



Soaring High SEND Offering

How our setting knows if young children need extra help and what our parents/carers should do if they think their child may have SEND.

All children are observed within the setting, within all areas of learning and development. Development wheels are completed during the EYFS years, comparisons made to National norms and expectations. Areas of need are consequently highlighted.

If parents think that their child may have SEND we would hope that they felt comfortable to approach staff members to discuss.

How our setting supports young children with SEND

We have established strong relationships with the Area SENCo, who supports the settings SENCo. Each child with SEND has a “one page profile” plan which is constructed with a child’s specific needs in mind. This is evaluated on an on-going basis and shared with parents at termly review meetings.

How our setting creates learning and development opportunities for individual children with SEND

All children at the setting have individual programmes of work specific to their level of learning and development and inclusive of needs that have been highlighted. The processes and procedures follow and adhere to the school behavioural and SEN flow chart.

How our setting works in partnership with parents/carers

When a child has been identified as having SEND, either before starting or during their journey at school, a “one page profile” is drawn up, termly reviews are organised.

Communication is also promoted through e-mail, daily contact and organised meetings that may be required at other times. A child’s progress is seen as a partnership between home and the setting.

How our setting supports the wellbeing of young children with SEND

In partnership with parents the setting is assessed in terms of its ability to meet the physical, emotional and intellectual development of the child, the measures to promote progress identified, carried out and monitored so as can be reviewed appropriately in termly review meetings.

Soaring High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Staff training and experience in supporting young children with SEND

The SENCo has completed the Statutory local authority training and various members of staff have attended CPD training days which have covered topics such as Autism, First Aid, Dyslexia/Dyspraxia, Speech and Language.

Specialist services and expertise accessed by our setting

Within our everyday practice, we access at the appropriate time, support and guidance from the Area SENCo, Independent Speech & Language therapists, Health Visitor and other professionals where guidance and support are required to guide the specific children's needs. As an independent school these services are financed by the parents and supported and integrated by the school.

How our setting includes young children with SEND in community based activities and outings

The needs of all children are taken into account when planning activities and outings. From this basis the appropriate risk assessments and accessibility audits are carried out. This facilitates all children, with the correct level of support, to enter into activities on offer.

Our accessible environment

We are housed in a converted barn, so the physical environment has limitations. Within the confines of this, the Access Audit highlights that at present we do not have a ramp into the 'portacabin'. Any additional supporting materials are analysed. Either these can be borrowed from the NHS or sourced by the parents with the school's support and incorporated as and where is possible.

How our setting prepares and supports young children with SEND when joining the setting and when transferring to another setting or school

Our transition process, for all children, involves inviting staff from on-going schools settings to visit, facilitating visits to the on-going school, creating the opportunity to share any relevant paperwork, involving parents and holding information evenings where required. We have also put into action 'team around the family' meetings with all parties involved, prior to the transition, to ensure that all required information has been shared, plans put into place and any strategies required collaborated on.

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How our setting organises its resources to meet the needs of young children with SEND

All children in our school are treated as individuals. Their respective needs are met, in-house looking at staff deployment throughout the course of the day, resources and the environment. Support and guidance is also sought from the Area SENCo and other specialists and professionals.

How we decide on appropriate support for your children with SEND

We work in collaboration with all parties; parents, professionals and practitioners to ensure best possible outcomes are achieved for all children.

How we involve all parents/carers in our setting

We operate an open door policy, where we are happy for parents to come in and talk to Key Workers, the Deputy or Principal. With open dialogue, an atmosphere of mutual respect and understanding can be established to ensure that the day to day needs for all children are met.

Who to contact for further information

If you require any further information please contact the office on 01376 564392.