

SEND 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: <https://www.surreylocaloffer.org.uk>

SEND 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? In the EYFS, regular monitoring of progress takes place by Class Teachers, Teaching Assistants and Key Persons, and children are 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 the 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, the development of all children is monitored on a continuous basis through informal observation, using a Tracker, which is a developmental chart used to check the progress of a child in line with the typical development of children at specific ages as specified in weeks. In Years 1 - 8, summative and formative formal assessment takes place. Standardised testing happens once a year and subject examinations take place in late November and early June each year. Through these processes, we are able to identify children who are not making the expected progress or who have needs which are affecting their ability to engage in learning and / or social activities. Parents' Evenings are held twice a year in the Pre-Prep - in mid-October and late February - and annually in Years 3 - 8, to review the progress of the children; however, if there is ever any concern, meetings are scheduled as required. Work is differentiated where appropriate 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 enable our school to be as inclusive as possible for all children. The facilities we have at present include: 2 toilets adapted for disabled users and a ramp to access one entrance to 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 may 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 that appropriate support meets the needs of the children. The SENCo also provides further support and advice to teachers and parents.

5. How do I contact the person responsible for SEND? The SENCo may be contacted by email at: kate.read@barfieldschool.com or through the School Office.

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. While this training is of a general nature, the presentations provide many practical suggestions in how to cater for the common learning difficulties within the classroom and how to identify the 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.

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 may 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, which ensures that all pupils have access to good quality teaching that accommodates learning differences. This provision is regularly monitored through discussion at weekly staff meetings, parent meetings, 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 the 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 explored, 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 a child's needs with his / her 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 may 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. Any recommendations are then considered and where appropriate, and following discussion with the parents, are implemented. These are reviewed on an ongoing basis to ensure that they remain suitable.

10. How are parents and children supported to share their views and concerns?

Should parents have a concern regarding their child, the first point of contact should be the Class Teacher. Should parents have concerns surrounding SEND, they should contact the SENCo. Parents' Evenings provide opportunities for discussions; however, a meeting may be scheduled at any time throughout the year, should there be further concerns. Pupils at Barfield are encouraged to be open and to speak with a member of staff about matters which concern them, and all members of staff know to be caring and supportive of any concern which may be raised.

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 The Complaints' Policy, they should contact the SENCo in the first instance, and, if matters cannot be resolved, then contact should be made with the Headmaster. Should a resolution still not be forthcoming, the complaint should be raised with The Chief Executive of The Cothill 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. Having considered any implications linked to the venue being visited, arrangements will be made to cater for the physical and medical needs in relation to access to medication, transport and support provided, during both day and residential trips.

13. What support will there be for my child's overall wellbeing? Barfield has a named member of staff who is responsible for managing medicines. There are procedures for medicines, such as inhalers and Epi-pens to ensure that 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 the children. All staff are trained in First Aid and there are five staff members who have been trained in Paediatric First Aid. All staff implement 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 relevant staff / teachers. The children will have the opportunity to meet their new teacher(s) in the Summer Term and parents will also be invited to an Information Evening. When a child moves 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.

~~~~