



## **Auriol Junior School SEN Information Report**

**February 2021**

### **Q1 - 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?**

At Auriol, you will always be consulted if we wish to give your child additional help beyond quality first teaching. The decision process will always be based on evidence gathered from in-house data and assessments, class-teachers, a previous school or recommendations from previous external assessments.

Concern about your child's progress or any difficulties they may be having could be expressed at any time by the class-teacher, other teachers, support staff, parents or carers or the student themselves. When concerns are raised, they are always investigated. Parents are encouraged to raise these concerns with class-teachers, who will notify the SENDCO. The school has an open-door policy and welcomes communication from parents.

Auriol endeavours to follow the Assess, Plan, Do, Review graduated approach for provision as recommended by the Special Educational Needs Code of Practice (2014). Please see our Provision Offer for more details. Where necessary, further assessments may take place and for children who appear to have a complex or high level of need, we can refer onto external agents (see question 6 for details).

The Head of Inclusion is Ellie Wilson and the SENDCo is Dani Brown (from September 2021) who can be contacted at [ewilson@auriol.surrey.sch.uk](mailto:ewilson@auriol.surrey.sch.uk).

Please note, Auriol will have due regard to the findings of private assessments, but will not be held to their conclusions. When a private assessment recommends a high resource input, the school may seek a second opinion from an external agent employed by the County.

Auriol has a specialist unit for children with Hearing Impairments. Please see the HI Information Report for their responses to these questions.

### **Q2 - How will the school support my child?**

Auriol Junior School is a mainstream, inclusive setting with an attached Hearing Impairment Specialist Unit. Our Junior school fully complies with the requirements

outlined within the Special Educational Needs Code of Practice (2014) and staff have been effectively trained to support a variety of learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

In accordance with the Equality Act (2010), Auriol aims to make reasonable adjustments to our practices. We aim to make reasonable adjustments to include all children and not just those with SEN.

Auriol has staff that have had specialist training in Hearing Impairment, as well as staff trained in supporting children with a range of additional needs.

All children, including those with SEN, have a right to good quality first teaching. However, to address individual SEN needs, once your child has been placed on the SEN register, additional assessments may be required as well as additional planning, interventions and reviews. These will form part of the Assess, Plan, Do, Review cycle. We adopt a graduated approach to meeting needs through quality first teaching.

For most children, in the first instance, additional interventions will be in class. At the point of withdrawing children for interventions, these are likely to be in small groups followed by 1:1 withdrawals when necessary. The interventions we provide are based on reliable evidence of impact and delivered by suitably trained staff.

Class-teachers are responsible for planning provision for children with SEN, which is overseen by the SENDCo. Ongoing provision and support will be explained to parents by class-teachers, who will offer termly meetings to review a pupil's Personalised Education Target plan. Teachers review provision half termly during Pupil Progress meetings with the Senior Leadership Team and analyse the impact of support in place.

### **Q3 - How will the curriculum be matched to my child's needs?**

Auriol follows the National Curriculum and we strive for deeper learning and accessibility for all learners, as well as ensuring our curriculum is irresistible. Work will be scaffolded appropriately with support and resources to help ensure access to the curriculum for all learners.

Withdrawals from the classroom normally only take place when there is clear evidence that alternative interventions have not led to expected progress. Where possible, these withdrawals are only short-term to ensure children do not adversely miss out on lessons that are taking place and so fall even further behind.

Within the classroom, it is the responsibility of the class teacher to use a variety of teaching and learning styles in order to support different types of learners; it is also the responsibility of the class-teacher to scaffold support to modify the curriculum appropriately for children where relevant and choose learning objectives and material appropriate to the child's needs.

**Q4 - How will both you and I know how my child is doing and how will you help me to support my child's learning?**

At any point during our Assess, Plan, Do, Review approach to supporting a child, parents are always welcome into school to discuss provision with their class teacher or the SENDCo. We constantly monitor children's progress and review the actions needed to support a learner towards their intended outcomes; highlighting how each stakeholder can make a positive contribution.

If a child is on the Special Educational Needs Register, parents will be invited to review their child's targets in their Personalised Education Target plan once a term with their class-teacher. At this point, class-teachers can make suggestions as to how children can be further supported at home to meet these targets. Following the setting of these targets, parents are welcome to come into school at any time to discuss how they can support learning and progress.

Where appropriate, the school can facilitate a home-school liaison book or regular meetings to ensure that a child receives the appropriate provision.

Auriol regularly offers opportunity for parent engagement through workshops and information seminars. We have good collaborative relationships with other local schools and agencies to enhance provision.

**Q5 - What support will there be for my child's overall well-being?**

The class-teacher is responsible for the pastoral support of all the children in their class. Additionally, within each year group, there is a Year Group Leader who will follow up concerns.

Auriol has a zero tolerance approach to bullying and we have an effective behaviour system in based on a restorative approach; our Inclusion Lead Ellie Wilson can be contacted at [ewilson@auriol.surrey.sch.uk](mailto:ewilson@auriol.surrey.sch.uk).

We also feel it is important to progress children's social and emotional development; we have a broad offer of SEMH provision and is integral to our school ethos and curriculum.

Where a child may have complex medical needs, Auriol's Inclusion Lead (Mrs Wilson – [ewilson@auriol.surrey.sch.uk](mailto:ewilson@auriol.surrey.sch.uk)) will work together with parents to create an Individual Healthcare Plan.

**Q6 - What specialist services and expertise are available at or accessed by the school?**

When it is deemed that specialist support is the next step in discussion with parents, then we may proceed with a referral to an external agency.

The education support agencies used include:

- Specialist Teachers of Inclusive Practice (STIPS)
- The Educational Psychology Service (EP)
- The Speech and Language Therapy Support Service (SALT)
- Educational Audiologist

Non educational external support agencies can, where required, work on behalf of children with SEN. The external agencies currently used are:

- Child and Adolescent Mental Health Services
- Occupational Therapists
- Inclusion Officer
- Consultant Paediatricians
- School nurse

We also have worked alongside social services and primary care trust workers and we have a particular duty to ensure that Looked After Children are given the appropriate support and care to help support their progress and engagement in school. Our designated teacher Mrs Wilson, who can be contacted at [ewilson@auriol.surrey.sch.uk](mailto:ewilson@auriol.surrey.sch.uk), meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education target plan (PEP) is also produced termly to help support the child with meeting targets.

On site, we have a Resource Base for the Hearing Impaired. Please see their separate answers to the fourteen questions, which are specific to the Resource Base.

**Q7 - What training are the staff supporting children and young people with SEND had or are having?**

In-service SEN training for all staff is important in developing staff confidence and expertise to ensure barriers to achievement are minimalised. All staff receive regular training to improve and enhance their understanding of the four categories of need, and how to best support children within these. Examples of recent training include TAMHS (Targeted mental health in schools – attachment, ADHD, anxiety), Long-term memory development, Guided group teaching, questioning, Deaf Awareness, Restorative Approach and Behaviour support.

At Auriol, we have an Emotional Literacy Support Assistant (ELSA) who has been trained by the Educational Psychology team and has ongoing training to respond to

Social and Emotional needs. We also have staff trained in specific interventions, and ensure that support staff are trained in accordance to the needs of the children they are working with, when possible.

**Q8 - How will my child/young person be included in activities outside the classroom including school trips?**

Inclusion is essential to our ethos at Auriol and we always look to ensure that all learners can engage in activities together. We are committed to making reasonable adjustments and any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. All children have a right of open access to a high quality curriculum and to extra-curricular activities, unless there are Health and Safety or financial issues, which the school or the Bourne Education Trust cannot reasonably overcome.

During the school year, we offer a variety of trips and events and will always make sure that these are appropriately staffed to support all pupils. Where relevant, teachers liaise with parents to ensure that appropriate support is in place for pupils.

**Q9 - How accessible is the setting / school / college environment?**

We have an Accessibility Plan which keeps access to the curriculum, the environment and information under regular review.

A number of special adaptations have been made throughout the school. All classrooms are carpeted, have acoustically treated ceiling panels are all fitted with a dynamic sound field system, used to amplify speech to improve listening for all. Each classroom also has interactive whiteboards and visualisers so that the children can access all visual information.

The building is accessible for wheelchair users with wide corridors and ramps. There is a disabled toilet and changing facilities. The upstairs section of the school is not accessible to wheel-chair users, however adjustments will always be made to ensure that the environment is fully-inclusive and that upstairs access is not necessary.

Flashing fire alarms are fitted throughout the school for children with hearing impairments. All pupils with hearing impairments have digital Radio Aid systems.

**Q10 - How will the school prepare and support my child to join the school or transfer to a new setting?**

Auriol is committed to ensuring that our children successfully transition to secondary school. We hold regular meetings with staff at our local secondary schools, whereby we share an overview of our learners with SEN. When necessary, staff from the secondary school come in to work with learners to help prepare them for transition.

There are also visits held to local secondary schools and we encourage all students to attend induction days. In special circumstances, we will also organise extra transition and may send staff along for parts of the day.

We also share staff meetings and example of good practice with our linking infant school to encourage a smooth transition.

At any point, parents are invited to make use of our open door policy and discuss the next stage of a pupil's development.

**Q11 - How are the school's resources allocated and matched to children's special educational needs?**

The arrangements for individual students with EHCPs will depend upon the provision written within the plan. The cost significantly varies according to the level of funding attached.

Auriol regularly reviews the needs of all learners within the school and endeavours to put in place provisions in order to cater for those needs. Some of the funding the school receives may go towards funding training to improve in-house support and ensure we are targeting needs more effectively. Interventions are monitored and regularly reviewed through our provision management tool, which analyses the impact each intervention has had on each learner.

Each year the needs of the whole cohort are reviewed to see if there is a change in the overall make-up of the school and whether any additional interventions need to be put in place.

The Inclusion Lead is responsible for co-ordinating the provision for the children within the Hearing Impaired Resource Base and, working with the SENDCo, is responsible for coordinating the provision of children with SEND in the mainstream school.

**Q12 - How is the decision made about what type and how much support my child will receive?**

At Auriol, we endeavour to follow the graduated approach to SEND. The SENDCo liaises with key staff in the school where there are concerns about process or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to be put in place for the learner. Where appropriate, these decisions will be informed by external advice.

Please see our Provision Offer for more information about the different stages of support.

At the point that a child is placed on the Special Educational Needs Register, we will work with parents, pupils and teachers, and develop a personalised education target

plan, to ensure a collaborative and pupil centred approach. These are then reviewed with class teacher, parent and pupil termly.

Parents of pupils with special needs, who have concerns about the provision made for their child, are encouraged to contact their class teacher. Where further advice or support is needed then please contact the SENDCo ([ewilson@auriol.surrey.sch.uk](mailto:ewilson@auriol.surrey.sch.uk)/[dbrown@auriol.surrey.sch.uk](mailto:dbrown@auriol.surrey.sch.uk)) or Inclusion Lead ([ewilson@auriol.surrey.sch.uk](mailto:ewilson@auriol.surrey.sch.uk)) to discuss the provision. If there is no resolution, the Deputy ([ktaylor@auriol.surrey.sch.uk](mailto:ktaylor@auriol.surrey.sch.uk)) or Head-teacher ([head@auriol.surrey.sch.uk](mailto:head@auriol.surrey.sch.uk)) can investigate. Beyond this, parents can contact Mr Daniel Sims, the SEN Link Governor.

Additionally, the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is available to provide support and advice to parents and carers. This service can also provide a disagreement resolution service.

If your child has a very high level or complex SEND and you would like an Education, Health and Care Plan, you should discuss this with the SENDCo. If we disagree, you can contact your GP or write directly to one of the County Special Educational Needs Panels and make a parental request. The appropriate Area Panel will request further information from various sources, including the school, before making a decision.

#### **Q13 - How are parents involved in the school? How can I be involved?**

Auriol has an open door policy, whereby parents are always welcome to come in and speak to their class-teacher or SENDCo if they have any concerns about the overall progress of their child.

The school offers a range of opportunities for parental involvement, including Parent Forum, where parents can become involved in school life. In addition to this, the school holds events where parents are invited into school. There is also the Auriol Parents and Staff Association (APSA), who raise funds for the school and are always looking for new members.

#### **Q14 - Who can I contact for further information?**

The SENDCO at the school is Miss Danielle Brown (from September 2021), who can be contacted at [dbrown@auriol.surrey.sch.uk](mailto:dbrown@auriol.surrey.sch.uk). In the first instance, if a parent has a concern, they are encouraged to speak to the class teacher. If additional support or advice is required, then the SENDCo will be available.

For specific information on The Hearing Impaired Resource Base, please contact our Inclusion Manager (who is Head of the Resource Base and Teacher of the Deaf), Mrs Wilson at: [ewilson@auriol.surrey.sch.uk](mailto:ewilson@auriol.surrey.sch.uk).

The Surrey Local Offer contains information about services relating to SEN and disabilities. You can find information about these services at <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>