

## Highfield South Farnham Primary School and Nursery 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 our learners make in all areas of the curriculum.
- The school has 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.
- We have systems in place to use data to support tracking.
- Parents are encouraged to speak to the SENDCO about any concerns they have.
- We continually develop our in-house expertise in special educational needs.
- Our staff are vigilant at supporting and raising any concerns.
- We use data and other forms of assessment to identify additional needs and celebrate achievement.
- Parents/carers are encouraged to speak to the class teacher about any concerns they have.
- We have and continue to develop further in-house expertise in special educational needs.

### **How will school staff support my child?**

- 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.

- 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 SENDCO leads on this aspect and shares this information with governors.
- 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.
- All interventions we put in place are research informed and evidence based and are measured to monitor impact & attendance against expected rate of progress.

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

- Adaptive teaching is embedded in our curriculum and practice.
- We have termly Pupil Progress Meetings that help us to monitor progress and reflect on the next best steps.
- Our teachers have a growing awareness of the expectations of the Graduated Response and the role of The Profiles of Need (attached). Quality First Teaching meets the needs of all the children in the class, for example whole class visual timetables. Please see the whole school provision map and the Quality First Teaching table for more details.

#### **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

- 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.
- We have a number of opportunities where parents/carers can meet with staff to discuss learner progress.
- We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need.

- Pupils with additional needs have Send Support Arrangement and specific targets, these are reviewed with parents, pupils and staff on a termly basis.
- 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?**

- Every learner has a named professional s/he can talk to, should the need arise. Staff are regularly reminded of our policies and these are updated annually supported by the governors. We have a school council to elicit the views of the learners.
- Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is in place and is used by all staff.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. The Home School Link Worker plays an active role in this monitoring.
- 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.
- Our leadership team speak to children about their view of the school as do governors. Children are aware of their targets and each class is represented on the school council.
- The Home School Link Worker is available for additional. pastoral support

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

- 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.
- All of our teachers hold qualified teacher status.
- We have a number of established relationships with professionals in health and social-care .
- 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).

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

- Our Special Needs Co-ordinator (SENDCO) is a qualified teacher who has undertaken considerable post-graduate study.
- We build special educational needs into our strategic training programme.
- We regularly invest time and money in training our staff to improve wave 1 provision delivery and to develop enhanced skills & knowledge for the delivery of wave 2 and 3 interventions.
- 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.
- Staff working with children with physical disability receive training from physiotherapy and occupational therapy where necessary.

### **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; where applicable parents/carers are consulted and involved in planning.
- 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?**

- Our Accessibility Plan is robust and we continually remind staff and learners 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 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.
- The school works closely with REMA (Race Equality and Minority Achievement) 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 very good relationships with any feeder settings as well as settings children/young people move on to.
- For children who require additional support for transition this is offered through additional visits, transition books and support at the start of term.
- 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.

**How are the school's resources allocated and matched to children's special educational needs?**

- Budgets are closely monitored and aligned to the school development plan.
- We seek to ensure value for money service and all interventions are costed and evaluated using individual provision maps for high needs pupils and pupils with EHCPs (Education, Health and Care Plans).

- The governors are closely 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 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 family.
- 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 Headteacher and 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 more targeted evidenced based interventions are needed. 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/young person'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 meetings 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 PTA and welcomes many parent helpers who regularly hear children read.

### **Who can I contact for further information? How do I make a complaint?**

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, Deputy Headteacher, Headteacher and SEND Governor.

Surrey's Local Offer can be accessed at: [www.surreylocaloffer.org.uk](http://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.

**This report is reviewed annually. Date of the last review March 2023**