

Kings Furlong Infant & Nursery 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 and compare data and other forms of assessment to identify additional needs and celebrate achievement.
- We have 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 across the school. All pupils have appropriate termly assessments to monitor and track progress.
- All of our staff are vigilant in both supporting and raising concerns. There are clear procedures for identifying concerns and clear SEND monitoring in place.
- 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. We have and continue to develop further in-house expertise in special educational needs.

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.
- School have access to a number of Hampshire professionals including link Educational Psychologists, occupational therapists, speech and language therapists and SEMH support.
- Planning meetings are held with outside professionals on a regularly, referrals made are monitored, targets set and reviewed.
- SENDCo attends regular Hampshire and local network meetings to ensure latest updates are in place and any concerns shared.
- The interventions that are put in place are evidence based and 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.
- Having identified needs, we seek to match provision to need. We have systems in place to monitor the quality of provision we provide all learners through the graduated response system (assess, plan, do, review cycle).
- Feedback is shared with staff, learners and their families.

- 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?

- Adaptive teaching and scaffolding is embedded in our whole curriculum and practice.
- We have a tailored personalised curriculum and termly 'Pupil Progress Meetings' help us to monitor this and reflect on the next steps.
- All our teachers are clear on the expectations of high-quality teaching and the ordinarily available provision. This is monitored regularly by the leadership team.
- When appropriate, additional resources and technology are included in daily teaching. Specialist recommendations are also followed to ensure the curriculum is accessible for all pupils.
- High quality teaching meets the needs of all the children in the class, for example whole class visual timetables.

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 parents' evenings. At such 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.
- Pupils with additional needs have Send Support Arrangement and specific targets, these are reviewed with parents, pupils and staff four times a year.
- 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 support (workshop and training) provided by other agencies and organisations.
- All pupils have a yearly written progress report, which is written and distributed at the end of the summer term.
- We run workshops focussing on specific needs e.g. anxiety workshop, managing conflict and positive parenting.

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

We support children's overall well-being by creating a happy, safe and caring environment where every child feels secure and valued. Children are encouraged to share their feelings and are supported by familiar adults who know them well. We help children develop confidence, friendships and positive behaviour through play, routines and gentle guidance. Where needed, children may receive extra emotional support through small group or one-to-one activities, and we work closely with parents and other professionals to make sure each child is supported both in school and at home.

- 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. We have access to Hampshire Inclusion Officer and the Education Welfare Officer.
- School accesses support from primary mental health workers when required
- We have trained Thrive practitioners in our school to support children with their emotional needs.
- SENDCo and staff identify individuals who would benefit from support and an appropriate plan is shared with parents and targets are set.
- All children access our Woodland school to support their emotional and physical wellbeing.

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. These professionals include occupational therapists, speech and language therapists.
- We have good relationships with the other schools in our Trust 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.
- When buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.
- 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.

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 highly qualified teacher.

- We regularly invest time and money in training our staff to improve high quality teaching, ordinarily available provision and the delivery of specific interventions.
- We build special educational needs into our strategic training programme.
- All staff are updated on matters pertaining to special educational needs and disability, including precision teaching, colourful semantics, mental health and wellbeing.
- Staff meetings are used to share good practice and develop staff confidence in specific areas of special educational needs for example autism, positive psychology, ADHD and attachment informed practice.

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.
- 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?

- 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. We seek the advice of external professionals when necessary.
- Our policy and practice adheres to '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.
- We monitor the languages spoken by families in our setting.
- The school accesses REMA (Race Equality and Minority Achievement) when necessary 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 a detailed program for transition which includes open evenings, welcome meeting and nursery/school visits.
- For children who require additional support for transition this is offered through additional visits, transition books, virtual tours by their class teacher and support at the start of term.
- We have very good relationships with any feeder settings as well as settings children/young people move on to.
- Our early years staff make nursery visits where they talk to key workers and observe children in the setting.
- 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?

- 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 using individual provision maps for high needs pupils and pupils with EHCPs (Education, Health and Care Plans).
- Our budget is allocated according to our Provision Management system and closely monitored and aligned to the school development plan.
- The governors are 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?

- High quality teaching and ordinarily available provision 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.
- 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 a more targeted evidenced based interventions, 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's learning, needs and aspirations.

- We operate an open door policy and take every opportunity to strengthen this dialogue.
- Parents are invited to meetings with staff and the SENDCo, where targets are set and reviewed. Parents are asked to complete the parental section of the SEND Support Arrangement where they can share the families' perspective on their child's needs.
- We host regular parent focus groups in order to listen to any parental concerns. Our Governing Body includes Parent Governors/representatives.
- Parents are invited to attend year group learning, events, school plays and events across the school year.

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, Headteacher and SEND Governor.

Hampshire Local Offer can be accessed at: [SEND Local Offer | Hampshire CTSH](#)

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.