

St. Andrew's CofE Infant School

SEND Information Report
School offer (Response to the 14 Questions)



Name: St. Andrew's Infant School

Address: Upper Church lane, Farnham, Surrey GU9 7PW

Head Teacher: Jayne Venables

Deputy Head: Carol Trottier

Assistant Head and SENDCo: Alexis Carpenter

Contact details for the school:

Telephone: 01252 716305


Email: info@standrews-infant.surrey.sch.uk

Website: <https://www.standrews-infant.surrey.sch.uk>

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SEND Information Report
School offer (Response to the 14 Questions)



| Questions | Response | Some examples of good practice in our school |
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| <p>1. 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> | <p>We pride ourselves on being an inclusive and nurturing school in the heart of the town centre.</p> <p>We have rigorous monitoring in place that tracks the progress our children make in key areas of the curriculum. Our SENDCo, Alexis Carpenter, and all teaching staff are skilled in identifying any concerns regarding a child's educational or social and emotional needs. Regular observations and learning walks are carried out by the SENDCo or the assistant to the SENDCo.</p> <p>We ask that parents inform the school if they feel their child has additional needs and they should arrange to meet the SENDCo to discuss next steps.</p> <p>If parents have any concerns about their child's progress, then they should, in the first instance, make an appointment to see the class teacher, or they can arrange an appointment with our SENDCo.</p> | <ul style="list-style-type: none"> • The class teacher notifies the SENDCo if they and/or a parent/carer have concerns about a child. • 'Request for Support' forms are completed by the class teacher and given to the SENDCo. • We identify children who need additional support through termly Pupil Progress meetings with teachers and the SLT. • We use the SEND criteria to decide whether a child needs additional support together with our professional knowledge of the child. • Class observations are carried out.  <p>The flowchart 'Identification & Request for Support for SEND Pupils' outlines the following process:</p> <ul style="list-style-type: none"> Concerns Identified: Teacher notices issues like lack of progress, behavioural issues, or social/emotional needs. Initial Actions in Class: Teacher applies Quality First Teaching strategies such as modelling, small group work, and positive feedback. Monitor (4-6 weeks): Monitor the pupil and consider the impact of classroom strategies. Review Progress: Teacher reviews progress and discusses it with the parent. If progress is not made, it moves to the next step. Complete 'Request for Support' Form: If learning progress has not improved or additional help is needed, the SENDCo provides forms (including a 'Request for Support' form). SENDCo Review: The SENDCo reviews the request, checks the pupil's progress, meets with the teacher, and checks records to identify needs. Decision / School Response: <ul style="list-style-type: none"> Continue to Monitor in Class: Progress support within Quality First Teaching. Add to SEND Register: Making with teacher & SENDCo to agree next steps, leaving final provision added to the register, and parent informed. Referral for External Support: If needed, progress continues, the SENDCo may refer to specialists (e.g., Educational Psychologist, Speech & Language Therapist) or other external agencies. Possible Outcomes: Continued QFT support, ongoing external support, referral to specialist services, or a combination of these. <p>Key message: Early identification & timely support help every child achieve their potential.</p> |

St. Andrew's CofE Infant School

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| 2. | How will staff support my child? | <p>When a child has been identified as having a special educational need we develop a more personalised programme to support the child's learning. Where possible this will be taught in class but at times the child may work out of class in a quiet area of the school with a member of staff. Our intervention programmes are delivered by trained teaching assistants to small groups although some are done one to one. We monitor the impact of interventions through regular meetings and tracking of pupil progress. Our termly process of pupil progress review analysis prompts the class teacher to request for interventions. Specific targets are set for each intervention. Every class has at least one teaching assistant (TA) in addition to a qualified teacher. This means that if a child needs additional help in the classroom to access the curriculum, we are able to allocate staff accordingly. Where we feel progress is not as rapid as we would expect, we are quick to respond to find alternative support.</p> | <ul style="list-style-type: none">• Many of our teaching assistants are fully trained to run 1-1 and small group intervention programmes that are tailored to meet the needs of specific children.• We have many areas of expertise amongst our staff, and we are able to draw on this in order to get the right provision for each child e.g. staff with knowledge of Neurodiversity, Dyslexia, Emotional and Mental Health needs etc.• We regularly provide staff with training in various areas of SEND and Wellbeing such as Dyslexia, Trauma and Attachment, Emotion Coaching, Restorative Practice and Neurodiversity. |
| 3. | How will the curriculum be matched to my child's needs? | <p>We want our curriculum to excite and motivate all children. We have high expectations of all our children and teachers are skilled at differentiating to meet the needs of the individual child. Our whole class learning and teaching ensures the effective inclusion of all pupils in high-quality, everyday learning. This means that tasks are matched to each child's ability so that they can make rapid progress against their targets. All targets set will</p> | <ul style="list-style-type: none">• Teacher's plan stimulating lessons using a variety of resources and different levels of support• Stretch and challenge activities are planned and can be accessed by all pupils• Visual, auditory and kinaesthetic learning styles are encouraged• We take on board advice given by outside agencies, and we build this into a child's regular day e.g. we |

St. Andrew's CofE Infant School

SEND Information Report
School offer (Response to the 14 Questions)



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| | | <p>be within reach for the child and be shared amongst relevant staff.</p> | <p>incorporate exercises recommended by occupational therapists, language elements agreed by Speech and Language therapists</p> <ul style="list-style-type: none"> • Small group interventions to accelerate progress • Wave 1 support in class (High Quality teaching) |
| <p>4.</p> | <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> | <p>We have an open-door policy and would encourage you to contact a member of staff via the school office. The SENDCo can be contacted at any time by calling the main office or through email. Progress on each child is shared regularly at Parents' Evenings. At these meetings we talk about what can be done by families at home to support a child's learning at school. In the Summer term written reports are sent home detailing your child's progress over the year. Each year groups' topic themes (curriculum web map) can be found on our website for you to refer to and have record of learning intentions. We host a number of learning events to help families understand what and how we teach their children and how they can best support their child's needs. We are more than happy to arrange additional meetings either directly with the class teacher or through the office. We are fortunate to have a very good Home School Link Worker, Hollie Brightman, and we can draw on her skills to help you. We believe in supporting the development of parenting skills and as such deliver workshops on site and work in collaboration with other agencies. We</p> | <p>We give formal feedback through Parents' Evenings, School Reports, Provision Maps and Annual Reviews for children with an Education Health and Care Plan (EHCP). We give on-going feedback to children through marking and through discussion with the child.</p> <ul style="list-style-type: none"> • We run talks and workshops to help parents support their children at home e.g. Phonics, SPaG, maths workshops etc. • We take time to consider what is required to overcome a child's barrier to learning e.g. sessions with our Mental Health and Wellbeing lead, Speech and Language support, Home School Link Worker support and interventions with one of our ELSAs (Emotional Literacy Support Assistants). • The SENDCo, teacher and parents meet for regular updates on targets and write new ones when required. • We give parents/carers updates at the end of the school day through agreed contact books, in person and over the phone. |

St. Andrew's CofE Infant School

SEND Information Report
School offer (Response to the 14 Questions)



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| | | <p>would encourage you to be open and share any concerns with us however minor.</p> | <ul style="list-style-type: none"> • Our school website offers further information on curriculum coverage and topic themes over the year. • Regular up to date information about the school and children's achievements can be found on our website, newsletters and Instagram. |
| <p>5.</p> | <p>What support will there be for my child's overall wellbeing?</p> | <p>Your child's health, safety and wellbeing are of paramount importance to us. We know that children need to be 'ready' to learn; this involves being in an emotional place which supports rather than hinders their access to learning. We understand that many things in life can impact upon a child's 'readiness' to learn and we try to have layers of support systems in place which help our children manage themselves, understand themselves and others. The class teacher has overall responsibility for pastoral, medical and social care of every child in their class; therefore they would be the parents' first point of contact. If further support is required, then the class teacher liaises with the SENDCo or other relevant members of the school Inclusion team. If there is an issue, we will always find some time/space to have a quiet chat and offer some help. Often, this is all it takes for your child to feel heard and then able to move on. Our highly skilled Pastoral Lead, Annie Canton and our Home School Link Worker (HSLW) work with individuals and with families to support their wellbeing. The school is able to refer to</p> | <ul style="list-style-type: none"> • We have adult mentors, also known as 'Champions' who have been identified as key adults in school for children, should they need support and guidance. • Our Inclusion Team all work closely with parents and children and can signpost families to further support in and out of school. • Our Pastoral Lead is a trained counsellor and is able to offer triangulation sessions with parents and child as well as overseeing our two trained ELSAs who runs weekly sessions for identified children offering support in social skills, friendships, bereavement, anger management and anxiety. • All children have a bubble with their name on, and these can be given to the teacher or left on their desk to signal that they need time to talk. • Posters are displayed in toilets and corridors reminding children of what they can do and where to go if they have a worry or concern. • The Senior Leadership Team and Teachers greet children and parents every morning on the gate |

St. Andrew's CofE Infant School

SEND Information Report
School offer (Response to the 14 Questions)



many external agencies and charities such as, Early Help, Educational Psychologists, Barnardo's and Space2Grow.

If a child needs medication it needs to be clearly labelled and given to the School Office. Parents need to complete a form authorising First Aiders to administer the medicine. All medicines are stored securely in the School Office.

Attendance of every child is monitored on a daily basis by the Admin Team in the School Office, as well as being monitored by Year Leaders, our Home School Link worker and Safeguarding team. Lateness and absence are recorded and reported weekly to the SLT. If the percentage of attendance decreases below a set level, then the Head Teacher is made aware and letters to parents are sent out detailing action.

and members of our Wellbeing Council are 'Gate Greeters' supporting children coming to school every day by providing a warm smile and a gentle hand.

- All children are met at the classroom door in the morning by their class teacher and greeted by name and a handshake.
- We have a school Wellbeing Council, and they meet termly to discuss important themes and suggest ways to support everyone in school.
- As a school we feel we offer excellent provision to support all children's mental health and wellbeing and in March 2025 we achieved a National Wellbeing Award and Accreditation.
- Learning outside the classroom is embedded into our curriculum and children have opportunities such as forest school, exciting school trips, lessons in the school grounds and the use of Space2Grow near St. Andrew's church.
- A Community Café based at Potters Gate School provides an opportunity for parents to meet, accessing support from the Inclusion team and other external professionals such as the Local Authority SEND team, Dyslexia teachers, Mental Health team, school nurse and other agencies.
- The child's voice is central to our ethos, and this is encouraged in a variety of ways and regularly. This

St. Andrew's CofE Infant School

SEND Information Report
School offer (Response to the 14 Questions)



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| | | | <p>includes our 'Worship' team and Reception -Year 6 Potters Gate buddy system.</p> <ul style="list-style-type: none"> • We have eight Designated Child protection Officers who meet weekly and who liaise with families and Surrey Children's Services. |
| 6. | <p>What specialist services and expertise are available at or accessed by the school?</p> | <p>All of our teachers hold qualified teacher status. School staff receive regular training. Some of our staff are trained in specialist areas to support special educational needs including Speech and Language (ELKLAN) Emotional Literacy (ELSA), difficulties with Attachment, Autism Awareness, Bereavement, Sensory Circuits, Phonics and Precision Teaching.</p> <p>Our staff have a high level of expertise which we draw upon on a daily basis. There are occasions, however, when we need to seek advice from the specialist services such as the Educational Psychologists or colleagues from the Specialist Teachers for Inclusion. We also have links with colleagues such as Speech and Language Therapists, Mindworks, Paediatricians and Occupational therapists. Referrals to these agencies will only be made with the permission of parents/carers. We have also established links with the Outreach team from Freemantles ASD School.</p> <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. If a referral is required for a particular</p> | <ul style="list-style-type: none"> • We meet regularly with key professionals to plan out aspects of provision for a child with special educational needs or disability. • We always inform parents if an outside agency is visiting a child and extend an invitation to a parent/carer if it is required. Reports will be shared with parents. • We utilise outreach services from specialist schools such as Freemantles School (specialising in teaching children with Autism) |

St. Andrew's CofE Infant School

SEND Information Report
School offer (Response to the 14 Questions)



| | | | |
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| | | <p>pupil parents are consulted and encouraged to take part in the process to help support their child.</p> <p>Our Designated Safeguard Leads work closely with colleagues from Children's Services in order to meet any social care needs.</p> | |
| 7. | <p>What training are the staff supporting children with SEND had or are having?</p> | <p>Alexis Carpenter, our Assistant head for Inclusion and SENDCo, is a highly experienced teacher and a member of the SLT. She has been awarded the National Qualification in the Leadership and Management of Special Educational Needs. Catherine Newhall, who covers this role part time, is also undertaking the National Professional Qualification as SENDCo.</p> <p>We have a highly skilled team and all staff who work with SEND children are dedicated to making a difference to each child's education. We regularly invest time and money in training our staff to continuously further improve Wave 1 provision. We train staff appropriately to ensure they run interventions effectively. We invest heavily in the continuing professional development of our special need assistants and teaching assistants so that the children receive high quality additional support.</p> | <ul style="list-style-type: none"> • Continuing professional development is part of the culture of the school and often staff will attend courses through our school confederation, The Good Shepherd Trust and local outside providers. • Teaching assistants meet half termly with the SENDCo/SLT and share aspects of good practice as well as receiving training in curriculum areas and new initiatives. • We develop specialist roles amongst our teaching assistants e.g. Emotional Literacy Support Assistant and Speech and Language Assistant. • Inset sessions address needs identified in the School Improvement Strategic Plan • Workshops and clinics are held involving external agencies • Individual training needs with regards SEND are largely identified through the appraisal process in which all staff take part. |

St. Andrew's CofE Infant School

SEND Information Report
School offer (Response to the 14 Questions)



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| <p>8.</p> | <p>How will my child be included in activities outside the classroom including school trips?</p> | <p>St. Andrew's has a policy of inclusion for ALL children. Reasonable adjustments are made where necessary to allow all children to access activities. We seek the support of outside agencies, when required, to help us identify needs and solutions to any accessibility concerns. Pupils with physical needs receive additional adult support, where needed, on school trips so that they can access the same experiences as their peers. Some pupils may require an individual risk assessment prior to offsite visits that will be shared with key staff and parents.</p> <p>In our school, a large part of children's learning takes place outdoors and it is linked to all curriculum areas. Children at St. Andrew's make use of the grounds at Potters Gate school as well as using the local garden area called Space2Grow. All children can also experience Forest School which is run by a fully trained teacher and teaching assistant. Our Equality Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.</p> | <ul style="list-style-type: none"> • All children, including those with additional needs, are shown whole class social stories which are made up of prepared information and photographs showing key aspects of the trip they are about to go on and feelings are discussed and shared. • Where children with a disability cannot fully access an activity, we ensure that we provide an experience that is as similar as it can be to the rest of the class. • Where necessary, individual risk assessments are carried out in consultation with parents/ carers. • Several opportunities for children to access learning outdoors using the school environment and the Forest School area at Potters Gate. |
| <p>9.</p> | <p>How accessible is the school environment?</p> | <p>We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. We value and respect diversity in our setting and do our very best to meet the needs of all our learners. We are</p> | <ul style="list-style-type: none"> • St. Andrew's is a beautiful historic Victorian building. Whilst some of its character has some physical limitations (corridors and steps), we are |

St. Andrew's CofE Infant School

SEND Information Report
School offer (Response to the 14 Questions)



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| | | <p>vigilant about making reasonable adjustments where possible. Our policy and practice adhere to The Equality Act 2010. We hold regular Open Days for parents to view the setting and ask relevant questions.</p> | <p>fully committed to ensuring our environment is as accessible and welcoming as possible.</p> <ul style="list-style-type: none"> • In every classroom, clear visual timetables are displayed so children know what is happening during their day. • Soft furnishings, blinds and displays help to manage acoustics and glare. • Every classroom has an interactive board which is fully accessible at a height children can reach, making it interactive. |
| <p>10.</p> | <p>How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</p> | <p>The Assistant Head for Inclusion and Reception teachers meet Nursery staff, and home visits take place with class teachers and TAs. New parents are offered the chance to meet following Stay and Play sessions and before the child starts school, so we can gather information effectively.</p> <p>New Reception children are invited to 'Stay and Play' sessions in the summer term before they start in the September.</p> <p>For Years 1 and 2, in the Summer term, we hold 'move up' mornings, enabling children to visit their new classroom and meet their new teacher and TA. Additional visits are arranged for those children who have special educational needs or may be vulnerable, and there is an opportunity to meet a 'mentor'. If any additional support is needed in preparation for</p> | <ul style="list-style-type: none"> • Additional transition activities are arranged by the SENDCo and teachers for those children who may need additional support at this time e.g. time playing games with their new teacher, exchanging letters, visits to the new classroom and transition leaflets – 'All about me' • Our Year 2 teachers have a very thorough handover meeting with teachers from Potters Gate and any other local schools. At these meetings SEND plans and provisions are shared with the schools, ensuring the right support continues for them. • Our SENDCo regularly meets with the SENDCo from the main transfer school. • During the last term in Year 6 we spend a lot of time looking at transition and preparing the |

St. Andrew's CofE Infant School

SEND Information Report
School offer (Response to the 14 Questions)



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| | | <p>transition, we work with parents, child and the other setting to provide it. Our Provision Maps record what helps the child to learn and this information is passed on in transition. We have very good relationships with the schools that our children move on to. If there is important information to share our Home School Link Worker (HSLW) and Pastoral Lead do transition work with children who are starting or leaving the school.</p> | <p>children to be secondary ready. Identified children are offered the opportunity to take part in an additional move up afternoon in their secondary school as well as having visits from the Heads of year and Pastoral Teams from local schools.</p> <ul style="list-style-type: none"> • Children transitioning into Year 3 are mixed with children from Potters Gate and other local schools to form a new Year 3 cohort. • Those children joining us for Year 3 are invited to attend activity afternoons and story times so they can meet their new teacher and other children in the year group. |
| 11. | <p>How are the school's resources allocated and matched to children's special educational needs?</p> | <p>Our finances are monitored regularly, and we utilise resources to support each individual learner needs, as well as the overall aims of the school. All interventions are monitored by the SENDCo in order to ensure that they are conducted to a high standard and they are costed and evaluated to ensure value for money. Our budget is allocated according to our Provision Management system. Every term the class teacher will send home copies of the provision map for their child. Our school receives funding, within the school's allocated budget for all children including those with Special Educational Needs and Disabilities and their needs are met from this, (including equipment). The Local Authority may contribute more funding if the cost of meeting an individual child's needs is more than</p> | <ul style="list-style-type: none"> • We carry out drop-in observations to monitor the quality of the interventions. • We try to be flexible with our staffing and can move members of staff around according to individual need, if appropriate. • We keep a wide range of SEND resources for use in the classrooms e.g. pencil grips, sequencing picture cards, ear defenders, fiddle equipment, wobble cushions, now and next boards etc. • The Head Teacher, SENDCo and School business manager keep a close eye on ensuring that resources are allocated appropriately from the SEND budget. |

St. Andrew's CofE Infant School

SEND Information Report
School offer (Response to the 14 Questions)



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| | | <p>£6,000 per year. Resources are allocated according to the needs of the child.</p> | |
| <p>12.</p> | <p>How is the decision made about what type and how much support my child will receive?</p> | <p>Should additional support be required, this is undertaken after consultation with the relevant staff, the child and their family often in consultation with outside agencies such as an Educational Psychologist. Our decisions taken are in line with the SEND Code of Practice. Decisions are made on an individual basis according to the needs of the child. If your child has an EHCP, we will provide the level of support listed in the document. The amount and type of provision in the EHCP is decided after the views of key professionals have been taken on board and after a period of consultation with parents.</p> | <ul style="list-style-type: none"> • The SENDCo and Teachers meet to talk through the best type of intervention needed to further support their child’s learning. Parents and carers are informed verbally as well as receiving a copy of their child’s provision map. • Teachers talk to the child about their participation in an intervention programme linking it to their specific targets. • SEND Learning Plans, detailing targets and additional provision/interventions, are shared with parents three times a year. However, parents are welcomed 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 EHCPs (Education, Health and Care plan) are also completed annually. • Progress and suggestions for support at home is discussed at termly parents’ consultations. • Annual reports are shared with parents at the end of the Summer term. • ‘Meet the Teacher’ sessions are held at the beginning of each academic year; this is an opportunity for the school to share ideas of how parents can support at home. |

St. Andrew's CofE Infant School

SEND Information Report
School offer (Response to the 14 Questions)



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| | | | <ul style="list-style-type: none"> • Updates on the curriculum are shared through newsletters and the website. • Support from outside professionals requested by SENDCo and parental permission requested before any outside professionals are consulted |
| 13. | How are parents involved in the school? How can I be involved? | <p>We believe in partnering with parents to support a child's learning, needs and aspirations. We operate an open-door policy. Parents are invited to contribute through a number of means. We host regular parent forums and surveys in order to listen to feedback. Our Governing Body includes Parent Governors. Parents are strongly encouraged to participate in the whole life of the school e.g. the PTA, Parent Governors, reading volunteers etc. order to support a child's learning, aspirations and needs.</p> <p><i>N.B Safeguarding checks may need to be carried out</i></p> | <ul style="list-style-type: none"> • By arrangement, we are happy for parents to come in and do voluntary work, obtaining a DBS check. We follow out Trust training programme for volunteers which is run by the Head teacher and Deputy at the start of a new school year. • Parents are often invited to volunteer and help on school trips and with Space2Grow. • Parents are encouraged to share their feedback through our parent forum, which meets termly. • We like to have parent representatives on our Eco team and Faith Team. • Our PTA team are highly active in our school and regularly plan and run events for children and their families. |
| 14. | Who can I contact for further information? | <p>In the first instance, parents/carers are encouraged to talk to their child's class teacher. We operate an open-door policy, and all teachers can be available after school. Please ring the school office to arrange an appointment.</p> | |

St. Andrew's CofE Infant School

SEND Information Report
School offer (Response to the 14 Questions)



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| | | <p>Parents are also encouraged to talk to the SENDCo and Assistant Head, Alexis Carpenter, and can contact her by phone or email.</p> | |
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01252 715619 (based at Potters Gate)

acarpenter@potters-gate.surrey.sch.uk