



South Camberley Primary and Nursery School
SEND Information Report – November 2024
Review: November 2025

1	What kinds of special educational needs are catered for at South Camberley School?	<p>South Camberley is a mainstream school, which provides support for pupils across the four areas of need as set out in the SEND Code of Practice, 2014:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs <p>We make reasonable adjustments to our practises to comply with the Equality Act (2010)</p>
2	How does the school identify and assess pupil with special educational needs?	<p>All staff at South Camberley are skilled in the identification of concerns regarding the pupil’s social and educational needs. The school is committed to early identification of additional needs and monitoring is rigorous. If the school or parents raise a concern over a pupil’s progress, we will work together to identify any specific learning needs. Having identified needs, we seek to match provision to need ensuring that a personalised plan can be developed.</p> <p>Identification of additional needs:</p> <ul style="list-style-type: none"> • Where there are concerns that a pupil is not making expected progress in a particular area, the class teacher will implement strategies using the Ordinarily Available Provision (OAP) document and monitor this for 4-6 weeks.

		<ul style="list-style-type: none"> • Teachers will monitor the pupil's progress using the Assess, Plan, Do, Review (APDR) model to assess the effectiveness of the chosen strategies. • After the 3 cycles of APDR, if the pupil has not made progress within the identified area of need, the teacher will liaise with the SENDCo by completing a SEND Concern form highlighting the pupil's needs, areas for support and strategies that have been tried. • The SENDCo will observe the pupil and suggest some alternative strategies if appropriate. From this, it is likely that the pupil will be added to the SEND register. • When added to the SEND register, areas of need will be identified and, within 2 weeks, a SEND learning plan will be created, in collaboration with the class teacher and SENDCo. • A SEND learning plan will identify areas of need; set short-term SMART targets and outline provision; within the OAP and school-provided provision. • The provision provided is bespoke to the pupil's area of need. This could include Wave 1, Wave 2 and Wave 3 provision. See Appendices.
3a, b	<p>How does the school assess and review the progress of pupils with SEND, and how does it evaluate the effectiveness of its provision for these pupils?</p>	<p>Class teachers and senior leaders monitor all pupils' progress and levels regularly.</p> <p>The class teachers and LSAs meet regularly to discuss progress in relation to specific targets and interventions.</p> <p>Each pupil's SEND learning plan is reviewed in October, February and May. The reviewed SEND learning plans are sent to parents and parent feedback is welcomed.</p> <p>If there are concerns that a pupil isn't making expected progress, the class teacher will liaise with the SENDCo to identify further interventions to support the pupil. Standardised assessments and in-class observations are completed to ascertain needs and next steps.</p> <p>We share progress feedback with all our pupils and their families and give guidance on how best to support the pupils regularly:</p> <ul style="list-style-type: none"> • SEND learning plans, detailing additional provision/interventions, are shared with parents three times a year. However, parents are welcome to meet the team at any time to discuss their child's progress and review how the school is meeting their needs.

- Additional reviews for pupil with Education, Health and Care Plans (EHCPs) are also completed once a year.
- Progress and suggestions for support at home is discussed at termly parents' consultations and SEND parent consultations.
- Annual reports are shared with parents at the end of the summer term.
- Updates on the curriculum are shared through newsletters and the website.
- Contact is made with parents through the school office, and we have a friendly open-door policy.
- Parents can book specific parent's evening meetings with the SENDCo.
- Should further contact be needed, staff will arrange further meetings with parents.
- The school organises externally led information and network meetings to raise the profile of SEND and to give parents the opportunity to access extra support and advice.
- SEND learning plans identify targets for pupils to work towards, within their identified area of need.
- These targets are reviewed each term under the guidance of the SENDCo and shared with parents.
- We value parent feedback with regards to their pupil's targets and progress and ask for parents to contribute their thoughts once the SEND learning plans have been communicated.
- The school is committed to working in partnership with parents and we work with parents to ensure the best possible outcomes for all pupils.
- The SENDCo shares information about the progress of pupil with additional needs with governors
- There is an internal transition process in the summer term regarding SEND support to prepare staff and pupils for the next phase of their education.
- We liaise with our secondary provision to ensure a smooth a transition into Year 7.
- We monitor the impact of interventions through regular meetings and half-termly tracking of pupil progress. During our interventions, staff are required to use tracking sheets for us to assess and identify the successes and any further support that may be required.
- In addition to scrutinising assessment data and observing pupils, the teachers meet with the SENDCO on a termly basis to discuss progress of learners within their classroom. Decisions are then made as to the most appropriate measures to support the learner, which correlate with the SEND Profile of Needs (DfE 2019) used to identify pupils with special educational needs.

		<ul style="list-style-type: none"> • In addition, pupil progress meetings are held with senior leaders. Where appropriate, information from other professionals, e.g. Health or Social Care, is followed up through further discussion or assessment.
3c, d	<p>What is the school's approach to teaching pupils with special educational needs, and how is the curriculum and learning environment adapted?</p>	<p>South Camberley is an inclusive school, and we aim to include pupil in all aspects of school life.</p> <ul style="list-style-type: none"> • We offer a broad and balanced curriculum which is differentiated to support the needs of our pupils. Quality First Teaching is at the forefront of all that we do. Regular observations, year reviews and pupil progress meetings help to ensure this is taking place in our classrooms. • We have lots of fantastic links with external agencies who support us with ensuring a well-rounded, flexible approach to supporting all of our pupil. • All staff at South Camberley are flexible in our approach. We understand that no pupil is the same. We exhibit patience and adaptability in order to best need the needs of the pupil as individuals. • When implementing strategies, we understand the importance of consistency. We ensure that we use strategies for a number of weeks to allow processing time for the pupil. • All teachers are teachers of SEND and we strive to ensure that all needs are met to enable all pupil to achieve their full potential. • Where necessary, additional resources are purchased to ensure that pupil are able to access their learning fully. • We have an accessible disabled toilet at each site and are vigilant about making reasonable adjustments where possible. If a pupil is unable to access the school, meetings are held with the Head of Site, SENDCo, parents and class teacher to investigate the barriers to accessibility and find solutions to overcome them. • Our policy and practice adhere to The Equality Act 2010.
3e	<p>What additional support is available to pupils with special educational needs?</p>	<p>Through the use of 'Quality First Teaching' and differentiation, our aim is for all pupils to make good or better progress with their learning.</p> <ul style="list-style-type: none"> • The teacher works with all pupils within their class, in all subjects. Learning Support Assistants also support the pupil in their lessons on a needs basis.

		<ul style="list-style-type: none"> • Where a pupil needs additional support to access their learning personalised provision is provided. For example, additional resources to aid concentration or subject –specific prompt sheets. This is in addition to the 1:1 and small group interventions that are delivered based on specific targets. • Regular reviews of provision ensure that pupils with SEND can access targeted support to meet their needs. If a pupil has been placed on ‘School SEND support’ they will be able to access small group, or occasionally 1:1 support within the classroom and specific intervention programmes. • For some pupils, referral to outside agencies, such as Specialist Teachers in Inclusive Practice (STIP), Occupational Therapy or Educational Psychology, is necessary to ascertain further support and strategies to help the pupil progress. • If a pupil’s needs cannot be met at SEND Support, an application for an Education, Health and Care plan from the local authority will be considered in consultation with parents and other professionals. • The SENDCo has regular meetings with the Local Advisory Committee member for SEND to share the impact of additional support and actions taken to support the progress of pupil with special educational needs. • The school continues to develop its lunchtime provision across all 3 sites which provides an alternative provision for those pupils who find unstructured time challenging. We have recently introduced lunch clubs, zones, play-leaders and invested in equipment to better our outdoor provision for all. • The school has a Well-Being Leader who provides 1:1 support for identified pupil for a designated period of time. In addition, we also have a number of other interventions running such as precision teaching, Pre-teaching and over learning, individualised speech and language, Times-Table Rock Stars, language support and sensory diet to meet the needs of our SEND pupils.
3f	<p>How does the school enable pupils with SEND to engage in the activities of the school together with pupils without SEND?</p>	<p>South Camberley is committed to inclusion and understands that pupils present with a range of abilities and needs. We strive to ensure that all pupils can participate in all aspects of school life including extra-curricular activities. Where there are safety or access concerns, risk assessments are completed to ensure a pupil’s needs are met.</p> <p>As a school we believe in developing a sense of self-worth. We have a shared understanding of acceptable values and behaviour for all our pupils which ensures pupils are treated equally regardless of their needs. All staff are committed to this belief.</p>

		<p>We have the following measures in school to support cohesion amongst pupils:</p> <ul style="list-style-type: none"> • Our SEMH lead coordinates pastoral and emotional support for our pupil across the 3-sites, this support can be in the form of Talking and Drawing, Social/ Conversation Groups, Daily Check-Ins and morning Meet and Greets. • We have a First-Aid lead on each site who coordinates and resources the first aid provision. They receive relevant training and have safeguarded time each week to ensure our first aid provision is rigorous. • Our Behaviour Policy, which includes guidance on expectations, encouraging positive behaviours and sanctions, is fully understood and followed by all staff. The Behaviour Policy and SEND policy play a key role within a teachers 'Quality First Teaching' and helps the teacher to foster an inclusive and positive learning environment. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We ensure attendance is tracked regularly and actions are in place to support and encourage good attendance. • Pupil voice is encouraged in a variety of ways e.g. pupil contributions to target reviews. • We have systems in place to support pupil in developing relationships with their peers. • The SEND team consists of the SENDCo, Deputy SENDCo and SEMH Lead. The Inclusion Lead coordinates provision across sites providing pupil and teachers with continued support.
3g	<p>What support is available for improving the emotional, mental and social development of pupils with SEND?</p>	<p>As well as ensuring academic progress, South Camberley aims to develop pupils' social and emotional skills. Social, Emotional, Moral and Cultural education is embedded within our curriculum and practice.</p> <p>Each pupil with SEND has a 'One Page Profile' which documents how the pupil, and others see them, what is important to them and how best to support them. Some pupils on the SEND register have a SEND Support Arrangements document in place which provide an overview of the pupil and outlines areas of strength and development points. It also includes targets and a log of support from outside agencies if required.</p>

In addition, we have a designated SEMH lead who coordinates our SEMH provision and delivers interventions based solely on pupil's social and emotional wellbeing.

We work closely with the mental health team to ensure we are supporting our pupil with emotional need to the best of our ability. Furthermore, we employ a play therapist once a week to ensure we are meeting the highest need within our school community and can offer targeted professional support weekly.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and implemented by all staff. For pupil who do not adhere to the Behaviour Policy, behaviour plans are implemented following advice for the Behaviour Support Service (as part of STIP) and Educational Psychologist to avoid exclusion.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.

Pupil voice is central to our ethos, and this encouraged in a variety of ways and regularly. This includes our School Council.

We liaise with various external agencies for support as necessary including Educational Psychology, Specialist Teachers in Inclusive Practice, Occupational Therapy, Physical and Sensory Support Service, Family Support Workers, Barnardos Outreach programme and CAHMS.

We have 5 designated safeguarding lead officers, who liaise with families and Surrey Pupil's Services.

4	<p>Who are the Special Educational Needs Co-ordinators (SENDCOs) at South Camberley Primary and Nursery School?</p>	<ul style="list-style-type: none"> • The SENDCo and Inclusion Lead is Mrs R Summerland. She can be contacted directly by emailing SEND@southcamberley.surrey.sch.uk. Alternatively, you can contact her by leaving a telephone message with the Main Office. • The Deputy SENDCo is Ms A McGuigan. She can also be contacted via the email address above or through the Main Office telephone number.
5	<p>What training have the staff supporting pupil and young people with SEND had, or are having?</p>	<p>The school is committed to providing in-service training for staff in relation to SEND. Particular needs and training are identified by both the Senior Leadership Team and the SENDCo. This involves:</p> <ul style="list-style-type: none"> • Inset sessions to address needs identified in the School Improvement and Development Strategy. • Workshops and clinics involving external agencies provided for teachers and parents. • Peer observations/learning from others. • Inset for support staff involved with SEND throughout the school. For example, specific medical training, including First Aid, and other opportunities such as phonics and handwriting. • Support and induction for newly qualified teachers and new-to-post support staff. • Individual teachers and support staff are encouraged to attend courses relevant to the current needs of pupil in their class, and a budget is allocated for training needs. Individual training needs with regards SEND are largely identified through the appraisal process in which all staff take part. • Additional specialist advice or training is gained from outside agencies, such as Educational Psychology or Specialist Teachers for Inclusive Practice. • The SENDCo liaises with the EP to continue to support teachers and parents. • The SENDCo delivers SEND training to LSAs every half term on an area suggested or requested by staff.

<p>6</p>	<p>How will equipment and facilities to support pupil with SEND be secured? How are the school's resources allocated and matched to pupil's special educational needs?</p>	<p>South Camberley has links with relevant agencies where specific equipment is required to meet needs. If additional advice is required, this is also obtained.</p> <ul style="list-style-type: none"> • The school's delegated budget for SEND assists with the employment costs of the support staff and SENDCo, specific interventions and resources. Support and resources for pupil with EHCPs are in accordance with the individual requirements. • When allocating resources and funding it is important to ensure that they are having an impact on pupil progress. Regular monitoring of all interventions running across the school enables senior leaders and the SENDCo to ensure effectiveness of provision.
<p>7</p>	<p>How are parents involved in the school? How will I know how my pupil is doing and how will you help me to support my pupil's learning?</p>	<p>South Camberley recognises the importance of working in conjunction with parents and carers. Parents are invited to meet with their pupil's class teacher and the SENDCo to discuss academic progress. An annual report is provided in the summer term which summarises the pupil's progress over the year and parents can book Parents' Evening appointments with the SENDCo to discuss current provision and next steps. However, parents are welcome to make appointments to discuss their pupil at any time during the school year.</p> <p>For pupil with special educational needs, SEN Learning Plans are shared termly and enable parents to support their pupil's learning and an opportunity to give feedback to the school around their child's SEN Learning Plan if they wish.</p> <p>The school operates an open-door policy, so that if a parent wishes to, they can meet with staff to discuss any concerns regarding their pupil. All teachers are available at the end of the school to discuss any concerns they may have.</p> <p>The school has a scheme of Maths and Reading Provision for pupil to access at home to support their learning e.g. TT Rockstars and Bug Club.</p>

		<p>There is an induction programme for Nursery and Reception parents and pupil to help foster good working relationships. The SENDCo will liaise with parents and pre-school settings for all pupil we know to have SEND to ensure we can plan proactively before they start.</p> <p>Where there are outside agencies involved with a pupil, parents are invited to attend all reviews to facilitate collaborative working.</p> <p>Throughout the academic year there are a number of events where parents/carers are invited into the school to share in their pupil's learning journey. We want to develop the use of our Inclusion Hub to invite parents to attend coffee mornings and talks from external agencies to support parents at home.</p> <p>Parental engagement and views are sought throughout the year using questionnaires in a range of areas to help improve the provision offered to their pupil.</p>
8	<p>How does the school consult with pupil with special educational needs, and involve them in their education?</p>	<p>At South Camberley we use the School Council to ascertain the voice of our pupils. All pupils can take part in this regardless of ability.</p> <p>South Camberley has introduced One Page Profiles for pupil placed on our SEND register. The profiles are written in conjunction with the pupil and encourages them to reflect on how they and others view themselves, what is important to them and what helps them to learn.</p> <p>Where a pupil has an Education, Health and Care plan their view is sought regarding their progress for the year and what their next steps are in preparation for their annual review. Our SEMH lead will regularly 'check-in' with pupil who are struggling to cope with the pressures of school and those that are struggling to settle back into the routines of school.</p> <p>Our Behaviour Policy fully involves all pupils during the reflection process and focuses on the pupil's feelings and understanding of behaviour. This is especially important for our pupil with cognition and social, emotional needs.</p>

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Who can I contact for further information? What are the arrangements for complaints from parents of pupils with SEND?

Primarily, parents and carers can speak directly with their pupil's class teacher. If they have further questions or concerns, they are able to make an appointment with their pupil's Phase Leader and Inclusion Lead.

Further SEND information, including our SEND policy, is available on our school website at: <http://www.southcamberley.surrey.sch.uk>

The Surrey SEND Support line is available for parents who wish further information or support. The service can be contacted on 01737 737300.

10	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • In addition to our school SENDCo we have a team of Learning Support Assistants (LSAs) who have a range of skills and have completed further training. • South Camberley has access to a range of services including Educational Psychology, Specialist Teachers in Inclusive Practice, Speech and Language therapy, Occupational Therapy, Physical and Sensory Support Service and Family Support Workers. If necessary, we are also able to refer pupils for whom English is an additional Language to Surrey County Councils race, equality and minority achievement (REMA) service and have access to translators if necessary. If a referral is required for a particular pupil parents are consulted and encouraged to take part in the process to help support their pupil. • We work closely with medical professionals in order to support pupils. All medical information and reports are strictly confidential. Where necessary, healthcare plans are implemented for pupil. These are shared with relevant members of staff and stored in a red folder in each classroom. • We also have links with Surrey Pupil's Services and work with them if a pupil is deemed to be 'in need' or at risk of significant harm, however, this doesn't necessarily mean a pupil has SEND.
11	<p>What support services are available for parents of pupils with SEND?</p>	<ul style="list-style-type: none"> • At South Camberley we have links with a number of organisations who can provide support and advice to parents of pupil with SEND needs. • Surrey Parent Partnership can be contacted via http://www.surreyparentpartnership.org.uk/. • Family Voice Surrey can also be contacted at http://www.familyvoicesurrey.org/ • Information on further local services can be accessed via Surrey's 'Local Offer' search tool, available at https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page

12	<p>How will the school prepare and support my pupil to join the school, transfer to a new school or the next stage of education?</p>	<p>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:</p> <ul style="list-style-type: none"> • Transitional visits are set up to help new starters to our setting and further work is completed within the classroom once they arrive. • New parents may make appointments to meet the new teachers to discuss any additional needs a pupil may have. • The SENDCo attends Annual Reviews of pupils with Education, Health and Care plans who will be joining the school. • Additional transition visits are offered to any pupil that we feel could benefit from extra support. Where necessary transition books with photographs and information about a pupil and their new school are prepared to help allay anxieties which they are then able to share with their family. <p>We work closely with the local secondary schools to ensure a smooth transition of our Year 6 pupils to the next phase of their learning:</p> <ul style="list-style-type: none"> • The SENDCo meets with the SENDCo of local secondary schools in the summer term to discuss pupil with additional needs and all relevant paperwork is passed on. • The Year 6 pupils attend induction days at the secondary schools during the summer term. • Annual Reviews for pupil in Year 1 and 5 are held in the summer term to discuss new schools and placement for the end of Key Stage. <p>If a pupil has an Education, Health and Care plan the SENDCo from the secondary school they will be going to is invited to the Year 6 Annual Review.</p> <ul style="list-style-type: none"> • Pupils are offered additional transition visits if required to allay any anxieties. • We also work in conjunction with the Specialist Teacher team to arrange further support for particular pupils.
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Where is the local authority's 'Local Offer' published?

Surrey's Local Offer is available from:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>.

The website includes a directory of local services which may support pupil with special educational needs and/or their parents and carers.

Additional Information

Pupil will not necessarily access all of the provision mentioned in this document but will receive what is appropriate to their individual needs.

Please refer to the school website for further information about the school <http://www.southcamberley.surrey.sch.uk/>