

# Farnworth CE Primary School



## Special Educational Needs Information Report

### 2023-2024

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs and/ or Disabilities (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible.

This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014. Broad Areas of SEND The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health Difficulties**
- 4. Sensory and/or Physical Needs**

**1. Information about Farnworth CE Primary School's policies for identification and assessment and provision for pupils with SEND.**

As recommended in the Code of Practice, there is a graduated model of action and intervention to help pupils who have special educational needs at Farnworth CE Primary. This approach recognises that there is a continuum of special educational need and allows the range, type and intensity of interventions to be reduced as a pupil makes appropriate progress. We recognise that some of our children have a wider range of needs than others and these can be summarised into one or more of the following categories:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

All of our pupils' needs are considered on an individual basis and following professional advice, additional support, equipment and staff may be deployed. Our staff members have a wide range of skills that they bring to our teaching team. All staff members use these skills to support the identification of pupils with SEND. Information from a variety of agencies is also used to identify children with SEND including: family, health professionals, Halton SEN teaching support team and social care teams.

As a school, we actively seek advice from many outside bodies. These include, but are not limited to: Halton's educational psychologist service, school nurse, family support workers, special educational needs advisory and assessment team, the orthoptic department and speech and language therapists. The advice we receive is then followed in order to support the provision of children with SEND.

Pupils may be identified as having SEND if their development, in one or more of the four SEND categories, is:

- Noticeably different when compared to their peers who started from the same baseline.
- Significantly slower than their peers.
- Creating a gap between them and their peers.
- Requiring them to have additional support.

Provision is planned and delivered by all teaching staff. Where appropriate, teachers will seek support from teaching assistants, SENDCo and specialist teachers/agencies. All pupils' progress is monitored and tracked. This happens through the use of observations, formative and summative assessments, personalised support plans and regular review meetings with parents/carers. This information is then used to identify whether further support is needed as directed by the SENDCo and/or outside agencies. In exceptional cases, a request may be made to Halton Local Authority for a child to be assessed for an individual Education, Health and Care Plan.

Interventions are implemented and reviewed by teaching and support staff on a half-termly basis to ensure they are allowing SEND children to progress. Next steps are then identified and actioned.

	<p>Class teachers continually assess all children’s learning against national expectations and age-related expectations. Progress is tracked and information regarding where children have progressed (and where they have not) is recorded. This plays a role in informing whether extra support is required.</p> <p>Class teachers remain responsible for working with the pupil on a daily basis, and for planning and delivering quality first teaching. Teachers may need to make reasonable adjustments to teaching strategies and adapt the learning environment to ensure learning opportunities can be achieved by all pupils.</p> <p>As a school, we track children’s progress from Reception to Year 6 using a range of formative and summative assessments including observations, book monitoring and NFER tests. Children who are not progressing with the rest of their cohort are identified. Teachers then discuss individual children with the SENDCo and members of the SLT during pupil progress meetings and next steps are put into place. This could include:</p> <ul style="list-style-type: none"> <li>➤ Discussion/s with the child’s parent/carer</li> <li>➤ A Personalised Support Plan being written</li> <li>➤ Intervention groups</li> <li>➤ Assessments from outside agencies</li> <li>➤ Consultation with the local authority’s Educational Psychologist</li> <li>➤ Request for an Educational, Health and Care Plan</li> </ul>
<p><b>2. The school’s approach to teaching pupil’s with SEND:</b></p> <p><b>&gt;How adaptations are made to the curriculum and the learning environment of pupils with SEND.</b></p> <p><b>&gt;Support that is available for improving the social, emotional and mental health of pupils with SEND.</b></p>	<p>English:</p> <ul style="list-style-type: none"> <li>➤ Small group support in class through guided reading/ writing</li> <li>➤ Individual daily reading to teaching assistant/ class teacher</li> <li>➤ Withdrawal into target groups for intervention programmes aimed at developing reading/ writing skills</li> <li>➤ Delivery of a planned SpLD programme by a skilled teaching assistant</li> <li>➤ Phonics based reading scheme</li> <li>➤ Reading Plus</li> <li>➤ Specialist equipment and software</li> <li>➤ Booster classes for identified pupils in Year 6 children</li> <li>➤ Targeted teacher intervention for identified pupils in Year 6</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>➤ Small group support in class through guided teaching</li> <li>➤ Withdrawal in a small group for ‘catch-up’ maths activities</li> <li>➤ Withdrawal by teaching assistant (or class teacher) for 1:1 support</li> <li>➤ Withdrawal into target groups for intervention programmes aimed at developing Maths skills</li> <li>➤ Booster classes for identified pupils in Year 6 children</li> <li>➤ Targeted teacher intervention for identified pupils in Year 6</li> </ul> <p>Foundation subjects:</p> <ul style="list-style-type: none"> <li>➤ Specialist teacher and/or sports coaches to deliver PE afterschool clubs</li> <li>➤ Weekly lessons with specialist sport, drama, art, computing and music providers</li> </ul>

	<p>Social, Emotional and Mental Health:</p> <ul style="list-style-type: none"> <li>➤ Some staff have received mindfulness and meditation training. This is used within classes to support children’s social and emotional development</li> <li>➤ Mental Health First Aiders have been trained to support those who need it</li> <li>➤ Whole school access to Mindfulness online resources</li> <li>➤ Quiet Garden area</li> <li>➤ Staff trained in delivering ‘Desty’</li> <li>➤ Deliverance of focused emotional support programmes such as ‘How to train your Chimp’ and ‘Starving the anxiety gremlin’</li> </ul>
<p><b>3. The school’s approach to teaching pupil’s with SEND:</b></p> <p>&gt;Evaluating the effectiveness of the provision made for pupils with SEND.</p> <p>&gt;Arrangements for assessing and reviewing pupils progress towards outcomes including opportunities available to work with parents/carers and pupils as part of this assessment and review.</p>	<p>All teachers are teachers supporting the needs of pupils identified with having SEND. Class teachers are responsible for:</p> <ul style="list-style-type: none"> <li>➤ Quality first teaching – to plan and deliver lessons that meet all needs in their class</li> <li>➤ Overseeing planning and working with each child with SEND in their class - ensuring that progress is being made</li> <li>➤ Regular conversations with their teaching assistant – assess the effectiveness of interventions that are in place</li> <li>➤ Creating and following Personalised Support Plans – sharing these with parents and carers</li> <li>➤ Liaising with parents and carers about the provision of their child – these should also be documented on each child’s Support Plan</li> <li>➤ Ensuring classroom staff members are aware of provisions in place and children’s individual needs</li> <li>➤ Supporting the planning and delivery of interventions</li> <li>➤ Implementing the recommendations from specialist support</li> <li>➤ Adults in their classroom are following the school’s SEND policy</li> </ul>
<p><b>4. Contact Information</b></p> <p><b>Name of SENDCO:</b></p> <p><b>Name of Inclusion Governor:</b></p> <p><b>Name of SEND Governor:</b></p> <p><b>Contact information:</b></p>	<p>Mrs Heather Whitfield</p> <p>Dr Carol Roberts</p> <p>Mrs Sarah Edwards</p> <p>Contact number for school: 0151 424 3042</p>
<p><b>5. Information about the expertise and training of staff in relation to children with SEND.</b></p>	<p>Mrs Heather Whitfield gained the qualification needed for Special Educational Needs Co-ordinator in July 2019.</p> <p>The school achieved the Inclusion Quality Mark in June 2016, became a Centre of Excellence in July 2017 and was re-accredited in June 2018. In July 2020, 2021, 2022 and 2023, school retained Flagship accreditation.</p> <p>Several Teaching Assistants have accessed training relating to specific intervention programmes such as Project X (reading intervention), ELKLAN,</p>

	<p>Precision Teaching, Boxall Profile Assessments and Toe by Toe. All Key Stage 1 staff have received Read, Write Inc training.</p> <p>All class teachers at Farnworth CE Primary School have gained a teaching qualification at degree level. Our teaching/classroom assistants have all gained the relevant assistant qualifications.</p> <p>Teachers and teaching assistants receive regular training, which has recently included:</p> <ul style="list-style-type: none"> <li>➤ Safeguarding children</li> <li>➤ SENCO workshops</li> <li>➤ Educational Psychologist Consultations</li> <li>➤ Managing Behaviour</li> <li>➤ Foundation Stage Meetings</li> <li>➤ Using Visuals to Support Learning</li> <li>➤ Supporting children with deafness</li> <li>➤ Supporting children with visual needs</li> <li>➤ Writing SMART support plans</li> <li>➤ Making sense of autism in schools</li> <li>➤ Sensory strategy training</li> </ul> <p>Specialist expertise for children requiring additional SEND support is secured through the SENDCo who uses local authority recognised agencies. The amount of input from these agencies can differ through the year depending on the needs of pupils.</p>
<p><b>6. Information about how equipment and facilities support children with SEND.</b></p>	<p>When a pupil has been identified with SEND, their class teacher makes reasonable adjustments to enable them to access the curriculum more easily. Teaching assistants may be allocated to work with a pupil on a 1:1 basis or with a small group.</p> <p>Children on the SEND register will be given a Personalised Support Plan with SMART targets.</p> <p>Personalised Support Plans are written in consultation with parents/carers by a child's class teacher, with detail relating to the child's background, their needs, specialist services' recommendations, current attainment levels and SMART targets. All Personalised Support Plans will include relevant information from outside agencies. These are used to inform the planning and delivery of whole class and small group lessons (including interventions). Each child's Personalised Support Plan will be reviewed termly, and new SMART targets will be set. This will be monitored by class teachers and SENDCo and will be shared with parents/carers.</p> <p>For pupils with a medical condition, an Individual Health Care Plan (IHCP) may be written with SENDCo and parents/carers to guide staff on how to manage certain needs. Some children, with more complex needs, may have external agencies present to meet about their IHCP. If additional equipment is needed to support a child within school, this would be addressed at these meetings.</p> <p>If a child's needs go beyond the school's expertise, advice will be sought from Halton. This may include requesting additional funding or support or an applications for an Educational, Health and Care Plan (EHCP).</p>

	<p>If a pupil obtains additional funding, they may continue to be educated at Farnworth CE Primary School Primary School. If an EHCP is given, Halton would look at their facilities within the borough and decide on the most appropriate school to support the child – this may be at Farnworth CE Primary School Primary School or at a specialist school.</p> <p>Contact details of regularly used external agencies:  Chatterbug – 01928 511075  Woodview – 0151 495 5400  Educational Psychologist – 0151 511 8736</p> <ul style="list-style-type: none"> <li>• Should you require further support for children with SEND, contact the children and young people team via email at <a href="mailto:cypolicy@halton.gov.uk">cypolicy@halton.gov.uk</a></li> <li>• Tel: 0151 511 8661</li> <li>• Or via the local offer help and support page <a href="https://localoffer.haltonchildrenstrust.co.uk">https://localoffer.haltonchildrenstrust.co.uk</a></li> </ul>
<p><b>7. The arrangements for consulting parents of children with SEND and involving such parents in the education of their child.</b></p>	<p>As a school, we offer opportunities for parents to come into school. These include:</p> <ul style="list-style-type: none"> <li>➤ Phone calls from the class teacher and phone calls and or email contact from the SENDCo</li> <li>➤ Termly Parents’/Carers’ Evenings</li> <li>➤ EHCP interim and annual review meetings</li> <li>➤ For children with 1:1 support, parents/carers also have access to communication with the 1:1 and or class teacher through Tapestry and weekly provision plans. They may also access more frequent meetings with the SENDCo and 1:1.</li> </ul> <p>We also have a range of facilities and resources open to parents:</p> <ul style="list-style-type: none"> <li>➤ Opportunities for parents/carers to learn how to support their child’s learning –Tapestry software etc.</li> <li>➤ The school will signpost appropriate groups and organisations that are relevant</li> <li>➤ Farnworth CE Primary School works closely with Halton iCART and the family support team. We will support families through formal and informal processes (MAP/CIN meetings)</li> </ul>
<p><b>8. The arrangements for consulting children with SEND and involving them in their education.</b></p>	<p>Pupils with SEND are prompted to comment on their Personalised Support Plan, advise teaching staff on how best to support them and discuss their opinions of different interventions. All children are listened to and staff endeavour to respond to their needs.</p> <p>For children with 1:1 support, they can record their pupil voice on their weekly provision plans.</p>
<p><b>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.</b></p>	<p>Should you need to make a complaint about your child’s provision, please refer to the school’s complaints policy found on the school’s website and follow the guidance and procedures within it.</p> <p><a href="https://www.farnworthcofeprimary.co.uk/wp-content/uploads/2022/01/Complaints_Procedure_2022.pdf">https://www.farnworthcofeprimary.co.uk/wp-content/uploads/2022/01/Complaints_Procedure_2022.pdf</a></p>
<p><b>10. How the governing body involves other</b></p>	<p>The governing body have governors who are responsible for Inclusion and SEND. These members of the governors meets regularly throughout the school</p>

<p><b>bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and supporting the families of such pupils.</b></p>	<p>year with the SENDCo to receive updates on the needs of the children and how these needs are being met. The SENDCo reports back to the governing body during meetings and through the Headteacher's reports.</p> <p>The named governor for inclusion is Dr Carol Roberts</p> <p>The named governor for SEND is Mrs Sarah Edwards</p>
<p><b>11. The contact details of support services for the parents of pupils with SEND, including those made in accordance with section 32.</b></p>	<p>SEND Partnerships at Halton Borough Council. They will ensure that you are fully supported and guide you through the process.</p> <p><a href="https://localoffer.haltonchildrenstrust.co.uk/schools-colleges-post16/education-support-services-2/">https://localoffer.haltonchildrenstrust.co.uk/schools-colleges-post16/education-support-services-2/</a></p>
<p><b>12. The school's arrangements for supporting pupils with SEND in a transfer between phases of education.</b></p>	<p><b>New Starters:</b></p> <p>Before children start in Reception, the class teachers liaise closely with a child's pre-school and, if a pupil has identified SEND, staff work with the people who already know them and use the information they already have available to identify what their SEND support will be in our school setting. This facilitates a smooth transition and enables effective early intervention to take place. In addition to this, the class teachers may also arrange for a meeting at the child's house with parents/carers.</p> <p>If a child is entering the school with complex needs, relevant training and risk assessments may be carried out.</p> <p><b>Transitioning Through Key Stages:</b></p> <p>At Farnworth CE Primary School, we recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible, current class teachers meet with future class teachers and discuss the individual needs of a child. If a child has complex needs, the SENDCo may be present for the meeting.</p> <p><b>Transitioning to a New Setting:</b></p> <p>When a child transitions to a new setting, all relevant information is passed over. If a child has complex needs, this could involve a meeting with the new setting, parents/carers or external agencies. As a school, we have strong links with feeder high schools. This allows us to set up meetings to discuss certain children who we feel may need additional support when they start secondary education.</p>
<p><b>13. Information on where the local authority's local offer is published.</b></p>	<p><a href="https://localoffer.haltonchildrenstrust.co.uk/">https://localoffer.haltonchildrenstrust.co.uk/</a></p>