



Saxon Primary School
Our School Offer
2026 – 2027

Questions		School 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?	• At Saxon Primary School, the progress of all children is monitored regularly by class/subject teachers and the senior leadership team so that when a child is not making expected progress in a particular area of learning the school can identify the need for additional support. We use progress tracking through a data system called SONAR, teacher observations and assessments to highlight specific learning gaps. This will then be discussed with parents/carers and the child concerned. • We foster a climate of open and honest dialogue so that all staff members feel able to identify issues which may impact on a child's progress and development so that they can be attended to as soon as possible. • If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to our Inclusion Leader. Our Inclusion Leader is Mrs Laura Lacey and she can be contacted via phone or email using the following contact details: info.saxon@lumenlearningtrust.co.uk 01932 563035
2	How will school staff support my child?	• Saxon Primary School support children with a range of needs, including the four broad areas of need and support outlined in the SEND Code of Practice: <i>-Communication & Interaction</i> <i>-Cognition & Learning</i> <i>-Social, Emotional & Mental Health</i> <i>-Sensory and/ or Physical Needs</i> • All children at Saxon Primary School follow a personalised learning pathway.

- We follow a graduated approach to supporting person centred outcomes and making appropriate arrangements for pupils with SEND, as described in the Assess, Plan, Do, Review cycle. This is explained in the diagram below:



- Each year, class teachers participate in a thorough handover with the new teacher. This information is shared with all adults within the Classroom Team. For children on the SEND register and pupils requiring additional to or different from provision, a learning profile is created to capture strengths and barriers to learning as well as successful classroom strategies to support their learning in the new year group.
- When we identify the need for a child to have some additional support in order to enable them to make expected progress, the parents/carers will be invited to a meeting. An individual plan of support will be developed to help the child achieve these outcomes.

- This individual provision plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long.
- If a child needs a higher level of support, a more detailed plan of support will be put in place, which will be captured on their individual provision map. This will be reviewed with the parents and the child on a regular basis.
- Our school provision map shows the range of interventions in place in our school which will be used when we identify children who will benefit from these interventions. All the intervention programmes we use are tried and tested and known to support children to make increased progress.

- Every class teacher is responsible for the management of their own class provision maps. They regularly monitor and review the impact of the provision in place to ensure it is meeting the needs of each child.
- Our interventions are specifically tailored to meet the needs of each individual.
- The Inclusion Leader regularly monitors the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.

- Governors support the Inclusion Leader in monitoring the effectiveness of the provision in place for pupils identified with SEND and they will liaise with the Inclusion Leader regarding the progress of pupils with SEND.
- Some more information about some of the interventions on offer at Saxon can be found on our school website:

<https://www.saxonprimary.co.uk/school-info/special-education-needs-and-information-report/support-available>



3	How will the curriculum be matched to my child's needs?	• At Saxon Primary School, all teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. If, for example, a child has Communication and Interaction need, teachers will use simplified language and visuals & widgeits to support them to understand new vocabulary. • Differentiation is embedded in our curriculum and practice and teachers tailor and pitch the learning to meet the needs of all pupils. Adaptive teaching is used to provide scaffolds, multi-sensory learning and flexible grouping styles. All staff regularly monitor and assess progress and use this information to inform future planning and provision. • Formative assessment is used to enable teachers to craft the provision for every individual child. When the starting point for each child is established, we then pitch high so children are always on the edge of their competence. • Subject Leaders continually monitor and review the teaching and learning in their curriculum areas and teachers receive regular training and updates in order to deliver it effectively. • All of our teachers are clear on the expectations of High-Quality Teaching and are regularly supported through training, monitoring and feedback from outside agencies, training courses, subject leaders and Senior leaders in the school.
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?	• At Saxon Primary School, we value the partnership between home and school as a shared commitment. • Parents/carers are invited to a termly meeting (two progress meetings and at least one other meeting with the Class Teacher and/ or Inclusion Leader) to discuss the support that the school are providing and how they can help their child at home. At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even better. • We share year group staffing and curriculum information at the start of each year. • Parents of children in Reception and Year 1 are invited to attend Stay, Play and Learn sessions, where parents can gain a greater understanding of what their child's school day looks like. • In Year 2 -6, families are invited to classrooms to see learning across the curriculum throughout the year. • We provide a number of opportunities for parents/carers to attend curriculum workshops where parents can learn more about how their children are taught at school and how they can support at home. These are tailored to meet the requests made by parents. • If teachers have any concerns about individual children, they are proactive at contacting and informing parents.

		• The Inclusion Leader and/ or class teachers will also make regular contact with parents of pupils with special educational needs to plan support and discuss concerns and achievements. • Parents are invited to meet with the outside agencies supporting their child to discuss strategies that both school and home can put in place in order to support their child further. • For children with SEND, receiving interventions or have an EHCP and ongoing targets, this is shared with families each term. • Annual reviews are held for pupils with EHCPs, for which the children are invited to attend to share learning and contribute to the meeting if they would like to.
5	What support will there be for my child's overall well-being?	• Through the expectations and ethos of Saxon Primary School, all staff provide a high level of pastoral support. • Through the PSHE curriculum (Jigsaw Curriculum), children are explicitly taught how to understand and manage their feelings as well as consider the feelings of others. This is further developed through assemblies and through the shared language used in school. • For some pupils who need some extra support, our Home School Link Worker support them and their families through a variety of means including SEAL sessions, Parenting Puzzle, behavioural support, coffee mornings tailored to particular areas of need, younger carer support. Some children also receive support from our Emotional Literacy Support Assistant (ELSA) and our Nurture Practitioner (Currently in training). • Mental First Aiders • Relevant staff are trained to support medical needs and in some cases all staff receive training. • The pupils develop their own code of conduct through assemblies at the start of the new academic year. This forms the basis to the school behaviour policy. • Buddy systems are in place to pair your child with a compassionate peer to help them feel included, particularly at play and lunch times. • We offer a Calm Club for selected pupils to provide a safe place for a quieter, indoor space. Children can play board games, draw or read, away from the noise of the main playground. • Our school behaviour policy is based on restorative principles which builds on the positive ethos we have in school. We continually notice, name and reward good behaviour as well as allow children time to reflect on the less good choices they have made and support them with putting it right and moving on. The 'Stay on Green' system is used throughout the school so children have a consistent approach during every aspect of their school day. More information about our behaviour policy and 'Stay on Green' can be found on our school website: https://www.saxonprimary.co.uk/page/?title=Behaviour+Management&pid=21

- Teachers ensure that as part of their wave one/ whole-class provision, they plan opportunities for yoga, mindfulness and daily exercise breaks to support the children's overall well-being. Some children also participate within yoga intervention groups, with a focus on developing resilience and self-esteem.
- We use 'The Zones of Regulation' as a whole-school approach, which sets out to support children with gaining the necessary skills in order to regulate their actions and emotions; we promote a curriculum which fosters self-regulation and emotional control. Each class has a Zones of Regulation display and children are able to move their names from one zone to the other throughout the school day:



- Classrooms have Regulation Stations, which are quiet, calming spaces.
- These have sensory tools where a child can go to reset when overwhelmed.

6

What specialist services and expertise are available at or accessed by the school?

- Our staff receive regular training and our teachers all hold qualified teacher status.
- We have trained several staff members in delivering specialist interventions, including Lego therapy, Literacy for all and Precision Teaching.
- We have a number of established relationships with professionals in health, education and social care and these are recorded on our provision map. For example, we have an ELSA who supports children with emotional regulation.
- We regularly meet with the various professionals to plan training and support in school including, Speech and language therapy, Educational psychologist, Specialist Teachers in Inclusive Practice (STIPS) and occupational therapy. We are able to make referrals to support children too, working closely with Mindworks and CAMHS.
- We monitor the impact of all interventions and use this to inform our future planning for the children. This is reviewed each term.
- Information and support services for parents of children with special educational needs can also be found on the Surrey Local Offer website – an online hub for 0-25 year olds with special educational needs or a disability:

<https://www.surreylocaloffer.org.uk/>

7	What training are the staff supporting children with SEND had or are having?	• At Saxon Primary School we invest time and money in training our staff to: improve their delivery of High-quality teaching provision; develop enhanced skills and knowledge in the delivery of a graduated response following the 'Plan-do-review' cycle and putting in place interventions and strategies through the 'ordinarily available support'. There is a continuous cycle of professional development to ensure staff can meet a wide range of needs. • Through staff meetings, our staff are regularly updated on matters related to special educational needs. • Support staff meet weekly with class teachers to discuss planning and training is planned according to staff needs. We lead intervention specific training to ensure that our staff can lead these sessions effectively. • We are responsive to the needs of our staff and train staff appropriately. • Our Inclusion Leader plans and delivers training for SEND support staff and draws upon experts or outside professionals to deliver training when needed. • The Deputy Headteacher has completed the National SENCO Award. Our new Inclusion Leader is currently completing the National SENCO Award and is an experienced teacher and senior leader. • We regularly draw upon the knowledge and expertise of other professionals and outside agencies, some of who include: Educational Psychologist, Speech & Language Therapist, Specialist Teachers of Inclusive Practice in Surrey (STIPS), Mindworks, Occupational Therapist, Freemantles Outreach Service and other Health and Social Care professionals. Drawing upon such specialist support and expertise on a regular basis also further develops staff knowledge, skill and understanding.
8	How will my child be included in activities outside the classroom including school trips?	• Our SEND Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. • We consult with parents when planning any activities outside the classroom; particularly when this may affect the participation of their child. • Where there are concerns of safety or access, further thought and consideration is put in place to ensure needs are met. This could include: increasing staff ratios, asking parents/carers to attend to support their child, social stories prior to the trip and ensuring accessible alternatives. • We also consult with outside agencies and take on board their advice to ensure inclusion for all.
9	How accessible is the school environment?	• We have a full accessibility plan in place and the majority of our school environment is accessible. • Where challenges arise, we always give it careful thought and make relevant adjustments. This is always based on the needs of the child and advice and recommendations from outside agencies. We seek advice from external professionals when physical adaptations to the environment are required and also with regards to when specialised equipment is required for children with SEND.

		• We consider classroom layouts, visual & text supports and specialised equipment as standard classroom adaptations. • We value and respect diversity in our setting and do our very best to meet the needs of all our learners.
10	How will the school prepare and support my child to join the school or transfer to a new school or setting?	• We have a robust induction programme to welcome new learners into our school which includes nursery visits or phone calls with nursery practitioners, stay & play and taster sessions, move-up morning and home visits. • We invest time into welcoming new learners to develop their sense of belonging and so they feel part of our school. • We work closely with our partner schools and ensure that relevant information is shared. • We have an extensive induction programme with our feeder settings as well as the local secondary schools that our children move onto. We discuss and share relevant information and prepare pupils for the transition. • We carry out an extensive transition programme with our Year 6 pupils in preparation for their transition to secondary education and we provide enhanced transition, such as smaller group support for our more vulnerable children. If a child has an EHC Plan, then the receiving school will be invited to attend the annual review. • Our Year 6 pupils participate in a programme called Smart Moves and work with the local STIPS team provide additional transition work through the ASPIRE project, to support their transition to secondary school. • Our Nursery pupils take part in the Early Years ASPIRE Project aiming to enhance the transition process for children who may need additional support as they move from an early years setting to school. • For pupils with SEND, we liaise closely with parents to carry out a transition review and plan carefully for their transition, ensuring they are placed in the correct setting for their needs.
11	How are the school's resources allocated and matched to children's special educational needs?	• Our finances are monitored regularly and we utilise resources to support the strategic aims of our school as well as individual learner needs. • We monitor and evaluate our interventions to ensure value for money. This is detailed on the class provision maps. • Our budget is allocated according to our provision management system.
12	How is the decision made about what	• At Saxon primary School, High Quality Teaching is clearly defined in our setting and we expect all staff to deliver this.

	type and how much support my child will receive?	• Our on-going assessment and monitoring procedures ensure that we are able to identify any pupils who are not making expected progress and plan additional provision for them. • The type and amount of support will be decided based on their identified needs and recommendations from outside agencies. This could include: targeted group work and individualised support. • We believe pupil voice is key; children have regular opportunities to share how they feel about their strengths, interests and aspirations. Children's views are captured in many ways, including through their One Page Profiles, when learning walks take place and through Student Council & Class Council meetings. Children with EHC Plans also have the opportunity for their views to be shared as part of their annual review process. Children's views support decisions around their support and provision. Parents can gain an insight into what some of our children with SEND think about their support on our school website:  The image displays ten speech bubbles of various colors (yellow, purple, blue, red, green, pink, orange, cyan, and brown) arranged in a cluster. Each bubble contains a quote from a child about their experience with school support, along with their year level in parentheses. The quotes include: 'I like when my grown-ups help me to do Maths because sometimes I can find that hard.' (Year 2 pupil); 'When I know what I am doing, I can do it independently but when I need some help I can ask for it.' (Year 6 pupil); 'I like that I do better writing when my grown-ups help me.' (Year 2 pupil); 'My grown-ups help me a lot. They help me to know what to do.' (Year 5 pupil); 'I like that we got to write our own stories (in Therapeutic Writing Group) and it helped me to write better.' (Year 5 pupil); 'Whenever I need her, she's always there.' (Year 5 pupil); 'If something happens on the playground, Mrs H is the first person I will go to because I know her best and she knows me best.' (Year 5 pupil); 'I like reading with Mrs D because she gives me funny books.' (Year 4 pupil); 'Mrs D makes Maths easier for me.' (Year 4 pupil); and 'I have to get 10 Green Points and then I earn choosing time outside.' (Year 4 pupil).
13	How are parents involved in the school? How can I be involved?	• We operate an open door policy and take every opportunity to strengthen dialogue between home and school. Parents are also able to contact their child's class teacher (via the info.saxon@lumenlearningtrust.co.uk account) or by phone (01932 563035). • Parents/carers and families are regularly involved in discussions about their child's learning through parents evenings, workshops, questionnaires etc. and we welcome feedback. • Parents of children in Reception and Year 1 are invited to attend Stay Play & Learn sessions in their child's classroom.

		• We host regular coffee mornings, run by our Home School Link Worker (Shelly Lumb) and she is also available to support parents as and when it is required. • We welcome parent volunteers to support in class or with educational activities or trips. • If a child has an EHC Plan, Saxon will host an Annual Review each year and we welcome input from parents/carers. • Our Governing Body includes Parent Governors.
14	Who can I contact for further information	• In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information can be obtained from the school's Inclusion Leader, Mrs Laura Lacey: info.saxon@lumenlearningtrust.co.uk 01932 563035. • Parent Partnership is a SEN advice service offered to parents in Surrey. Please see the following link. http://www.sendadvice.surrey.org.uk/ • Surrey's Local Offer details support and advice that Local Authority offer to children with a SEND. Please see the following link. https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page • If you have a SEND-related enquiry or concern, you can call the Learners' Single Point of Access (L-SPA) on 0300 200 1015. This is connected to the Surrey SEND Local Offer and can be found on the web link above. • Whilst we hope that parents are happy with their child's provision and level of support, if parents would like to raise any concerns, further information about this process can be found on our school website: https://www.saxonprimary.co.uk/page/?title=Concerns+%26amp%3B+Complaints&pid=23