

School Name: Ongar Place Primary School

Address: Milton Road, Addlestone, Surrey. KT15 1NY

Telephone: 01932 842785

Email: info@ongar-place.surrey.sch.uk

Website: www.ongar-place.surrey.sch.uk

Head teacher: Mrs Tracy Good

SENCo: Mrs Lisa Overin

Review Due: Autumn 2027



Question		Response
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?	We track the progress of all our learners 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. We have developed an in house assessment system based on age related expectations for each year group and children's progress is discussed at termly Pupil Progress Meetings. Decisions are then made as to the most appropriate steps to take in order to support the learner which connects with the school's graduated approach to meeting needs. The school has an SEND policy which can be found on the school website. Parents are encouraged to speak to the SENCo about any concerns they have. The SENCo is Mrs Lisa Overin. Email: senco@ongar-place.surrey.sch.uk Phone: 01932 842785
2	How will school staff support my child?	Ongar Place is an inclusive, mainstream primary school that fully complies with the requirements outlines in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with: • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health • Sensory and/or Physical We make reasonable adjustments to our practices so as to comply with the Equality Act (2010) We have staff that have training in the following areas:

		➤ Managing ADHD ➤ Supporting children with ASD ➤ Attachment difficulties ➤ Developing Independence in learners ➤ Makaton ➤ Brick by Brick ➤ Supporting children with PDA ➤ Lego Therapy ➤ Supporting Maths ➤ Drawing and Talking Therapy ➤ Sand Play ➤ Little Wandle Catch-up ➤ Emotional Literacy ➤ Literacy for All We adopt a graduated approach to meeting needs. Through Quality First Teaching our staff make reasonable adjustments to help include all children, not just those with SEND. We take a holistic approach to supporting learners believing that their emotional needs are as important as their learning needs.
3	How will the curriculum be matched to my child's needs?	Staff differentiate approaches and resources so as to support access to the curriculum. In some cases, children may have an individualised curriculum where this has formed part of our Graduated Response. We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by learners and their parents.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	We have an open door policy where parents are invited to come in and speak to the SENCo or Headteacher should they have any concerns about the overall progress of their child. We hold Parents' evenings twice a year where parents are offered the opportunity to meet with the SENCo as well. We provide written reports in the Summer term. Parents of children with EHCPs are encouraged to attend an Annual Review each year. Parents are given opportunities to attend workshops throughout the year to find out how to support learning in specific areas. Eg. Early Years, Maths and Reading. We encourage parents to invest time in developing their parenting skills. Learner feedback is part of our established learning culture. This includes informing families of next steps and what they can do to help/support their child's learning.
5	What support will there be for my child's overall well-being?	Staff are regularly reminded of our policies and these are updated regularly by the governing body. We have clear expectations for behaviour which are encompassed in our Ongar Rules. Both children and parents

		are given frequent reminders of the rules and reward systems in place in the school. We have a zero tolerance approach to bullying. The curriculum provides opportunities for children to develop their emotional and social skills in a safe environment. We have two ELSAs (Emotional Literacy Support Assistants) in school who support children both in groups and individually with a variety of wellbeing needs. Weekly Friendly Groups and a Worry Box are a few of the ways that children can share their concerns with an adult. We have access to a counsellor who can work with children on a 1:1 basis to work on specific areas of need.
6	What specialist services and expertise are available at or accessed by the school?	Staff at Ongar Place receive regular training and our teachers all hold Qualified Teacher Status including the SENCo. We have a number of established relationships with professionals in Social Care and Health including CAMHS, SALT, OT and Physio. We access Surrey's Specialist teachers who support Learning, Language and Behaviour. We have a named Educational Psychologist who supports the SENCo and attends meetings at school regularly. We have links with local services including Surrey Young Carers and outreach services. Parental consent is sought before any referral is made to external agency.
7	What training are the staff supporting children and young people with SEND had or are having?	Our Special Educational Needs Coordinator (SENCo) is a qualified teacher and holds the National SENCo Award. We regularly invest time and money in training our staff to improve Wave 1 provision delivery and develop enhanced skills and knowledge for those delivering Wave 2 and Wave 3 interventions. We have trained staff within the school who have been trained in ELSA (emotional literacy), ELKLAN (Speech and Language support), literacy, ASD, ADHD, TAMHS (Supporting mental health in schools). We aim to ensure that all staff working with learners who have SEND possess a working knowledge of the difficulty to help them in supporting access to the curriculum. Where it is felt that external support is necessary, we discuss any referrals with parents in the first instance and gain full consent before proceeding with the referral.
8	How will my child be included in activities outside the classroom including school trips?	Our inclusion policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. Where applicable parents/carers are consulted and involved in planning.

		During the academic year, additional staff accompany the residential visits to Sayers Croft and High Ashurst so that learners with SEND can attend. Registers are taken for all school activities and we actively monitor the engagement of learners across the school.
9	How accessible is the school environment?	We value and respect diversity at Ongar Place and do our very best to meet the needs of all our learners. Our Accessibility Plan is robust and shows how adaptations are made not only to the built environment but also to the curriculum. We continually remind staff and learners about the Equality Act 2010.
10	How will the school prepare and support my child to join the school, transfer to a new school and next stage of life?	We have very good relationships with our feeder settings as well as settings children move onto. Early Years Our Reception teacher visits local Pre School settings to meet with children prior to their start in September. The Reception teacher also meets with the child and their parents in Meet the Teacher meetings. Children are offered 2 familiarising/settling in sessions and parents are encouraged to attend parent information sessions. Secondary We hold meetings with staff at our local secondary schools. During these meetings we share an overview of our learners who have SEND along with other vulnerable groups. Good practice is shared so that transition to the next phase is made easier. In some cases staff from the secondary school come in to work with learners to give them a familiar face for when they transfer. Visits to the local secondary schools are also organised in both Year 5 and Year 6 and we fully encourage all our learners to attend induction days. We liaise with local secondary schools who organise additional visits for children with SEND and other vulnerable groups. Where we know there is likely to be high levels of anxiety, we send staff along to support during these sessions.
11	How are the school's resources allocated and matched to children's special educational needs?	We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Termly Pupil Progress Meetings are held to discuss the progress of individual children. Intervention reviews look at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of time spent on them and the finance used in providing them. This also leads to identify any additional training and resource requirements. Each year, we review the needs of the whole cohort to see if there is a change in the overall make up of the school.

		Decisions are then made as to where the interventions need to be focussed throughout the school.
12	How is the decision made about what type and how much support my child will receive?	Quality First Teaching (Wave 1) is clearly defined at Ongar Place and we expect all staff to deliver this. Should additional support be required, the SENCo liaises with the relevant staff and parents to gather information. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the child. Children are also consulted regarding progress and their concerns. They are encouraged to contribute to the creation of the SEND Arrangements including their aspirations for the future. We feel it is important to have the views of the child so that they feel involved in their own learning.
13	How are parents involved in the school? How can I be involved?	We have an open door policy and parents are able to come in and speak to the class teacher or SENCo should they have concerns about the overall progress of their child. We regularly involve parents/carers in discussions about their child's learning. In addition, we hold two parents' evenings throughout the year at which parents can meet with the class teacher and the SENCo and we provide written reports at the end of each year. Parents are encouraged to give feedback and are able to discuss concerns with the school if necessary. We welcome parent volunteers to come into school and support children with Reading, swimming lessons, in class or on educational visits. Ongar Place has an active PTFA where parents can become involved in school life. We also have parent governors who can take an active role in the strategic running of the school and whole school improvement.
14	Who can I contact for further information?	The SENCo at Ongar Place is Mrs Lisa Overin. Email: senco@ongar-place.surrey.sch.uk Phone: 01932 842785 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 SENCo. A copy of the school's complaints procedure can be found on the school website https://www.ongar-place.surrey.sch.uk/page/?title=School+Policies&pid=32 . The complaints procedure will outline the formal steps the school will take in handling any complaint. Where a resolution between the parent and school cannot be reached, then parents will be advised to seek external support at (https://www.sendadvice.surrey.org.uk/)