

## SEN INFORMATION REPORT

On 1 September 2014, the Children and Families Act 2014 introduced a new framework for children with special educational needs and disabilities (SEND). All Local Authorities are required to publish information on the Local Offer about all SEND services. The Surrey local offer website is: [www.surreysendlo.co.uk](http://www.surreysendlo.co.uk)

### SEN Information Report for Parents

- 1. How does the school access the progress of pupils and what would they do if a child was falling behind?** Regular monitoring of progress takes place by Class Teachers, Teaching Assistants and Key Persons (in EYFS), discussed at weekly staff meetings and through assessments. In Owlets, all children undergo a formal 2 Year Old Progress Check once during the year, carried out by Key Persons in liaison with parents. The next formal assessment takes place upon entering Reception, when all children participate in Baseline Assessment. At the end of EYFS in Reception, all children complete a follow up to the Baseline assessment, to check progress and acceptable value is added. Throughout their time in the EYFS, development of all children are monitored on a continuous basis through informal observation, using a Tracker, a developmental chart used to check progress of a child in line with typical development of children at specific ages as specified in weeks. In Year 1 – Year 8, formal assessment testing occurs at the end of every term and academic year. Through these processes, we are able to identify children who are not making the expected progress or who have needs that are affecting their ability to engage in learning and/or social activities. Parents Evenings are held annually to review the progress of the children though if there is any concern, meetings are scheduled more often. The work is differentiated and we make reasonable adjustments to the classroom environment and deployment of Teaching Assistants according to individual needs.
- 2. How accessible is the school environment?** The school is not accessible in all areas to a person with disabilities but where possible, we will make reasonable adjustments to make our school inclusive for all children. The facilities we have at present include: 2 toilets adapted for disabled users and a ramp to access the changing room of the swimming pool.
- 3. Where can I find information about the school approach to pupils with SEND?** Barfield's SEND policy documents the school's approach to pupils with SEND. Further information can be found from our latest Independent School Inspectorate report.
- 4. Who is the person responsible for children with SEND?** Every teacher has the responsibility for pupils with SEND in his/her class. The SENCo (Head of Teaching and Learning Support) is the person responsible for ensuring this support meets the needs of the children and she provides support and advice to teachers and parents.

- 5. How do I contact the person responsible for SEND?** The SENCo can be contacted by email at: [grace.elliott@barfieldschool.com](mailto:grace.elliott@barfieldschool.com)
- 6. What training or specialist expertise does your staff have with supporting children with SEND?** All teaching and support staff have had in-house training in specific learning difficulties. Whilst this is general training, the presentations provided many practical suggestions of how to cater for such needs within the classroom and how to identify such characteristics. Several Class Teachers, Teaching Assistants and Key Persons in the Pre-Prep have undergone additional training delivered externally, including training on Dyslexia, Autism and Early Help. All staff are first-aid trained. Training and CPD is highly regarded at Barfield and this is an ongoing process.
- 7. What support can the school provide for children with SEND?** The Class Teacher will cater for the child's needs through the delivery of the curriculum and Early Years provision throughout the day. Differentiation is applied through many forms depending on the specific needs of the child. Teachers set different tasks for pupils of different abilities and allocate additional resources, help and support to certain pupils in the class. They allow pupil response at different levels and through alternative means of recording. This ensures that all pupils have access to good quality teaching that accommodates learning differences. We regularly monitor this provision through discussion at weekly staff meetings and parent meetings and analysis of assessment and exam results. For the pupils who have an identified SEND, the school will provide a variety of support. This may include one to one support, small group work and/or precision teaching. The school will also utilise external agencies when appropriate to increase provision. Annual parent review meetings, where discussions will be held between appropriate members of staff and parents concerning the support their child is receiving, are a good opportunity for any opinions and concerns to be shared.
- 8. What further external support can the school access and when would this happen?** The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include: Surrey County Council Early Years Improvement Advisors, Educational Psychologists, Speech and Language Therapists and Occupational Therapists. The SENCo will discuss the child's needs with parents and seek advice and support from the appropriate agency.
- 9. How do you involve other agencies in meeting the needs of children with SEND and in supporting families?** Referrals can be made, where it is felt necessary, to a variety of different agencies and specialists. The parents are involved throughout the whole process and once a referral has been sent, updates are given regarding assessments, and meetings are scheduled to discuss outcomes.

- 10. How are parents and children supported to share their views and concerns?** If parents have concerns regarding their child, the first point of contact should be the Class Teacher. If parents have concerns surrounding SEND, they can contact the SENCo. Moreover, the school holds Parents' Evenings once a year in the Prep school and twice a year in the Pre-Prep. Meetings may be scheduled throughout the year if there are concerns.
- 11. If I am not happy with the provision at the school, how can I share my concerns or make a complaint?** If parents are not happy with the SEND provision at the school, in line with our Complaints Policy, they should contact the SENCo in the first instance, and if matters cannot be resolved, contact the Head of Pre-Prep or the Headmaster to share your concerns. Should you feel it necessary to make a further complaint, please direct your grievance to the Principal of the Cothill Educational Trust.
- 12. How will my child be included in activities outside the classroom including physical activities and school trips?** Children will be included in activities outside the classroom including physical activities and school trips wherever possible. Arrangements will be made to cater for the physical and medical needs in relation to access to medication, transport and support provided during residential trips.
- 13. What support will there be for my child's overall wellbeing?** Barfield has a named member of staff responsible for managing medicines. There are plans for medicines, such as inhalers and Epi-pens to ensure these are used safely. We have two Designated Child Protection Officers who offer pastoral support to children and advice to all staff about matters relating to the welfare and if necessary, the protection of children. All staff are trained in first-aid and there are five staff members who have been trained in paediatric first aid. All staff adhere to Barfield's Behaviour Policy which is based on positive reinforcement and sanctions.
- 14. How will the school support my child when transferring to the next stage of education or to a new school?** When moving to a new class in the next Key Stage, transition meetings are held with the new teachers. The children will have the opportunity to meet their new teacher in the summer term and parents will also be invited to an information evening. When moving schools, we share information about the type of provision that is required to help children achieve their learning goals. All information we have on record will be passed to the new school, even if a child is no longer requiring SEND support.