Assistants have undertaken Surrey training. • Several teachers within our school have extensive experience of children with specific needs, including in the co-ordination of Special Needs Provision and working in Special schools. • Our teaching assistants are trained in the interventions they deliver. For example, several of our Teaching Assistants have the Wave 3 Fischer Family Trust certificate, supporting children in reading and writing skills. This has been shown to accelerate the progress of the children involved. Others, who support Maths interventions in school, are trained in ‘1st Class @Number’. All Teaching Assistants and staff have received ‘Write Away Together’ training. • Additionally, training is arranged as required according to children and staff needs for example, one teaching assistant is learning and teaching Braille in order to fully support a child with vision impairment. Another teaching assistant has had handling and mobility training in order to provide daily physiotherapy in a safe environment, for one of our children. • We regularly invest time and money in training our staff to improve wave 1 provision delivery and to develop enhanced skills & knowledge in delivering wave 2 and 3 interventions. Throughout each term, all staff members are updated on matters pertaining to special educational needs and disability. For example, during 2013, all Teaching Assistants received ‘language’ training, while teachers were trained in the understanding of Learning difficulties and strategies, including Autistic Spectrum Disorders, In addition, all staff were trained to implement ‘Positive touch’ strategies. We aim to ensure that all staff working with learners including those with Special Educational Needs, possess a working knowledge of the needs, to help them in supporting access to the curriculum. 	<p><i>Embedded</i></p>
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8	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. 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. Where there are concerns of safety and access, further thought and consideration is put in place during the completion of risk assessments, to ensure needs are met. • Where applicable parents/carers are consulted and involved in the planning to ensure provision for the needs of children with disabilities and / or health issues, are fully met. 	<p><i>Embedded</i></p>
9	<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. • Pupil Emergency Evacuation Plans are in place to support some vulnerable children in order to help them safely evacuate the premises in an emergency situation. • We value and respect diversity in our setting and do our very best to meet the needs of all our learners, making every effort to make reasonable adjustments for disability access, based on advice from the appropriate agencies in Surrey. We have adapted our premises to allow for a child in a wheelchair. We have disabled changing and toilet facilities in Foundation stage, Key Stage1 and Key Stage 2 buildings. • Improvements have recently been made to our learning environment to support children with visual impairment. These children are supported by designated staff both in the classroom and, where necessary, in the playground. • Following advice from Surrey specialists on completion of Information and Communication Technology assessments, Specialist / differentiated Information and Communication Technology equipment is provided on a needs basis for individual learners. Braille equipment and teaching is also available. 	<p><i>Established</i></p>

10	<p>How will the school prepare and support my child to join the school, transfer to a new setting / school or the next stage of education and life?</p>	<ul style="list-style-type: none"> • Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. Our induction procedures for reception children are rigorous and include a detailed induction pack, a meeting for parents, six induction sessions for pupils with several information sessions for parents, home visits, liaison with feeder nurseries/preschools, an induction booklet for children and a staggered entry in September. • We work well with our partner schools and have very good relationships with any feeder settings as well as our local secondary schools. • We liaise with any school from which a child comes to us. The Special Educational Needs Co-ordinator shares information with the Special Educational Needs Co-ordinator from the child's previous school on transfer to Beaufort, re-specific Special Educational and Disability needs. • Induction booklets are provided annually for all children to help them move into their new class. These include photographs of their new teacher and teaching assistant to support the transition. All children have a morning with their new teacher in the summer term. In specific cases, certain children receive additional support in this transition process. • The Special Educational Needs Co-ordinator passes on all relevant Special Educational Needs and Disability documents and provision data for a child transferring to a new school setting and for children moving out of Key Stage 2 into Secondary education. Extra visits and support are provided for vulnerable children on transfer to Secondary School and as appropriate, parents are invited to discuss the next stage of their child's development. • Transition meetings with any relevant professionals and/or parents are set up before the pupil starts to ensure a smooth transition into school 	<p><i>Embedded</i></p>
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11	<p>How are the school's resources allocated and matched to children's special educational needs?11</p>	<ul style="list-style-type: none"> • The head teacher, governors and School Business Manager oversee all matters of finance. • Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. • Our entire Special Educational Needs and Disabilities budget and a significant additional sum from the main school budget, is spent on meeting the needs of those children identified as having Special Educational Needs or Disabilities. This is spent on both resources and staffing, providing children with suitable interventions and support. For example, in 2014, an attractive, child friendly therapy room was provided for a child who requires daily exercises. A teaching assistant is employed to provide Braille resources for one of our children. • Our budget matches Surrey guidelines for Disability needs. • Dedicated Finance is allocated as needed to match pupil's individual disability needs. • We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for those needs. • The Special Educational Needs Co-ordinator carries out observations and learning walks which include reviewing how the provision is delivered and helps in maintaining standards through rigorous quality assurance. • Provision management 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><i>Established</i></p>
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12	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<ul style="list-style-type: none"> • Quality First inclusive practice (Wave 1) is clearly defined in our school and we expect all staff to deliver this, with support and advice from relevant Staff. • The Special Educational Needs Co-ordinator, liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the learner. Learners are then spoken to regarding progress/concerns with a one page profile being completed parents are also consulted when the profile is put together. • One page profiles are produced in consultation with learners, so that teaching staff have a clear overview of the whole child. We feel that it is important to have the views of the learner and their family so that they feel fully involved in the learning process. • Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their family. • All interventions are monitored for impact and expected outcomes are defined at the start of any intervention. • The Special Educational Needs Co-ordinator oversees all additional support and regularly shares updates with the Leadership Team and the Special Educational Needs Governor. • The Senior Leadership Team and Special Educational Needs co-ordinator meet termly with class teachers to discuss pupil's progress and review the provision in place. 	<p><i>Embedded</i></p>
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13	How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none">• We wholeheartedly believe in working in partnership with parents, in a two-way dialogue, to support each child's learning needs and aspirations.• We welcome the involvement of parents in school in a variety of roles. This includes in-class support, playing games, individual reading, small group learning and helping on School trips. We have parent representatives on our Governing Body. A parent council meets regularly to give us helpful advice and feedback in order to improve school practice. Parents also form part of the School fund raising committee 'Friends of Beaufort'.• The Deputy Head teacher meets volunteers to welcome them and outline what volunteering involves. This involves sharing safeguarding details.• We have an open door policy and regularly involve parents and families in discussions about their child's learning. We welcome feedback and continually aim to strengthen dialogue with parents.	<i>Embedded</i>
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