

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 SENCO. As professionals we regularly discuss any concerns we have as well as celebrate achievement.
- We have systems in place to use data to support tracking.
- Parents are encouraged to speak to the SENCo 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 are developing 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 at wave 1, 2 and 3.
- 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 SENCo leads on this aspect and shares this information with governors.
- 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?

- Differentiation is embedded in our curriculum and practice.
- We have regular Learner 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 all three Waves of provision. Wave 1 meets the needs of all the children in the class, for example whole class visual timetables. Wave 2 comprises of time limited intervention for specific pupils and Wave 3 is highly personalised teaching for a small minority of pupils. Please see the whole school provision map and Wave 1 provision 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.
- 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.
- 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.**
- **All external partners we work with are vetted in terms of safe guarding.**

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

- **Our Special Needs Co-ordinator (SENCo) 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.**
- **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.**
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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 onto.**

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

- **Budgets are closely monitored and aligned to the school improvement plan of the school.**
- **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 Statements / EHCPs (Education, Health and Care Plans).**
- **The governors are closely involved with the Head of School 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 SENCo oversees all additional support and regularly shares updates with the Head of School and 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/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?

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 SENCo, Deputy Headteacher and Head of School.

This report is reviewed annually. Date of the last review March 2017