



# SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL

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Executive Headteacher: Mrs Nicky Wright



## South Camberley Primary and Nursery School

### SEND Information Report September 2022

Review: September 2023

1	<p><b>What kinds of special educational needs are catered for at South Camberley School?</b></p> <p><i>The SEND Information report must include information about the kinds of special educational needs that are provided for; the approach to teaching children and young people with SEND; and the additional support for learning that is available for pupils with SEND</i></p>	<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"><li>• Communication and interaction</li><li>• Cognition and learning</li><li>• Social, emotional and mental health difficulties</li><li>• Sensory and/or physical needs</li></ul> <p>We make reasonable adjustments to our practises so as to comply with the Equality Act (2010)</p>
2	<p><b>How does the school identify and assess children with special educational needs?</b></p> <p><i>The SEND Information report must include information about policies</i></p>	<p>The school has a SEND policy which can be found on the policy section of the school website</p> <p>The SENDCo is Ms K Bent, and her telephone number is 01276 63870. She can also be reached via email <a href="mailto:schooloffice@southcamberley.surrey.sch.uk">schooloffice@southcamberley.surrey.sch.uk</a>.</p>

<p><i>for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO (mainstream schools); and the contact details of support services for parents of pupils with SEND.</i></p>	<p>All staff at South Camberley are skilled in the identification of concerns regarding the children's social and educational needs. The school is committed to early identification of additional needs and monitoring is rigorous. In addition to scrutinising assessment data and observing pupils the teachers meet with the SENDCOs 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. 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. The school is committed to working in partnership with parents and we work with parents to ensure the best possible outcomes for all pupils.</p> <p>All our teachers are teachers of Special Educational Needs. 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 programme can be developed:</p> <ul style="list-style-type: none"> <li>• Where there are concerns that a child is not making expected progress and may meet SEND criteria the class teacher will use the 'Quality First Teaching' document found in their SEND folders to apply strategies in the classroom for a 4- 6-week period.</li> <li>• After the period of time, they will liaise with the SENDCo through a face-to-face meeting or via internal SEND Concern form.</li> <li>• The SENDCo will then observe the child and, if agreed 'SEND support' is required, the teacher will create a provision map to further assist support the child in and out of the classroom. This might involve additional support in class or short-term support in a small group out of class. Additional support is provided by class teachers Learning Support Assistants, our SEMH lead, and specialist SEND support assistant.</li> <li>• We have a rigorous assessment system in place so learning needs are accurately identified and next steps are targeted.</li> <li>• Children receiving extra support have a provision map which will lay out targets for the pupil to work towards. These are reviewed each term under the guidance of the SENDCo and shared with parents.</li> <li>• We monitor the impact of interventions through regular meetings and half-termly tracking of pupil progress.</li> </ul>
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		<ul style="list-style-type: none"> <li>• The SENDCo shares information about the progress of children with additional needs with the Local Advisory Committee.</li> <li>• We liaise with our secondary provision to ensure a smooth a transition into Year 7.</li> </ul>
3	<p><b>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?</b></p> <p><i>The SEND Information report must include information about evaluating the effectiveness of the provision made for children and young people with SEND; and how equipment and facilities to support children and young people with SEND will be secured.</i></p>	<p>Class teachers and senior leaders monitor all pupils' progress and levels regularly. The class teachers and LSAs meet regularly to discuss progress in relation to specific targets and the information is fed back to the SENDCo.</p> <p>The SENCo meets with all LSAs every 2 weeks to provide training and gain feedback on the impact of interventions.</p> <p>Each child's Provision Map is reviewed in July (for the Autumn Term), December (for the Spring Term) and in April (for the Summer Term). Meetings with the SENDCo can be made at any point throughout the year to meet with the SENDCo and class teacher – the SENCo has designated slots throughout the week safeguarded for parent meetings. If there are concerns that a child isn't making expected progress, the class teacher will liaise with the SENDCo to identify further interventions to support the child. 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"> <li>• Provision Maps, 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 children with Education, Health and Care plans are also completed.</li> <li>• Progress and suggestions for support at home are discussed at termly parents' consultations and SEND Review meetings.</li> <li>• Annual reports are shared with parents at the end of the summer term.</li> <li>• Updates on the curriculum are shared through newsletters and the website.</li> <li>• Contact is made with parents through a friendly open-door policy and face to face meetings.</li> <li>• Parents can book specific Parent's Evening meetings with the SENDCo.</li> <li>• Should further contact be needed, staff will arrange further meetings with parents.</li> <li>• The school organises externally led information and network meetings to raise the profile of</li> </ul>

		SEND and to give parents the opportunity to access extra support and advice.
4	<p><b>What is the school's approach to teaching pupils with special educational needs, and how is the curriculum and learning environment adapted?</b></p> <p><i>The SEND Information report must include information about how adaptations are made to the curriculum and the learning environment of children and young people with SEND</i></p>	<p>South Camberley is an inclusive school, and we aim to include children in all aspects of school life.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• If a pupil has special educational needs advice is sought from outside agencies to help meet their needs effectively.</li> <li>• All teachers are teachers of SEND and we strive to ensure that all needs are met to enable all children achieve their full potential. Where necessary, additional resources are purchased to ensure that children are able to access their learning fully.</li> <li>• The school comprises of three sites in the Camberley area: James Road and France Hill Drive cater for our Nursery and Infant children and our Junior site caters for children ages 7-11 years. France Hill Drive is based on one floor with slope access to all classrooms. The James Road site is based on one floor and the Junior school building is located over two floors.</li> <li>• Where there are steps into the main building, we have installed handrails to aid access.</li> <li>• We have a disabled toilet at each site.</li> <li>• We 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.</li> <li>• Our policy and practice adheres to The Equality Act 2010.</li> </ul>
5	<p><b>What additional support is available to pupils with special educational needs?</b></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>

	<p><i>The SEND Information report must include information about how adaptations are made to the curriculum and the learning environment of children and young people with SEND</i></p>	<ul style="list-style-type: none"> <li>• The teacher works with all children within their class in all subjects. Learning Support Assistants also support the children in their lessons. This is allocated on a needs basis and can be 1:1 or small group support.</li> <li>• Where a child 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.</li> <li>• Regular reviews of provision ensure that children with SEND are able to access targeted support to meet their needs. If a child has been placed on ‘School SEN support’ they will be able to access small group and 1:1 support within the classroom and also specific intervention programmes. For some children referrals to outside agencies, such as Specialist Teachers in Inclusive Practice (STIP), Occupational Therapy or Educational Psychology, may be necessary to ascertain further support and strategies in order to help the child progress. If a child’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.</li> <li>• 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 children with special educational needs.</li> <li>• The school is developing its lunchtime provision across all 3 sites which provides an alternative provision for those children who find unstructured time challenging – this is on-going.</li> <li>• The school has an ELSA who can provide 1:1 support for identified children 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, CLICKER, Times-Table Rock Stars, language support and sensory diet to meet the needs of our SEND pupils.</li> </ul>
6	<p><b>How does the school enable pupils with SEND to engage in the activities of the school together with children without SEND?</b></p> <p><i>The SEND Information report must include information about arrangements for consulting young</i></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 children are able to 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><i>people with SEND and involving them in their education</i></p>	<p>As a school we believe in developing a sense of self-worth and have a shared understanding of acceptable values and behaviour for all our pupils which ensures pupils are treated equally regardless of need. All staff are committed to the belief.</p> <p>We have the following measures in school to support cohesion amongst pupils:</p> <ul style="list-style-type: none"> <li>• The ELSA runs groups to support children with their friendships and social skills and mental wellbeing.</li> <li>• Our SEMH lead coordinates pastoral and emotional support for our children across the 3-sites, the support can be in the form of Talking and Drawing, Social/ Conversation Groups, Daily Check-Ins and morning Meet and Greet.</li> <li>• 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.</li> <li>• 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.</li> <li>• We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We utilise our EWO to ensure attendance is tracked regularly and actions are in place to support and encourage good attendance.</li> <li>• Pupil voice is encouraged in a variety of ways e.g., pupil contributions to target reviews.</li> <li>• We have systems in place to support children in developing relationships with their peers.</li> <li>• The SEND team consists of the SENDCo, SEMH Lead and Specialist SEN LSA. The Inclusion Lead coordinates provision across sites providing children and teachers with continued support.</li> </ul>
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7	<p><b>What support is available for improving the emotional, mental and social development of pupils with SEND?</b></p> <p><i>The SEND Information report must include information about support for improving emotional and social development. There should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying</i></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. South Camberley School has been awarded the Wellbeing Award for Schools.</p> <p>Each child with SEND has a 'One Page Profile' which documents how the child and others see them, what is important to them and how best to support them. Some children on the SEND register have a SEND Support arrangements document or Pathway plan in place which provide an overview of the child and outlines areas of strength and development points. It also includes targets and a log of support from outside agencies if required.</p> <p>In addition, we have a designated ELSA (Emotional Literacy Support Assistant) who works across all three sites. They work with targeted children either in small groups or individually to support the development of emotional and social skills. We now have a designated SEMH lead who coordinates our ELSA provision and delivers interventions based solely on children's social and emotional wellbeing.</p> <p>We work closely with TaMHs – Targeted Mental Health Support – to ensure we are supporting our children with emotional need to the best of our ability.</p> <p>Our (2021) Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and implemented by all staff. For children 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.</p> <p>We regularly monitor attendance and in conjunction with our EWO take the necessary actions to prevent prolonged unauthorised absence.</p> <p>Pupil voice is central to our ethos and are encouraged in a variety of ways and regularly. This includes our School Council.</p> <p>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, Barnados Outreach programme, Surrey Mental Health Advisory Team and Mindworks</p>
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8	<b>Who are the Special Educational Needs Co-ordinators (SENDCOs) at South Camberley Primary and Nursery School?</b>	<ul style="list-style-type: none"> <li>• The SENDCo is Mrs S Rushton, and her phone number is 01276 63870. She can also be contacted by emailing the school office.</li> <li>• Roane Haywood is the school's link Committee Member for SEND</li> </ul>
9	<b>What training have the staff supporting children and young people with SEND had, or are having?</b>  <i>The SEND Information report must include information about the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured</i>	<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"> <li>• Inset sessions to address needs identified in the School Improvement and Development Strategy.</li> <li>• Workshops and clinics involving external agencies provided for teachers and parents.</li> <li>• Peer observations/learning from others.</li> <li>• Inset for support staff involved with SEND throughout the school. For example, specific medical training, including First Aid, and other opportunities such as phonics, handwriting and Maths No Problem.</li> <li>• Support and induction for newly qualified teachers and new-to-post support staff.</li> <li>• Individual teachers and support staff are encouraged to attend courses relevant to the current needs of children 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. We use the National College to further facilitate our training programme.</li> <li>• The SENDCo has completed and passed the National SENDCo qualification, required for the post.</li> <li>• Additional specialist advice or training is gained from outside agencies, such as Educational Psychology or Specialist Teachers for Inclusive Practice.</li> <li>• The SENDCo has arranged for the EP to continue to spend a day a month in school providing virtual support for teachers and face to face meetings and support for parents.</li> <li>• The SENDCo delivers SEND Bitesize training every other week on an area suggested or requested by staff.</li> <li>• The school provided training from outreach services such as Freemantles school as part of our whole school training programme.</li> </ul>

10	<p><b>How will equipment and facilities to support children with SEND be secured? How are the school's resources allocated and matched to children's special educational needs?</b></p> <p><i>The SEND Information report must include information about the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured</i></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"> <li>• 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 children with EHCPs are in accordance with the individual requirements.</li> <li>• 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.</li> </ul>
11	<p><b>How are parents involved in the school? How will I know how my child is doing and how will you help me to support my child's learning?</b></p> <p><i>The SEND Information report must include information about arrangements for consulting parents of children with SEND and involving them in their child's education.</i></p>	<p>South Camberley recognises the importance of working in conjunction with parents and carers. Parents are invited to meet with their child's class teacher and the SENDCo to discuss academic progress.</p> <p>An annual report is provided in the summer term which summarises the child'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 child at any time during the school year.</p> <p>For children with special educational needs, Provision Maps are shared termly and enable parents to support their child's learning.</p> <p>The school operates an open-door policy, so that if a parent wishes to, they are able to meet with staff to discuss any concerns regarding their child. 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 children to access at home to support their learning e.g., TT Rockstars, Go Read.</p> <p>There is an induction programme for Nursery and Reception parents and children to help foster good working relationships. The SENDCo will liaise with parents and pre-school settings for all children 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 in order 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 child'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 through the use of questionnaires in a range of areas to help improve the provision offered to their children.</p>
12	<p><b>How does the school consult with children with special educational needs, and involve them in their education?</b></p> <p><i>The SEND Information report must include information about arrangements for consulting young people with SEND and involving them in their education.</i></p>	<p>At South Camberley we use the School Council to ascertain the voice of our pupils. All pupils are able to take part in their regardless of ability.</p> <p>South Camberley has introduced One Page Profiles for children 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 child 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 children who are struggling to cope with the pressures of school and those that are struggling to settle back into the routines of school.</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 children with cognition and social, emotional needs.
13	<p><b>Who can I contact for further information? What are the arrangements for complaints from parents of pupils with SEND?</b></p> <p><i>The SEND Information report must include information about arrangements for handling complaints from parents of children with SEND about the provision made at the school; and the contact details of support services for parents of pupils with SEND.</i></p>	<p>Primarily, parents and carers can speak directly with their child's class teacher. If they have further questions or concerns, they are able to make an appointment with their child's Phase Leader and Inclusion Lead.</p> <p>Further SEND information, including our SEND policy, is available on our school website at:  <a href="http://www.southcamberley.surrey.sch.uk">http://www.southcamberley.surrey.sch.uk</a></p> <ul style="list-style-type: none"> <li>• In the event of a formal complaint parents are advised to contact the SENDCo in the first instance who will be able to advise about the complaint's procedure. The Complaints policy is published on the school website.</li> <li>• The Surrey SEND Support line is available for parents who wish further information or support. The service can be contacted on 01737 737300.</li> </ul>

14	<p><b>What specialist services and expertise are available at or accessed by the school?</b></p> <p><i>The SEND Information report must include information about the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured; how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.</i></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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, Family Support Workers.</li> </ul> <p>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 child.</p> <ul style="list-style-type: none"> <li>• We work closely with medical professionals in order to support children. All medical information and reports are strictly confidential. Where necessary, healthcare plans are implemented for children. These are shared with relevant members of staff and stored in a red folder in each classroom.</li> <li>• We also have links with Surrey Children's Services and work with them if a child is deemed to be 'in need' or at risk of significant harm, however, this doesn't necessarily mean a child has SEND.</li> </ul>
15	<p><b>What support services are available for parents of pupils with SEND?</b></p>	<ul style="list-style-type: none"> <li>• At South Camberley we have links with a number of organisations who can provide support and advice to parents of children with SEND needs.</li> <li>• Surrey SEND advice can be contacted via <a href="http://www.surreyparentpartnership.org.uk/">http://www.surreyparentpartnership.org.uk/</a>.</li> <li>• Information on further local services can be accessed via Surrey's 'Local Offer' search tool, available at <a href="https://www.surreylocaloffer.org.uk">https://www.surreylocaloffer.org.uk</a></li> </ul>

**16 How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?**

*The SEND Information report must include information about arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.*

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:

- 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 child that we feel could benefit from extra support. Where necessary transition books with photographs and information about a child and their new school are prepared to help allay anxieties which they are then able to share with their family.

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:

- The SENDCo meets with the SENDCo of local secondary schools in the summer term to discuss children 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 children in Year 1 and 5 are held in the summer term to discuss new schools and placement for the end of Key Stage.
- 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.
- Children 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 children.

17	<p><b>How accessible is the school environment?</b></p> <p><i>The SEND Information report must include information about how adaptations are made to the curriculum and the learning environment of children and young people with SEND</i></p>	<p>Staff differentiate approaches and resources so as to support access to the curriculum. We have an Accessibility Plan which shows how adaptations are made not only to the physical environment but to the curriculum and how information is accessed by pupils and their parents.</p> <p>Adaptations have been made to the playground equipment to support visually impaired children. We value and respect diversity in our setting and do our very best to meet the needs of all our pupils.</p> <p>When required, translators are asked to attend meetings to support parents. There is access to the main building for physically disabled children with a disabled toilet on the ground floor. However, the school is a two storey building without a lift to the first floor. Should the need arise classes will be moved to ensure ease of access.</p> <p>Elsewhere, changes in levels in the building are marked with gentle slopes and ramps. Outdoors there is a disabled parking space with easy access to the main building. We work with a variety of outside agencies to provide specialist equipment and facilities for children with SEND to ensure that they can fully access the curriculum.</p> <p>Where children have a wheelchair the appropriate arrangements will be made to support their need, an individual care plan and risk assessment will be put in place and all staff informed.</p>
18	<p><b>Where is the local authority's 'Local Offer' published?</b></p>	<ul style="list-style-type: none"> <li>Surrey's Local Offer is available from <a href="https://www.surreylocaloffer.org.uk">https://www.surreylocaloffer.org.uk</a> The website includes a directory of local services which may support children with special educational needs and/or their parents and carers.</li> </ul> <p>The link is published in our Special Educational Needs Policy.</p>



### **Additional Information**

Children will not necessarily access all of the provision mentioned in the 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/>

Table explaining the links between the Local Offer, the SEND Policy and the SEND Information Report

	<b>Local Offer</b>	<b>SEND Policy</b>	<b>SEND Information Report</b>
<b>Responsibility</b>	Local authority – Surrey	Governing body, delegated to the Inclusion Leader to reflect the context and practices of the school	Inclusion Leader, SENDCo, SLT and the Governing Body
<b>Purpose</b>	What is on offer across the authority and what support can I access?	How will it be delivered?	What was delivered? What was learned during the year and what improvements are planned?
<b>Strategic links</b>	Joint Commissioning, Provision Management systems and school improvement plans	School values and vision, structures and procedures. A reflection of the practices and culture within the school.	Provision management to look at cost effectiveness and overall impact, School development plan and self-evaluation

<b>Where published</b>	LA portal <a href="http://www.surreylocaloffer.org.uk">www.surreylocaloffer.org.uk</a>	School website (and hard copy if requested). Parents with literacy or visual difficulties are able to request meetings so that the policy can be explained and discussed.	School website (and hard copy if requested). Parents with literacy, learning or visual difficulties are able to request meetings so that the report can be explained and discussed.
<b>Involvement of children and families</b>	Co-produced and feedback published online	Consultation	Copy supplied; may inform local feedback
<b>Updated</b>	Periodically, at least once a year	Every 3 years but recommended to be annually	Annually
<b>Plain language accessible for all</b>	Yes	Yes	Yes