

South Farnham School

Special Educational Needs and Disability (SEND)

Information Report (S.I.R.)

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 have rigorous monitoring in place that tracks the progress of all of our pupils across the curriculum. We use and compare data and other forms of assessment to identify additional needs and celebrate achievement.
- We have termly pupil progress meetings whereby each teacher discusses the progress of individual pupils with the senior leadership team and the SENDCO. As professionals we regularly discuss any concerns we have as well as celebrate achievement.
- All pupils are screened on entry including baseline for Year R, NVR assessment for Year 3, ongoing phonics assessment in infants. All pupils have appropriate termly assessments to monitor and track progress.
- All of our staff are vigilant in both supporting and raising concerns. There are clear procedures for identifying concerns and clear SEND monitoring in place.
- Parents and carers are encouraged to speak to the class teacher or SENDCO about any concerns they have.
- We have in-house expertise in a number of areas of special educational needs and this is recorded on our provision map. We have and continue to develop further in-house expertise in special educational needs.

How will school staff support my child?

- Our Headteacher, senior leadership team, SENDCO and governors play an active role in monitoring the quality of our special educational needs provision.
- School have access to a number of Surrey professionals including link Educational Psychologists, occupational therapists, speech and language therapists and Surrey teachers for inclusive practice (STIPS).
- Planning meetings are held with outside professionals on a termly basis, referrals made are monitored, targets set and reviewed.
- SENDCO attends regular network meetings, Educational Psychologist consultations and SENDCO circles to ensure latest updates are in place and any concerns shared.
- The interventions that are put in place are evidence based and are monitored in terms of impact against expected rate of progress. Where we feel something is not working, we are quick to respond and find alternatives.
- Having identified needs, we seek to match provision to need. We have systems in place to monitor the quality of provision we provide all learners through the graduated response system.
- Feedback is shared with staff, learners and their families.

- All our additional support programmes are overseen by the SENDCo.
- All our teachers are teachers of inclusion and special educational needs.

How will the curriculum be matched to my child's needs?

- Differentiation is embedded in our whole curriculum and practice.
- We have a tailored personalised curriculum and termly 'Pupil Progress Meetings' help us to monitor this and reflect on the next steps.
- All our teachers are clear on the expectations of wave 1 provision and this is monitored regularly by the leadership team.
- When appropriate, additional resources and technology are included in daily teaching. Specialist recommendations are also followed to ensure the curriculum is accessible for all pupils.
- Quality First Teaching meets the needs of all the children in the class, for example whole class visual timetables.

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 regularly share progress and feedback with pupils and their families. In addition, we have a number of opportunities where parents and carers can meet with staff to discuss progress including termly parents' consultation evenings. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. This is also reinforced by generic updates on the curriculum shared through our newsletter, website and virtual learning platform.
- Pupils with additional needs have Send Support Arrangement and specific targets, these are reviewed with parents, pupils and staff on a termly basis.
- We host curriculum evenings or learning events to help families understand what learning is expected and how they can best support their child's need.
- Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.
- We believe in supporting the development of parenting skills and as such direct parents to support (workshop and training) provided by other agencies and organisations.
- All pupils have a yearly written progress report, which is written and distributed at the end of the summer term.

What support will there be for my child's overall well-being?

- We have a wellbeing team within the staff who focus on pupil and staff wellbeing. The school has a wellbeing policy and have gained a Wellbeing award for schools.
- All our staff are trained to provide a high standard of pastoral support and we ensure pastoral information is shared with all relevant staff members.
- Relevant staff are trained to support medical needs and some cases all staff receive training. We have a medical policy in place.

- Our Behaviour Policy; which includes guidance on expectations is fully understood and upheld by all staff.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We have access to Surrey Inclusion Officer and the Education Welfare Officer.
- We are aware of children who are Young Carers and make referrals to Surrey Young Carers to support their life at home and school.
- School accesses primary mental health workers and consultations with SENDCo and staff support wellbeing concerns
- We have trained emotional literacy support assistants (ELSA). SENDCo and staff identify individuals who would benefit from support and an appropriate plan is shared with parents and targets are set.
- The learner voice is central to our ethos and is encouraged in a variety of ways including a School Council which is chaired by Year Six pupils.

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

- Our staff received regular training and our teachers all hold qualified teacher status.
- We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. These professionals include link Educational Psychologists, occupational therapists, speech and language therapists and Surrey teachers for inclusive practice (STIPS).
- We have good relationships with the other schools in our confederation and share expertise with them via the SENDCO Networks.
- All external partners we work with are vetted in terms of safeguarding. These professionals include link Educational Psychologists, occupational therapists, speech and language therapists and Surrey teachers for inclusive practice (STIPS).
- When buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.
- 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.

What training are the staff supporting children and young people with SEND had or are having?

- Our Special Needs Co-ordinator (SENDCo) has completed the mandatory National
- SENDCo Award and is a highly qualified teacher.
- We regularly invest time and money in training our staff to improve wave 1 provision, the delivery of wave 2 and 3 interventions.
- We build special educational needs into our strategic training programme.

- All staff are updated on matters pertaining to special educational needs and disability, including precision teaching, colourful semantics, mental health and wellbeing.
- Staff clinics are used to share good practice and develop staff confidence in specific areas of special educational needs for example autism.

How will my child/young person 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.
- Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met and appropriate Risk Assessments completed and reviewed. Where applicable parents/carers are consulted and involved in planning for out of class activities.
- All our children, including those with a disability are encouraged to participate in all trips including the residential ones and the school makes appropriate adaptations.

How accessible is the school environment?

- We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments; where possible. We seek the advice of external professionals when necessary.
- Our policy and practice adheres to 'The equality Act 2010'.
- We value and respect diversity in our setting and do our very best to meet the needs of all our learners.
- All our children, including those with a disability are encouraged to participate in all trips including the residential ones and the school makes appropriate adaptations.
- We monitor the languages spoken by families in our setting.
- The school accesses REMA (Race Equality and Minority Achievement) when necessary to ensure that children who are from ethnic minorities and those who have English as a second language have the same opportunities and make good progress.

How will the school prepare and support my child young person to join the school, or transfer to a new school?

- Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We work well with our partner schools.
- We have a detailed program for transition which includes open evenings, welcome meeting and nursery/school visits.
- For children who require additional support for transition this is offered through additional visits, transition books and support at the start of term.

- We have very good relationships with any feeder settings as well as settings children/young people move on to.
- Our early years staff make nursery visits where they talk to key workers and observe children in the setting.
- Key stage 2 transitions are supported by regular contact with local infant schools and transition meetings with teachers.
- Key stage 3 transitions are supported by a meeting with all Year 6 teachers and Year 7 pastoral leads.
- Any child who is identified with additional needs has an individual program and transition is supported by SENDCo as well as teaching staff and Head of Year.

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 setting as well as individual learner needs.
- We seek to ensure value for money service, so all interventions are costed and evaluated using individual provision maps for high needs pupils and pupils with EHCPs (Education, Health and Care Plans).
- Our budget is allocated according to our Provision Management system and closely monitored and aligned to the school development plan.
- The governors are involved with the Headteacher and the bursar in working out budgets.

How is the decision made about what type and how much support my child will receive?

- Quality First inclusive Practice (wave 1) is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention.
- The SENDCo oversees all additional support and regularly shares updates with the SEN Governor.
- Staff review summative assessment data on a termly basis. This data allows staff to select the most appropriate support for individuals and groups.
- Data may also suggest a more targeted evidenced based interventions, targets are set and reviewed termly.

How are parents involved in the setting/school/college? How can I be involved?

- 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 and take every opportunity to strengthen this dialogue.
- Parents are invited to meetings with staff and the SENDCo, where targets are set and reviewed. Parents are asked to complete the parental section of the SEND Support Arrangement where they can share the families' perspective on their child's needs.

- We host regular parent focus groups in order to listen to any parental concerns. Our Governing Body includes Parent Governors/representatives.
- Parents are invited to attend school/class assemblies and plays as well as parent/teacher consultations.
- The school has a thriving PFA/PTA and welcomes many parent helpers who regularly hear children read.

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 and support can be obtained from the school's SENDCo, Headteacher and SEND Governor.

Surrey's Local Offer can be accessed at: www.surreylocaloffer.org.uk which includes the following support for parents:

- Introduction to SEND and SEND services
- Education and Training
- Education Health and Care Plans (EHC) plans
- Family safety and safeguarding
- Help and Support
- Leisure and Childcare
- Health
- Types of SEND
- Courses and Training for Parents

Complaints can be made via the school's complaints policy which is published on the school website.