

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 data and other forms of assessment to identify additional needs and celebrate achievement.
- All of our staff are vigilant in both supporting and raising concerns.
- 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.

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.
- The interventions that are put in place 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.
- 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 regular 'Learner 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.

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 at 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.
- 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 workshops provided by other agencies and organisations.

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

- 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.
- 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.

- All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.

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 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.
- In staff meetings, staff are updated on matters pertaining to special educational needs and disability.

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.

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.
- Our policy and practice adheres to 'The equality Act 2010'.
- We monitor the languages spoken by families in our settings and signs around the setting are displayed in a number of the most common languages and in different formats.
- Where possible, we also ensure any home-setting communications are available in the relevant languages and when required translators are asked to attend meetings.

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

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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.
- Our budget is allocated according to our Provision Management system.

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.

**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 contribute through a number of means.
- We host regular parent focus groups in order to listen to any parental concerns. Our Governing Body includes Parent Governors/representatives.

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.**