



FARNWORTH CHURCH OF ENGLAND PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

Recommended by	H Whitfield
Approved by	Curriculum and Standards Committee
Current Policy Approval Date	November 18
Version Number	3.4
Review Date	Sept 2019 (or sooner if required)

CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
2.1	Jan 2012	Jan 2012	J. Stillings	Bi-annual policy review
2.2	Feb 2012	Feb 2012	K Highcock	Amended following IEB meeting
2.3	Feb 2014	Feb 2014	J. Stillings	Review cycle; to reflect change to school governance
3.1	Sept 2014	Sept 2014	L. Le Marinel	To reflect national changes to SEND
3.2	Sept 2015	Sept 2015	L. Le Marinel	To update Local Offer and signpost statutory information on school website
3.3	Jan 2017	Jan 2017	L. Le Marinel	To reflect changes in practice as school level and update Local Offer
3.4	Oct 2018	Nov 2018	H Whitfield	To reflect changes in practise at school and national level and update the Local Offer



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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"> • Allegations Against Adults Policy • Assessment • Attendance and Pupil Leave of Absence • Children Missing Education • Confidentiality • Emergency planning • Equalities • eSafety • Good Behaviour and Anti-bullying • Intimate Care • Policy for children missing education • Safeguarding • Safer Recruitment Policy 	<ul style="list-style-type: none"> • Sex and Relationships Education • Social Media • Staff Behaviour / Code of Conduct • Supporting Children with Medical Conditions in School • Use of Physical Intervention / Restraint Policy • Whistleblowing Policy • Working with separated families 	SEN Report GDPR Data Protection Bill

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](#).

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1. Introduction

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.

In line with The 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, we believe:

- 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.

2. 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 full access to all elements of the school curriculum and be included in all aspects of school life
- 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 pupil's 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.

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3. Identification of Special Educational Needs

All pupils throughout the school are monitored via our Provision Mapping tool which identifies each pupil's needs against the four areas of need in the Code of Practice. It also identifies the provision in place for that pupil (staffing, resources, activities, approaches). This is reviewed 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 new 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.

The new Code of Practice sets out new 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 new Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health (NOTE – No 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

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- Standardised test scores
- Observation

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.

The class teacher will review these then inform the SENDCo of their observations and concerns. They will complete a SEND identification sheet (appendix 1) that will highlight the main areas of difficulties for the child. 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. This will then be shared with the parents/carers and/or the pupil as appropriate.

STEP 2 – SEN support Plan

If a child continues to make less than expected progress, they will move to SEND Support. This is a single tier system that replaces the previous School Action and School Action+ and involves increased, targeted interventions with 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. An example of this plan can be found in appendix 2.

STEP 3 – Enhanced Provision

Currently, a few children within our setting still have access to funding provided through Enhanced Provision (EP). This funding has now been stopped nationally with a move towards Education and Health Care Plans. The funding that may still be in place is there to support a child’s previously identified needs which have been discussed at a panel meeting and granted for a fixed term.

STEP 4 – Education, Health and Care Plan (EHC Plan)

The majority of children and young people will have their needs met through universal mainstream provision. Children and young people with the highest level of need will be assessed for an EHC Plan which sets out an overview of the child’s needs. The Plan replaces SEN Statements and Learning Difficulty Assessments (for older children) and is for children and young people 0 -25 years of age.

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The Plan is drawn up with the family and professionals involved after an assessment. 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.

Unlike a statement, there is more emphasis on gathering information across services at referral. The family is more involved with the intention being that plans are more outcome focused.

4. The Local Offer

The new 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 needs to publish their own ‘Local Offer’. Halton’s Local Offer is available to view at:

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

and sets out in one place the provision that is available for children in the area 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.

Schools must also produce their own ‘offer’ based on what their school can provide for children with SEND. See appendix 3 for our school offer. This is also available on our school website: [School Offer](#).

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5. Resolution of Disagreements

Should there be a disagreement between the parent/carer, 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.

6. Role of the SENDCo, Class Teacher and Teaching Assistant

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.

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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 (appendix 3)
- Liaising with the class teacher
- Supporting the class teacher in assessment and planning.

7. Governors

The Governing Body has a named member who has specific responsibility for Special Educational Needs and Inclusion. This person 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 at Farnworth CE is Ms Angela Murray.

The Governing Body evaluates the success of the special educational needs provision through reports from the Governors 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.

8. 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 section on the request for statutory assessment form.

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9. Relationship with Outside Agencies

Specialist teaching service: School work 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 attends half termly 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.

10. 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 toilets available for use by disabled persons.

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.

11. Resources

The SENDCo holds a number of specialist resources. Resources may be purchased to meet individual needs as identified.

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12. PSHCE / CITIZENSHIP

As documented in the school's PSHE and Citizenship policy, 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, 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.

13. Sharing Protocol

At Farnworth CE 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 to ensure the child's needs are fully met.

14. 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, must be kept in this file. The content of the files are confidential and should only be 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 is made, parental consent must be obtained.

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

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15. 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 learning platform.

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

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APPENDICES



Farnworth CE Primary SEND Plan Identification

Name of child:

Class/year group:

Attached:

- One-page profile (Front page of SEN plan)
- Evidence of quality first teaching (QFT)
- Teacher-parent / teacher-child discussion notes
- Teacher / SENDCO discussion notes
- Data tracking of progress
- Any other observations (including TA observations)

Area of concern (including evidence):

What has been done to date (including impact):

What needs to happen next and why:

Any other comments:

SEND Plan Agreed: Y/N

Start Date:

Teacher's name:

Signature



My Support Plan Farnworth CE Primary School

My name is:

Date of Birth:

People who help me in school
Teacher:

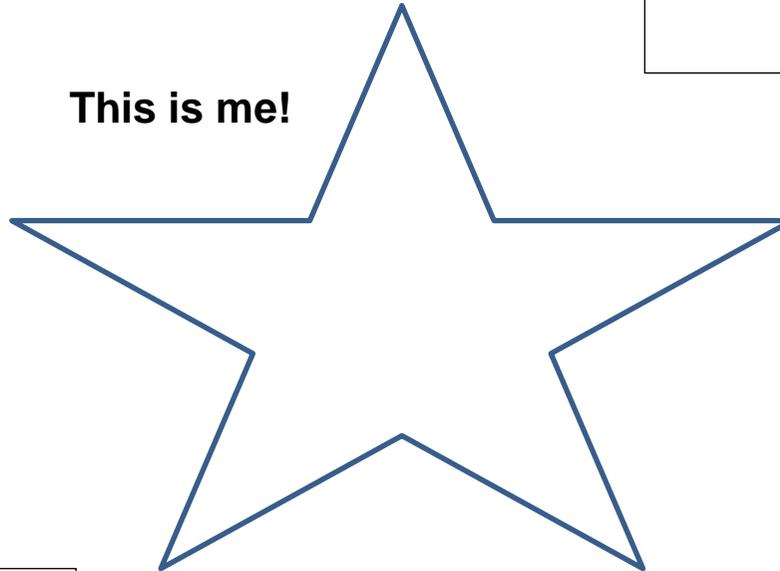
Support Staff:

My family think:

What helps us as a family:

My current support:
SEN Support
Enhanced Provision
EHCP

This is me!



My attendance is:

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

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:

Other professionals think I need:

Service	Recommendations and strategies

Identified areas of need:	Desired outcomes:	Success criteria:	How best to implement support:	Family's contribution:	How did I get on?	Comment:
					  	
					  	
					  	
					  	

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:

ANNUAL REVIEW

SEND Information Report 2018-19

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014.

SEND Broad Areas of Need (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

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

General School Details:	
School Name:	Farnworth CE Primary
School website address:	http://www.farnworthprimary.eschools.co.uk/website
Type of school:	Voluntary Controlled Church of England Primary School
Description of school:	<p>Farnworth CE Primary is a larger than average primary school situated in the historic village of Farnworth, on the outskirts of Widnes. The school caters for children aged between 4 years and 11 years of age and currently (as at September 2018) has 413 children on roll. The school is a two form entry school.</p> <ul style="list-style-type: none"> • The proportion of pupils supported through school action is below the national average. • The proportion of pupils supported with Enhanced Provision or with a statement of special educational needs/EHC Plan is also below the national average. • The school has a very small proportion of pupils from minority ethnic groups, and very few speak English as an additional language. • The school receives additional funding through the pupil premium for a relatively small percentage of its pupils (currently 10.6% September 2018) • The school has a before and after school club and runs a wide range of after-school activities. <p>Schools have their own distinctive 'feel', which makes each one unique. We believe that the 'special feel' at Farnworth CE Primary is to do with our caring, friendly atmosphere and our sense of being one big family. Our school continues to develop in many exciting ways, providing an even more enriching experience for our pupils. Farnworth Church of England Primary School provides a safe, supportive and stimulating learning environment in which each child is treated as an individual and the needs of all are considered. We encourage children to work hard; to behave appropriately and to take pride and pleasure in their own and others' achievements. We provide an appropriately differentiated and engaging curriculum that promotes our Christian values and meets the individual needs of the children.</p>
Does our school have resource base? Yes or No	No

If Yes please provide a brief description.			
Number on roll:	413 (as September 2018)		
% of children at the school with SEND:	7%		
Date of last Ofsted:	January 2018 SIAMs Inspection June 2016		
Awards that the school holds:	Inclusion Quality Mark June 2016 Inclusion Quality Mark Centre of Excellence December 2016; Re-accredited June 2018 Basic Skills Award March 2017 Primary Science Quality Mark Autumn 2017 Church and School Partnership Award June 2013 Church and School Partnership Award 2 July 2016 School Games Silver Award Active Mark 2007 & 2008 Healthy School Financial Management Standard in School		
Accessibility information about the school: Please insert a link to your school's Accessibility Strategy.	Farnworth CE Primary is a one storey building. The two original schools have been joined by a link corridor which steadily slopes enabling good accessibility to the two buildings. This corridor is also fitted with a dual height handrail. Entrance to the main building is fully accessible which in turn allows access to all classes. There are three well situated wheelchair accessible toilets. An outdoor walkway with canopy was completed in October 2016 to allow free flow access between upper key stage 2 classrooms. http://www.farnworthprimary.eschools.co.uk/website/policies/34253 (Equality Policy)		
Expertise and training of school based staff about SEND. (CPD details)	Following the promotion of the deputy headteacher / SENDCo to headship, the newly promoted deputy / SENDCo has embarked on the National Qualification for SEN (estimated completion July 2019). All staff have had team teach training, bereavement counselling and ASD training. Bespoke training from the Specialist teaching service has also been accessed including the effective writing of SEN Support plans. The school achieved the Inclusion Quality Mark in June 2016, became a Centre of Excellence in December 2016 and was re-accredited in June 2018. Several Teaching Assistants have accessed training relating to specific intervention programmes such as Project X (reading intervention) and Read, Write Inc, ELKLAN, Precision Teaching, Boxall Profile Assessments and Toe by Toe. The school also offers Social Skills Groups.		
Documentation available:	Are the following documents available on the schools website?	SEND Policy	✓
	If yes please insert the link to the documents page http://www.farnworthprimary.eschools.co.uk/website/policies/34253 http://www.farnworthprimary.eschools.co.uk/website/pupil_premium/34300	Safeguarding Policy	✓
		Behaviour Policy	✓
		Equality and Diversity	✓
		Pupil Premium Information	✓

	http://www.farnworthprimary.eschools.co.uk/website/pupil_procedure/76505	Complaints procedure	✓
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Range of Provision and inclusion information:	
<p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<p>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.</p> <ul style="list-style-type: none"> • All pupils throughout the school are monitored via our Provision Mapping tool which identifies each pupil's needs against the four areas of need in the Code of Practice, and also identifies the provision in place for that pupil (staffing, resources, activities, approaches). This is reviewed termly and is the basis for discussion between class teachers and the SENDCo, particularly at transition time in July. • We liaise closely with a child's pre-school and, if pupils have identified SEND before they start here, we work with the people who already know them and use the information they already have available to identify what their SEND will be in our school setting. This facilitates a smooth transition and enables effective early intervention to take place. <ul style="list-style-type: none"> • We have close channels of communications with parents and carers and, through our 'open door policy', welcome parental involvement. If a child has SEND we discuss this with the parents / carers and investigate. We share with parents / carers what we find out and agree next steps as to how we can all help the child. • Parents / carers receive regular progress updates through parents' evenings which are held twice a year. In addition to this, if a child does not appear to be making the same level of progress as their peers we undertake assessment in school and, where appropriate, use other professionals to identify possible barriers to their learning. Parents and carers are involved at all stages • We are child and family centred so parents and carers are involved in all decision making about their child's support. Our additional support plans are discussed with both parents and children and child friendly targets are agreed by all and regularly reviewed

	<ul style="list-style-type: none"> • When we assess SEND we discuss if cognition and behaviour are the same at school and at home; we take this into account and work with families so that we are all helping the child in the same way • We write additional support plans or individual behaviour plans (IBP) with pupils and parents / carers • We use home learning to repeat and practise activities that are new and present an achievable challenge
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>At Farnworth we ensure that our class teachers remain responsible for working with the pupil on a daily basis, and for planning and delivering the individual programme (Quality First teaching). Teachers may need to develop a range of teaching strategies and adapt the learning environment to ensure these targets can be achieved by the pupil. We have TAs in school who are qualified in delivering high quality intervention programmes such as:</p> <ul style="list-style-type: none"> • Read, Write Inc • Letters and Sounds (phonics) • Cambridge Reading Programme • Maths Intervention (e.g. 1stClass@Maths) • Speech and language delivered by one of our TAs • ELKLAN • Toe by Toe • Precision Teaching • Beat Dyslexia Programme • Dyscalculia resource <p>Additional support is provided by support staff for accessing the curriculum. We have specific experience of supporting children with hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties and Irlen's Syndrome. External support is sought from the following:</p> <ul style="list-style-type: none"> • Local Authority services and local special schools / Resource bases who provide outreach • Occupational therapy and physiotherapy • CAMHS (Child and Adolescent Mental Health Service) • Specialist and professional agencies to train our staff; advice on strategies and programmes <p>We hold multi-professional meetings with parents and the pupil where necessary to review a child's</p>

	<p>progress. At these meetings the following types of discussions take place:</p> <ul style="list-style-type: none"> • What will be put into place in school to make teaching and learning more effective • What the targets are for the pupil's achievement • How we will work together and what we each will do • Set a review date to explore how well the pupil is doing and whether we are making a difference • Establish next steps
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Specialist equipment to enable access to the curriculum (e.g. portable writing slopes and soft cushioning to support posture). • Individual work stations • Access to assistive technology such as large key keyboards, iPads, laptops • Prompt and reminder cards for organisation e.g. visual timetables • Symbols and visual prompts; overlays/ coloured paper (Irlens) • Concentration aids (e.g. marble maze, fidget toys)
<p>What strategies/programmes/resources are available to support speech and language and communication including social skills?</p>	<ul style="list-style-type: none"> • Intervention from speech and language therapist • Delivery of personal speech and language programme led by specialist Teaching Assistant • Support from SENDCO/Teaching Assistants/Classroom Assistants for small group or individuals • Range of language resources and programme materials
<p>Strategies to support the development of literacy (reading /writing).</p>	<ul style="list-style-type: none"> • Small group support in class for guided reading / writing • Individual daily reading with teaching assistant / teacher • Read, Write Inc and Reading Laboratory interventions • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills
<p>Strategies to support the development of numeracy.</p>	<ul style="list-style-type: none"> • Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths' activities using specific programmes such Springboard and Maths Intervention Programme (1stClass@Maths) • Withdrawal by teaching assistant for 1:1 support including pre- teaching • Use of 'My Maths' resource online for

	<p>reinforcement</p> <ul style="list-style-type: none"> Personalised and differentiated curriculum Small group support in class from classroom / teaching assistants or teacher 1:1 support in the classroom from a classroom / teaching assistant to facilitate access through support or modified resources Specialist equipment Individual plans (educational, behaviour, pastoral) Time spent in a year group more appropriate to the needs of the child School / year group provision mapping Strategies put into place as provided by professionals / specialist services / outreach Adaptations to trips and visits to ensure full access
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> Observation Target setting Pupil progress meetings (half termly) Special Education Need Support plan targets and review Individual provision map Boxall profile Common Assessment Framework External professionals undertaking assessment Regular review of targets with child/parents/carers
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> Use of individual timetables and checklists 'Chunking' of activities Individual success criteria Visual prompts including timetables 'PSHE' / personal development targets Provision of assistive technology
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> Support staff job descriptions incorporating provision of intimate care Key adults available at playtimes Named midday supervisor at lunchtimes Reception buddy system Play leaders – responsibility for playtime resources School Council – responsibility for preparing wish lists for resources Ethos group – responsibility for promoting school values
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> We offer an externally managed but on-site breakfast and after school club. This club is also run over the holidays at an alternative venue. We offer a range of lunchtime and after school activity / sports clubs for pupils of different ages.

<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?</p>	<ul style="list-style-type: none"> • Inclusive Forest School Activities • Increased staffing ratio for trips including key adults • Participation in events (e.g. sporting activities) • Residential opportunities from Y2-6
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>Farnworth CE Primary is a 'Forest School'. Through this we offer learners opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in our woodland environment. In addition to this we also offer the following strategies:</p> <ul style="list-style-type: none"> • Planned support from teaching assistant • Parental contact daily through home-school journal • Parents' evenings • Teacher meet and greet • Transition meetings for SEND children
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • Use of the school's Good Behaviour and Anti-Bullying policy • Individual behaviour plans in place • Social skills / behaviour group using social skills programme • Home School Contact Book • Time-out support • Reward system • Support and intervention from outreach behaviour specialist • Individual pastoral support plan • Team Teach & Keep Safe strategies
<p>How we support pupils in their transition into our school and when they leave us and in preparing for adulthood.</p>	<ul style="list-style-type: none"> • Children joining our school are invited to Stay and Play events and a Teddy Bears' picnic. The latter event provides them with an opportunity to meet their Year 6 buddies. • Regular meetings with parents / carers • Transition meetings with staff • Transition plans for individual children • Risk assessments completed • Liaison with Parent Partnership • Social stories and visual prompts for pupils • Work through PSHE on managing and preparing for change • Class swaps/meet the teacher • Longer term links with secondary schools to increase familiarity
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> • Intervention from physiotherapy / occupational therapy team • Close liaison with School Health team including coordinated Health Care Plans

	<ul style="list-style-type: none"> • Assessment and individual programmes • Specialist resources (e.g. 'move and sit' cushions) • Delivery of planned intervention programme by skilled member of school staff (Speech and Language)
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> • Pupils' views are very important to us and we have an elected school council • The school runs workshops for parents / carers to support them with their child's education (e.g. Early Reading, end of key stage assessment, learning platform) • Class assemblies/celebrations. • The school signposts appropriate groups and organisations which are relevant to families' needs. • The school works closely with the local authority's locality team and supports families through the CAF process
How additional funding for SEND is used within the school with individual pupils.	Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils' needs through this (including additional support and equipment). If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, additional funding may be allocated. The School and Early Years Finance (England) Regulations 2017 establish £6,000 as: ... 'the threshold below which a school will be expected to meet the additional costs of pupils with special educational needs (SEN) from its budget share'.
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	<ul style="list-style-type: none"> • Specific interventions • Training (e.g. speech and language) • Increased TA hours • School trips/residentials • Additional support in school both in and out of class TA for AGT, PP children
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Appendix 4

Broad areas of SEND taken from *SEND Code of Practice 0-25 effective September 2014*

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.

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.