

School Responses to the fourteen 'SE7' Questions relating to the Local Offer		
Question	School Response	
1	How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have additional needs?	<ul style="list-style-type: none"> • The phrasing of this question generally relates to the identification of a pupil's special needs in a mainstream setting. In a Special School there would have been a full assessment of need prior to or just as the pupil joins the school. • All pupils attending Pond Meadow School have a Statement of Special Educational Needs or an Education Health and Care Plan which identifies the child's needs, the longer term outcomes to be planned for and the resources and arrangements to bring this about. The school would be identified within this assessment as the most appropriate provision for the pupil in order to meet their special needs.
2	How will the school staff support my child /young person?	<ul style="list-style-type: none"> • The class teacher will set targets for your child and these will be outlined in their Individual Education Plan (IEP) which is shared with all the staff who are working with your child and with you as the parent/carer as well as with the child, where appropriate. • The fully modified curriculum, the targets in the IEP (including Speech and Language targets) and the Care Plan are the main means for staff to plan for the correct approaches, interventions and support for the pupil. • At Pond Meadow the teacher and staff team create the ongoing dialogue and day-to-day contact with parents to help them feel confident that their child's needs are being fully supported. The school emphasises this approach as a key part of its work.
3	How will the curriculum be matched to my child's/young person's	<ul style="list-style-type: none"> • The curriculum at Pond Meadow School has been developed over many years and provides for specialist lessons in English/Communication, Maths/Numeracy, and PE in the morning sessions. The afternoon

	needs?	<p>sessions are cross-curricular covering all other subjects but are centred on the pupil's PSHCE needs.</p> <ul style="list-style-type: none"> • The matching of individual need to the modified curriculum happens through the lesson planning of the teacher where individual approaches and targets are identified, along with pupil groupings or 1:1 and allocation of support staffing. • Throughout the school pupils are grouped according to their age. • Pond Meadow School has three different arrangements for class groups to support curriculum delivery; there are classes with very high structure and low distraction, a medium structure class where there is an introduction of a higher distraction environment and a lessening of the high routine elements, and a low or soft structure class where there is an emphasis on using fuller multi-sensory approaches to delivering the curriculum. • In the Upper School the curriculum is adapted to allow opportunities for accreditation, independent living, life skills and community learning. 	
4	How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	<ul style="list-style-type: none"> • Teachers and class teams continually assess pupil progress and discuss this with parents at Annual Review or curriculum meetings. Where progress causes concern we arrange additional meetings and assessments, including those from other professionals, to plan for a new approach or the next steps for the pupil. • We offer an open door policy and if at any point you wish to discuss a pupil's progress an appointment can be made to meet with the class teacher or a member of the Leadership team. • Staff in school can offer advice and discuss practical ways that you can help your child at home. The school works with parents on home learning projects and simple forms of homework for their child. • The involvement of other professionals is also important here and the school can help liaise and arrange meetings for parents. 	
5	What support will there be for my child's/young person's overall well-being?	<ul style="list-style-type: none"> • On a day-to-day basis the class team will be in contact through the home-school book or, when necessary, through phone call, email or text. This is to ensure that all areas of a child's wellbeing, whether small or large, are 	

		<p>placed as a priority with us and the family.</p> <ul style="list-style-type: none"> • We are committed as a school to multi-agency working to ensure that the needs of the whole child are met • Pupils have a care plan which identifies their care needs including personal care needs and the administration of medication when required. It also identifies emergency procedures to be followed, where appropriate • Professionals from other agencies including physiotherapy, occupational therapy, health and CAMHS visit the school as appropriate. As well as supporting individual pupils these professionals advise staff around strategies and offer training 	
6	What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • Specialist Services are assessed, provided and managed by Health through their local provider (currently VirginCare). The individual pupil service can be specified in the statement or EHCP or may form part of the core offer to the school. These services include: Speech & Language Therapy, Occupational Therapy, Physiotherapy and School Nurse. • In addition we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of pupils' needs: Social workers, CAMHS, Portage workers, Primary Mental health Worker, Pathways Adviser, County Transition Team (social services), Employability, and the Educational Psychologist 	
7	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • All Pond Meadow staff receive training and support to meet your child's education and health needs. • The school works closely with colleagues in the 10 SLD/ASD schools across Surrey to provide joint INSET training, assessment support, 	

		<p>specialist training and school-to-school support.</p> <ul style="list-style-type: none"> • Teaching staff and teaching assistants follow programmes of Continuing Professional Development to develop their skills; typically including a range of specialist training, such as sensory integration, the use of PECS and TEACCH, akaton, Intensive Interaction, Epilepsy and training for a range of personal care or individual medical needs procedures. • We employ our own moving and handling trainer on site who provides personalised training and timely support for staff working with individual pupils. 	
8	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • The policy of the school is to be fully inclusive of all pupils on all schools trips and outings. • Our off-site visits are designed to enhance curricular and recreational opportunities for all pupils and provide a wider range of experiences than could be provided on the school site alone as well as promoting the independence of our children as learners • All visits and activities are risk-assessed to ensure they are appropriate for individual pupils • The Upper School All senior students follow the Duke of Edinburgh scheme with the aim that all pupils achieve Silver standard. 	
9	<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • The building is fully wheelchair accessible with wide corridors. It is all on one level and benefits from step-free access. There are a full range of toilet and changing facilities and there are specialist areas available. • The school was designed to be a low distraction, with plain white walls, sound cladding to reduce echoes and side lighting to reduce glare and direct flicker. Many of our pupils with sensory processing difficulties find the environment a good match to their needs. • We have a specialised Hydrotherapy pool on site. 	

		<ul style="list-style-type: none"> • There is a soft play area and a Sensory room located in the Lower School but accessible to all pupils. 	
10	<p>How will the school prepare and support my child/young person to join the school, transfer to a new setting / school / college or the next stage of education and life?</p>	<ul style="list-style-type: none"> • Admissions to the school are managed by the local authority and it is our joint responsibility to ensure that the provision meets the needs of your child as identified in the statement or ECHP. • Parents and their child are encouraged to visit at an early stage to gain an informal view of the school and how it meets pupil needs. • Following this formal visits including time spent by the pupil in class can be arranged. The school will aim at personalising the visits and discussions to the parent and child's needs. This forms part of the discussion on the first visit. • Short assessment placements can sometimes be arrange through the LA to allow parents and child to feel confident with the placement. • When in the Upper School, transition planning is a vital part of the annual review process from year 9 onwards. Parents and pupils meet their Pathways advisor regularly and many have the opportunity through year 13 and 14 to visit their chosen college. Some year 14 pupils benefit from college links in order that pupils can familiarise themselves with the setting. 	
11	<p>How are the school's resources allocated and matched to children's/young people's special educational needs?</p>	<ul style="list-style-type: none"> • Pond Meadow School converted to an Academy in November 2014 and we use our resources to provide small class sizes and levels of staffing to meet your child needs as identified in the statement or EHCP. • The LA identify the arrangements required by an individual pupil and allocate a 'Banding' resource level. This resource is provided as a 'top-up' element to the school's funding. (More details on this area are provided at the beginning of this section on Local Offer) • In recent years Pond Meadow has been able to offer staff:pupil ratios that have exceed the arrangements set out in Band 3. It is continuing to do so in 2015-16 but may need to review this in forthcoming years. 	

12	How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> • The pupils' Statement of SEN/ EHC plan identifies a banding level which reflects the pupils' current needs. This is agreed through discussion between the school and the Local Authority • At school level we will put in and monitor the support specified in the Statement or Plan. We will also review and audit the level of support and report back to the Local Authority if more support is required. • In broad terms the individual support for a pupil in a special school is determined by the 'top-up' resource allocated by Surrey LA. • In 2014-15 for Pond Meadow School the pupils are allocated to Band 3, providing either £7000 of top-up or an 'enhanced' level of £7914 for pupils with profound and complex needs. • This resource broadly equates to 15hrs and 17hrs of individual support, respectively, across the 30hr school week. • The school also receives 'place' funding of £10,000 per pupil and this is broadly used to fund the running of the school and to create class groups at an average of 7 pupils per class to each teacher. 	
13	How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> • The key relationship for the parent is with the class teacher. At Pond Meadow we try to enhance this by bringing together class groups that stay together with the same class teacher for periods of two years. Parents find that this approach creates the support and understanding needed for the child and family and helps to develop the involvement of the parent in school life. • Parents are invited to all review meetings and a number of parents' meetings each year. • The school runs a range of celebration events including a Christmas Fair and our Summer Fair and Music Festival 'MeadowFest'. Parents' involvement in these events is key to their success. 	
14	Who can I contact for further information?	<p>If you need more general information about the school you should contact the school office, 01483 532239; office@pond-meadow.surrey.sch.uk</p> <p>For any other queries or concerns contact the Head teacher: David Monk</p>	

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