

**School Name: Holy Trinity Pewley Down School**

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**Head teacher: Clare Brunet**

**SENCo: Debbie Chadwick**



**Date completed: 12<sup>th</sup> November 2013**

**Updated: 5<sup>th</sup> September 2017**

<b>1</b>	<b>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?</b>	At HTPD we track the progress of all our children and as professionals we regularly discuss any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking. Parents are encouraged to speak to the SENCo about any concerns they have. We have a variety of in-house expertise in special educational needs.
<b>2</b>	<b>How will the school staff support my child?</b>	Having identified needs, we seek to match provision to need. We monitor the impact of interventions through regular meetings and tracking of pupil progress. Our SENCo leads on this aspect and the head teacher shares this information with governors.
<b>3</b>	<b>How will the curriculum be matched to my child's needs?</b>	We expect all our teachers to differentiate to meet the needs of all children.
<b>4</b>	<b>How will I know how my child is doing and how will you help me to support my child's learning?</b>	In our newsletter and on our website we regularly share information about the curriculum and we encourage parents to support their child's learning through additional activities outside the school. Children receive regular progress monitoring meetings that parents are invited to attend.
<b>5</b>	<b>What support will there be for my child's overall well-being?</b>	Every child has a named professional s/he can talk to, should the need arise. Staff are caring and considerate to the needs of the children in their class and regularly visit our policies and procedures; these are reviewed and updated by the governors. We have a school council to elicit the views of the children.
<b>6</b>	<b>What specialist services and expertise are available at or accessed by the school?</b>	Many of our staff are trained to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge.
<b>7</b>	<b>What training have the staff supporting children and young people with SEND had or are having?</b>	We build special educational needs into our strategic training programme. The SENCo does not hold National SEND Award but is an experienced SENCo/qualified teacher and attends regular SEND meetings with colleagues in the area and nationally to keep abreast of new initiatives and legislation.

<b>8</b>	<b>How will my child be included in activities outside the classroom including school trips?</b>	Our Inclusion Policy promotes involvement of all our children 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.
<b>9</b>	<b>How accessible is the school environment?</b>	Our Accessibility Plan is robust and is updated regularly. At HTPD, we continually remind staff and children about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our children. Please refer to ' <a href="#">HTPD Disability and Accessibility Plan</a> ' on our website for more details.
<b>10</b>	<b>How will the school prepare and support my child to join the school or transfer to a new setting in the next stage of education?</b>	Induction is important to us and we invest time in welcoming our children in a way that makes them feel a part of our setting. We work well with our partner schools and run transition events and follow up visits.
<b>11</b>	<b>How are the school's resources allocated and matched to children's special educational needs?</b>	The head teacher, SENCo, governors and bursar currently oversee matters of finance.
<b>12</b>	<b>How is the decision made about what type and how much support my child will receive?</b>	Working with the children, their families and other staff, the SENCo considers a variety of options for suitable provision before deciding on a course of action. These decisions are reviewed by the governors.
<b>13</b>	<b>How are parents involved in the school? How can I be involved?</b>	We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. We host regular parent focus groups in order to listen to any parental concerns. Our Governing Body includes Parent Governors/representatives.
<b>14</b>	<b>Who can I contact for further information?</b>	In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCo.