

# Farnworth CE Primary School



## SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

Recommended by	H Whitfield
Approved by	Curriculum and Standards Committee
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## Related Policies:

This policy is part of a whole school strategy to promote the inclusion of, and effective learning for, all pupils and should be read in conjunction with the following policies and documentation:

Policies		Statutory Information
<ul style="list-style-type: none"> <li>• Accessibility Plan</li> <li>• Allegations Against Adults</li> <li>• Assessment</li> <li>• Attendance and Pupil Leave of Absence</li> <li>• Children Missing Education</li> <li>• Children with health needs who can't attend school</li> <li>• Confidentiality</li> <li>• Emergency planning</li> <li>• Equalities</li> <li>• eSafety</li> <li>• Good Behaviour and Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Intimate Care</li> <li>• Children missing from education</li> <li>• Positive Handling</li> <li>• Safeguarding</li> <li>• Safer Recruitment Relationships Education</li> <li>• Social Media</li> <li>• Staff Behaviour / Code of Conduct</li> <li>• Supporting Children with Medical Conditions in School</li> <li>• Whistleblowing</li> </ul>	<a href="#">SEN Report</a> <a href="#">GDPR</a> <a href="#">Data Protection Bill</a>

## GDPR Statement of Intent

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the [Data Protection Bill](#).

### 1. Our Vision

At Farnworth, we all grow together and we all have a voice. As a faith community, we are inspired by God to be our best - to be good people who see and celebrate the goodness in others too. Our gifts and talents are nurtured and we are all valued and cared for in a community filled with love and the hope that as followers of Jesus, we can bring his light to the world. Here we learn, laugh and love as our lives are shaped by our values, our faith and our experiences together. Ready for the journey ahead.

### 2. Introduction

At Farnworth we want every child to feel welcome, safe and valued so that they can develop their love of learning as part of a nurturing and inclusive community. Our Christian ethos enriches our children whilst encouraging them to make sensible choices and be respectful for others. During their time at our school, we want each child to reach their fullest potential developing learning, social and life skills. They will become confident, independent learners and be well-prepared for life in an ever-changing world.

Farnworth Church of England Primary School is committed to enabling every pupil to reach their full potential, regardless of ability level, race, gender, social status or cultural background. Every pupil has access to the Foundation Stage Curriculum or National Curriculum 2014 (as appropriate) through the planning, teaching and provision of suitably differentiated activities. We are committed to catering for every pupil's need and, for those children that need it, additional Support or Behaviour Plans are provided to enable progress to be made.

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2014), which covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN, and Section 19 of the Children and Families Act 2014. This policy has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools (DFE Feb 2013)
- SEND code of Practice 0-25 (September 2014)
- Children and Families Act (2014): Section 69
- Schools' SEN Information Report Regulations (2014)

At Farnworth CE Primary School we believe that:

- all teachers are teachers of pupils with additional needs and everyone should commit themselves to the challenge of ensuring pupil participation and achievement
- the views, wishes and feelings of the child or young person, and the child's parents/carers, should be sought and taken into account
- relationships of mutual respect should be developed with every pupil - celebrating successes and supporting pupils through difficulties



- due regard should be given to the current Special Needs Code of Practice in all decision making, including liaison with other agencies.

### 3. Definitions of Special Educational Needs and Disability

A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a main stream setting in England.

#### Broad Areas of Special Educational Need:

**Communication and Interaction** – Autistic spectrum disorder, speech, language and communication needs

**Cognition and Learning** – moderate and severe learning difficulties, multiple and profound learning difficulties and specific learning difficulties such as dyslexia

**Social, Emotional and Mental Health difficulties** – anxiety, depression, attachment disorder, attention deficit hyperactivity disorder

**Sensory and or Physical Impairment** – hearing/vision impairment, multi-sensory impairment, physical disability

**Disability** A disability is defined under the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities.

### 4. Aims

Our overall aims are:

- To identify pupils with additional needs
- To ensure that the learning environment matches the pupils' needs
- To enable all pupils to have equal access to all elements of the school curriculum and be included in all aspects of school life regardless of SEND, disability or any other factor that may impact upon their attainment
- To build upon pupils' strengths
- To assess, develop strategies, teach and monitor the pupil's attainment to enable the pupil to make progress and achieve their potential (in academic, emotional, social and/or behavioural aspects of development)
- To maintain and enhance self-esteem of pupils who have difficulty in accessing the curriculum or conforming to behavioural norms at school
- To identify the roles and responsibilities of staff in providing for pupils' special educational needs
- To enable and encourage pupils to participate in setting targets and contributing to learning/behaviour plans
- To provide support as appropriate for a pupil's needs, working in liaison with other agencies as necessary
- To raise the aspirations of and expectations for all pupils with SEND by making reasonable adjustments to the curriculum to enable a focus on the outcomes of pupils

- To ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs
- To ensure effective communication between all parties working with and supporting the child, including families and outside support agencies

## 5. Objectives and Guiding Principles of the SEND policy

- To ensure early identification, assessment and provision for any child who may have Special Educational Needs or disabilities
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs and disabilities
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Policy.
- To help every child realise their full potential and optimise their self-esteem
- To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs
- To provide support and advice for all staff working with special educational needs pupils and children with disabilities
- To encourage the whole school community to demonstrate a positive attitude towards SEND
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school
- To encourage and support children to participate in all decision-making processes that occur in their education. Their views will be sought and taken into account
- To make reasonable adjustments to provision in order to enable all children to achieve their potential

## 6. Identification of Special Educational Needs

Pupils throughout the school are monitored via our Provision Mapping tool which identifies pupils’ needs against the four areas of need in the Code of Practice. This is reviewed half termly and is the basis for discussion between class teachers and the SENDCo, particularly at transition time in July.

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. The Code of Practice makes it clear that:

- Every teacher is a teacher of Special Needs
- Teachers are responsible for the progress of pupils in their class
- Teachers should have high expectations for all pupils, regardless of previous attainment
- Teachers should individualise learning for all pupils through feedback, questioning, tasks or content

Farnworth CE Primary School will use the graduated approach as advised in the Code of Practice 0-25Years – ‘Assess, Plan, Do, Review’. This process is initiated, facilitated and overseen by the SENDCo, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCo will be responsible for liaising with those agencies. The SENDCo

will also provide advice and guidance throughout the process. The SENDCo will update all records of provision and impact of that provision. The class teacher will maintain the personalised plans and keep them updated.

The Code of Practice sets out stages of SEND support. Where necessary, staff will follow these steps ensuring progressively more powerful interventions are used to meet increasing need. In turn, this will also allow the range, type and intensity of interventions to be reduced as a pupil makes adequate progress.

## STEP 1 – Quality First Teaching

Concern may initially be expressed by the class teacher, parent/carer or pupil about progress being made in school. There may be a concern about development in any of the four areas of need as set out in the Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health (NOTE – Not behaviour)
- Sensory and / or physical or a combination of these.

The class teacher has a responsibility to ensure quality first teaching for all children through highly differentiated activities. Following on from this the class teacher will then carefully monitor the situation and gather some evidence if a problem persists. A number of diagnostic tools can be used, such as:

- Classroom/playground observations
- Behaviour checklists
- Miscue analysis/appropriate reading tests
- Spelling tests
- Numeracy assessments
- Standardised test scores
- Observation
- Boxall profile

Teachers need to be able to provide evidence as to how they have made alterations to their classroom teaching beyond three-way differentiation. If the class teacher notices that children are 'falling behind' then both the teacher and the SENDCo will agree on short- term needs through specific intervention/s. These may be tracked through a support plan which will evidence school based support and interventions offered. This will then be shared with the parents/carers and/or the pupil as appropriate. See pages 13-15

The class teacher will review these then inform the SENDCo of their observations and concerns. If the concerns registered require action above and beyond what is usually going on in the classroom, a course of action will then be agreed upon between the parents/carers, pupil, SENDCo and class teacher. Support from outside agencies may be sought.

## STEP 2 – SEN support Plan

If a child continues to make less than expected progress, they will move to SEND Support which involves increased, targeted interventions, possibly with the support from outside agencies, if appropriate. A SEND Support Plan is used to monitor the progress of SEND children/young people towards desired outcomes and to track resources utilised within the educational setting. This document is useful for children/young people who have SEND who require targeted support over an extended period and/or require support from

external specialists e.g. specialist teacher, educational psychologist etc. These children will form part of the SEND school register. See pages 16-18

### STEP 3 – Education, Health and Care Plan (EHC Plan)

The majority of children and young people will have their needs met through universal mainstream provision. If school is unable to meet the needs of the child with all of the agreed provision from existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN support, then the school or parent may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan (EHCP).

If an assessment is agreed, school will provide evidence of the child's progress over time, documentation in relation to the child's SEND support and any action taken to support their needs. The Plan is drawn up with the family and professionals involved. This involves the direct interaction between professionals and parents/carers and children/young people and inclusion of information about the child or young person. This is called a person-centered approach. The assessment also considers the needs of the family as a whole and the importance of professionals and the family working together to better support the child/young person. The EHC assessment includes an 'All About Me' section which considers the views of the child. Children with an EHCP form part of the school's SEND register.

#### 7. Progress

A child may no longer require SEN support if they make progress due to the intervention support that enables them to achieve to the same expectations as children of the same age and therefore close the attainment gap. This would be discussed with their parent/carer and the child's name would be withdrawn from the school's SEN register.

#### 8. Halton Local Offer

The SEND Code of Practice outlines a duty for schools to co-operate with the LA to best meet the needs of SEND children. The Local Authority publish their own '**Local Offer**'. Halton's Local Offer is available to view at:

<https://localoffer.haltonchildrenstrust.co.uk/>

and sets out in one place the provision that is available for children in Halton who have SEND.

The key purpose is to make provision more responsive to local needs and aspirations. The Local Offer also includes details of services provided outside of the Halton area for the children and young people of Halton, regardless of whether or not they have EHC Plans.

The Local Offer covers:

- special educational provision
- health provision
- social care provision
- other educational provision
- training provision and
- arrangements for children and young people to travel to schools, colleges and early years education

Farnworth CE Primary School also produces our own 'offer' based on what our school can provide for children with SEND. See pages 20-26, School's annual report, for our school offer. This is also available on our school website: <https://www.farnworthcofeprimary.co.uk/wp-content/uploads/2023/09/2023-2024-Farnworth-CE-Primary-School-SEND-Information-Report-002.pdf>

## 9. Complaints

Should a parent or carer have a concern over the special provision for their child, they should in the first instance, discuss this with the class teacher. If the matter is still not resolved satisfactorily, parents have recourse to the following:

- Discuss the problem with the SENDCo
- Should the problem be with the SENDCo, contact the headteacher
- Discuss the problem with the headteacher
- The headteacher may refer the matter to the Area Special Needs Officer, or seek other external advice in a confidential manner. Parents are informed about Information Advice and Support Services and how to make representations to the LA
- More serious ongoing concerns should be presented in writing to the SEND governor, who will inform the Chair of Governors, School Adviser or the LA SEND adviser as appropriate.
- Should there be a disagreement between the parent/carers, school or LA over a special educational need matter, the LA (in line with the current Code of Practice) must make arrangements for avoiding or resolving disagreements. Independent persons must be appointed through the LA to facilitate these arrangements. The arrangements bring different parties together in the presence of an independent facilitator to seek an agreement. The people in the disagreement, not the facilitator, decide the terms of the agreement.

## 10. Roles and Responsibilities

The headteacher is the school's 'responsible person' and manages the school's special educational needs work. The headteacher will work closely with the SENDCo and the SEN Governor to ensure the effective day to day operation of the school's special educational needs provision. The headteacher and the SENDCo will identify areas for development in SEN and contribute to the school's development plan.

The **SENDCo** is responsible for:

- The smooth running and co-ordination of special needs provision
- Liaising with the Head Teacher, class teachers and TAs
- Liaising with outside agencies such as the Inclusion Team; Health Service; Speech and Language Service; CAMHS (Child and Adolescent Mental Health Services) and the Traveller Education Service
- Setting timetables and managing all staff working with special needs pupils.
- Overseeing appropriate records of pupils with special needs and ensuring the school's data retention schedule is observed
- Providing/organising in-service training for staff as necessary
- Maintaining resources to meet pupils' needs
- Liaising with parents/carers (after consulting class teachers)
- Keeping a record of pupils with Special Needs and those causing concern
- Completing all necessary documentation in connection with statutory assessment.
- Ensuring all of the above adhere to GDPR legislation.



The **CLASS TEACHER** should:

- Be responsible and accountable for all pupils in their class wherever or with whoever the pupils are working
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Liaise with parents/carers and the SENDCo about concerns
- Be supported by the senior leadership team and make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support
- Incorporate the involvement of outside agencies organised by the SENDCo
- Incorporate any extra support provided within school
- Plan the support which the TA provides in the classroom
- Liaise closely with the SENDCo for target setting, teaching and assessment/evaluation
- Maintain the class SEND file in chronological order for each identified child

The **TA** is responsible for:

- Supporting pupils with special educational needs within the classroom, as planned for by the class teacher
- Working with individuals or small groups on individual or group targets with the class teacher's guidance
- Keeping a record of support given using a school-based intervention sheet where appropriate
- Liaising with the class teacher
- Supporting the class teacher in assessment and planning.

The **Governors'** responsibilities:

The Governing Body has named members who have specific responsibility for Special Educational Needs and Inclusion. These governors will meet with the SENDCo and/or the Head teacher at least once a term in order to keep the Governing Body, via the Curriculum and Standards Committee, informed about current issues regarding special educational needs in school. The named governor for SEND and Inclusion at Farnworth CE is Mrs Sarah Edwards.

The Governing Body evaluates the success of the special educational needs provision through reports from the Governor with responsibility for Special Educational Needs, and updates to the Curriculum and Standards Committee from the SENDCo. The Head teacher's report to the Governing Body also covers special educational need developments. The SEN information report is reviewed annually and details the effectiveness of provision in the last year, along with any significant changes to policy. The SEN report explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

## 11. Parent Partnership

Our aim is to develop a partnership where teachers, other professionals and parents work together in the best interests of the child. Farnworth CE Primary School recognises that positive attitudes, appropriate sharing of information (in line with GDPR), procedures and awareness of needs are all important. The views and wishes of the child will always be sought and taken into consideration.

Parents are fully involved in the school-based response for their child, and we will ensure that they understand the purpose of any intervention and any subsequent programme of action. Parents are



informed when a teacher considers that a child's needs are significant enough for the child to be placed on the SEND register. At this point a co-ordinated plan will be developed. Regular meetings are held with parents, teachers, the SENDCo and the child where appropriate, to review the child's progress and the action to be taken.

During the procedure of applying for a statutory assessment (EHC Plan), the parents will be given as much information, guidance, support and advice as possible. They will be required to complete the relevant information on the request for statutory assessment forms.

## 12. Relationship with Outside Agencies

Specialist teaching service: Farnworth CE Primary School works very closely with the specialist SEND teaching services. Identified children may have, with parental consent, referrals made to the specialist teachers' team. The teachers may then visit school to work with and assess the child's needs, writing a report and an action plan to support their assessment and observations.

Involvement with educational support services: The Headteacher and / or SENDCo may liaise with the Education Welfare Officer (EWO) to discuss any concerns as and when they arise.

Educational Psychology Services: The SENDCo, or class teacher when appropriate, attend Educational Psychologist consultation meetings where, with parental consent, children's needs can be discussed. Action plans are then put in place using the support and guidance received from the meetings.

Links with medical, social and voluntary organisations: The school is able to liaise with health professionals, such as the school nurse, doctor, speech and language therapists, physiotherapists, the sensory impaired services and occupational therapists. Other organisations including social services are also contacted, where appropriate.

Links with specialist and mainstream schools: Whenever any pupil transfers to another school, including specialist provision, Farnworth CE will fill in a transfer form and pass on all relevant information. In addition, for SEND pupils, there will also be dialogue between the class teacher and/or SENDCo and/or Headteacher and a senior member of the other school's staff.

## 13. Health and Safety and Specialist Requirements

Special Facilities and Building adaptations are in place to support the needs of all pupils, staff and visitors. The school is accessible for wheelchair users and there are two accessible toilets available.

Where a child or adult may require a personalised evacuation plan, it is the responsibility of the Headteacher and SENDCo, in discussion with the person or in the case of a child, their family, to facilitate this.

It is the SENDCo, class teacher and parents' responsibility to draw together a risk assessment, should a child's needs require one.

## 14. Resources

Governors will ensure that there is a suitably qualified SENDCo who has the time to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Training for teachers and support staff is provided both within school and



through professional development activities. The school uses funds to provide external professional advice and support for individual pupils in line with their support plans, specialist recommendations and EHC Plans in relation to needs.

### **15. Accessibility**

The Disability Discrimination Act (1995), as amended in 2005, placed duty on all schools to implement and review, every three years, the accessibility of schools for pupils with disabilities. Farnworth CE Primary School publishes this accessibility plan on the school website.

[https://www.farnworthcofeprimary.co.uk/wp-content/uploads/2022/01/Farnworth\\_Accessibility\\_Plan\\_2020-2023.pdf](https://www.farnworthcofeprimary.co.uk/wp-content/uploads/2022/01/Farnworth_Accessibility_Plan_2020-2023.pdf)

This therefore allows those with disabilities to be as fully included as other SEND students.

### **16. Medical Needs**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs and may have an EHCP which brings health and social care needs, as well as their special educational provision together and in these cases the SEND Code of Practice (2014) will be followed.

The school's policy for supporting pupils with medical needs can be found on the school's website: <https://www.farnworthcofeprimary.co.uk/newpolicies/>

### **17. PSHE/Citizenship**

As documented in the school's PSHE curriculum, it is important for all pupils to develop the skills required to lead healthy, confident, independent lives and to become informed, active, responsible citizens.

This is particularly true for pupils who are experiencing difficulties at school, and who may have low self-esteem or be lacking in confidence. All efforts will be made to develop and enhance the self-esteem of pupils with additional needs. The broad and balanced curriculum offered at Farnworth CE Primary School, including planned access to the Forest School and curriculum enrichment activities, such as visiting artists, drama, Gospel singing and keyboard lessons, ensures that pupils have a variety of opportunities to excel in many other aspects of their development. It is the responsibility of all staff to promote a positive attitude in all members of the school community towards those pupils experiencing special educational needs.

### **18. Sharing Protocol**

At Farnworth CE Primary School, we ensure that we safeguard the needs of pupils with SEND, promote independence and build resilience in their learning. Information regarding our pupils will remain confidential unless there is a need for the class teacher to share specific information pertaining to the needs of a child, for example in the case of a supply teacher. The passing on of such information will be on a need to know basis and handled with integrity and confidentiality to ensure the child's needs are fully met.

### **19. Record Keeping and Confidentiality**

Each class teacher is issued with a SEND file. These files, in accordance with GDPR, are kept in a secure location within the classroom. The files contain relevant information regarding specific children within the



class. Any support plans or SEND provision plans, including those from outside agencies, are kept in this file. The content of the files are confidential and are only discussed with staff who are working to support the child/ren's needs.

Central files for SEND are kept in a locked filing cabinet (SENDCo and office staff hold the key) and electronic records are kept on the school server and password protected.

Children's personal details are held securely and before any referral to outside agencies are made, parental consent is obtained.

All members of staff are issued with password protected memory sticks. Any children's information that is stored on portable equipment is done so on a password encrypted device.

## **20. Policy Implementation and Evaluation**

It is the responsibility of all staff to ensure this policy is adhered to. The SENDCo will monitor and evaluate its effectiveness and present timely reports to the governing body.

A hard copy of this policy will be available to any parent / carer upon request. This policy will also be available electronically on the school's website.

The Governing Body is responsible for ensuring the annual review of this policy.



## Support Plan (School Support and Internal Monitoring) Farnworth CE Primary School

**My name is:**

**Date of Birth:**

**People who help me in school**  
**Teacher:**

**Support Staff:**

**My family think:**

**What helps us as a family:.**

**My current**  
**support/interventions:**

**This is me!**



**My attendance is: %**

**My area of need:**

Communication & Interaction  
Cognition and Learning  
Social Emotional and Mental  
Health  
Physical and Sensory

**People who help me and what their role is:**

**I am really good at:**

**What is important to me:**

**Other information you might need to know:**



### Assessment Information

My teacher has assessed me and I am currently working at:

	Reading:	Writing:	Maths:	Phonics/SPAG:	Science:
Yr Summer Assessment 23					
Yr Autumn Assessment 23					
Yr Spring Assessment 24					
Yr Summer Assessment 24					

### School based support being offered to me:

Area of need	Intervention/support
Communication & Interaction Cognition and Learning Social Emotional and Mental Health Physical and Sensory	

<b>ASSESS</b> - what are the pupil's identified needs:	<b>Plan</b> – what do you plan to do to support the pupil in class?	<b>Do</b> – what support/intervention and reasonable adjustments are being made to support the pupil?	<b>Review</b> - How effective and impactful where the interventions and support?  ☺ ☹ ☹
			☺ ☹ ☹
			☺ ☹ ☹



			☺ ☹ ☹
			☺ ☹ ☹
First Discussed - Signed (child)	First Discussed - Signed (parent/carer)	First Discussed - Signed (teacher)	First Discussed - Signed (SENDCO)
Date:	Date:	Date:	Date:
Review Meeting – Signed (child)	Review Meeting – Signed(parent/carer)	Review Meeting – Signed(teacher)	Review Meeting – Signed(SENDCO)
Date:	Date:	Date:	Date:



# Support Plan (SEND Register)

## My Support Plan

### Farnworth CE Primary School

**My name is:**

**Date of Birth:**

**People who help me in school**  
**Teacher:**

**Support Staff:**

**My family think:**

**What helps us as a family:**

**My current support:**  
SEN Support  
EHCP

**This is me!**



**My attendance is: %**

**My SEND Need:**  
Communication & Interaction  
Cognition and Learning  
Social Emotional and Mental  
Health  
Physical and Sensory

**People who help me and what their role is:**

**I am really good at:**

**What is important to me:**

**Other information you might need to know:**





## Assessment Information

My teacher has assessed me and I am currently working at:

	Reading:	Writing:	Phonics:	SPAG:	Maths:	Science:
Summer Assessment 23						
Autumn Baseline Assessment 23						
Spring Assessment 24						
Summer Assessment 24						

### Other professionals think I need:

Service	Recommendations and strategies

<b>Assess</b> - what are the pupil's identified needs:	<b>Plan</b> – what do you plan to do to support the pupil in class?	<b>Do</b> – what support/intervention and reasonable adjustments are being made to support the pupil?	<b>Review</b> - How effective and impactful where the interventions and support?  😊 😐 😞
			😊 😐 😞
			😊 😐 😞
			😊 😐 😞



			☺ ☹ ☹
First Discussed - Signed (child)	First Discussed - Signed (parent/carer)	First Discussed - Signed (teacher)	First Discussed - Signed (SENDCO)
Date:	Date:	Date:	Date:



# 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.

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>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</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>to train your Chimp’ and ‘Starving the anxiety gremlin’</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 SEND and Inclusion Governor:</b></p> <p><b>Contact information:</b></p>	<p>Mrs Heather Whitfield</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, 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> </ul>

	<ul style="list-style-type: none"> <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/carers of children with SEND and</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> </ul>

<p><b>involving such parents/carers in the education of their child.</b></p>	<ul style="list-style-type: none"> <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 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>The governing body have governors who are responsible for Inclusion and SEND. These members of the governors meets regularly throughout the school 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 SEND and inclusion 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> 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> 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>
<b>13. Information on where the local authority's local offer is published.</b>	<a href="https://localoffer.haltonchildrenstrust.co.uk/">https://localoffer.haltonchildrenstrust.co.uk/</a>

### Communication and Interaction

6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and Learning

6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, Emotional and Mental Health difficulties

6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
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### Sensory and/or Physical Needs

6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.