

Farnworth CE Primary School



**SPECIAL EDUCATIONAL NEEDS and DISABILITIES
POLICY**

Recommended by	H Whitfield
Approved by	FGB
Current Policy Approval Date	September 2025
Review Date	Autumn 2026 (or sooner if required)

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

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.

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.

Policy for Special Educational Needs and Disability

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and 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, it is our belief that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We provide a broad, balanced and creative curriculum for all children. All children benefit from "Quality First Teaching": this means that teachers expect to assess, plan and teach children at the level which allows them to make progress with their learning. The National Curriculum is the starting point for our planning in order to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

What are Special Educational Needs?

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 mainstream setting in England.

Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEND, disability or any other factor that may affect their attainment.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible. Work towards developing expertise in using inclusive teaching and learning strategies.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Work within the guidance provided in the SEND Code of Practice 0-25 Years (2014).
- Ensure pupil participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school.
- Ensure good parent and carer involvement in children's learning and development.
- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible; that outcomes of Special Educational Provision (SEP) are determined; and that their progress towards these outcomes is closely monitored.
- Ensure all teachers take responsibility for planning and meeting the learning needs of special educational needs pupils, and of deploying support staff effectively to meet children's learning needs.
- Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for.

- **Communication and interaction**

Including Autistic spectrum and Asperger's

- **Cognition and learning**

Including dyslexia and moderate learning difficulties

- **Social, emotional and mental health difficulties**

Including ADHD and emotional difficulties

- **Sensory and/or physical impairment.**

Including hearing and visual impaired

Roles and Responsibilities

The role of the Governing Body

- to cooperate with the local authority in the development and review of the local offer. This is essential so that the local offer provides a comprehensive, transparent and accessible picture of the range of services available to local children and young people with SEND and their parents;
- to co-operate with the Headteacher to determine the school's general policy and approach to provision for children with special educational needs and/or disability;
- to establish appropriate staffing and funding arrangements;
- to maintain a general oversight of the schools work with SEND pupils via the regular sharing of the Information Report;

The Role of the Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENDCo, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENDCo will identify areas for development in special educational needs and contribute to the school's improvement plan.

The role of the S.E.N.D.C.o.

At Farnworth CE the SENDCo is Mrs Whitfield. She can be contacted at school on 0151 424 3042 or by email at deputy@farnworthceprimary.co.uk

The S.E.N.D.C.o.'s role involves:

- Overseeing the day-to-day operation of the school's S.E.N.D. policy;
- Reporting back to the Headteacher and Governing Body on a regular basis, giving updates of progress and development
- Co-ordinating and monitoring the provision for children with Special Educational Needs and Disability
- Ensuring earliest intervention where possible through EYFS and Key Stage One provision
- Liaising with extended services
- Liaising with and advising staff, (teachers and support staff);
- Performance Management of staff's roles and responsibilities;
- Maintaining an up-to-date SEND register,
- Awareness of pupils identified with SEND attainment and progress, informed by assessment data,
- Overseeing the records of all children with Special Educational Needs;
- Liaising with parents of children with Special Educational Needs;
- Identifying needs and facilitating or contributing to the in-service training of staff.
- Liaising with external agencies including the Local Authority Access and Inclusion department; the Educational Psychology services; Health and Social Services, and Voluntary Bodies.

The role of teaching and non-teaching staff

All teachers are teachers of SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SENDCo to formulate provision and review progress and impact. They maintain a class overview sheet that is kept in the classroom for reference by staff including supply staff and students as appropriate.

The school is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, end of key stage tests and standardised assessments. Teachers will then consult the SENDCo to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENDCo to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.
- Fails to make progress with wider development or social and emotional needs.
- Fails to make progress in self-help, social and personal skills.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – '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 and may carry out some additional assessment. The teacher will update records of provision and impact of that provision through the termly support plans.



ASSESS - The teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCo, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN –After assessing the pupil's needs, staff will plan support which may take place in or out of the classroom. These plans are written and reviewed each term. Parents/carers and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will be set.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents/carers happen three time in each academic year.

The school's SEN Information Report (which contributes to the Local Authority's Local Offer) can be found at the end of this policy and on the school website. This indicates the type of provision the school currently offers to pupils with SEND and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

Integrated Assessment of SEND

If the school is unable to meet a child's need with all of the agreed provision from its 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.

The school will provide evidence about the child's progress over time, documentation in relation to the child's SEND Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's personalised plans
- records of reviews with pupils and parents/carers, and their outcomes
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent/carer and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to an Integrated Assessment, it must assess the education, health and care needs of that child.

The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website www.halton.gov.uk



Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Supporting pupils and families

Halton Local Authority's Local Offer can be found at www.halton.gov.uk. This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents/carers and a number of initiatives to develop closer working relationships have been developed in the last year. Parents/carers meet regularly with school staff and concerns and successes are shared. Parents/carers are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents/carers will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENDCo. Parents/carers are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents/carers are invited to discuss their child's support plan three times a year. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child and the pupil themselves.. The SEN Information Report is updated annually on the school's website.

Medical issues are first discussed with the parents/carer. If support is required, the school nurse will be contacted. A multi-agency approach may be initiated if school staff members require further knowledge, understanding or training regarding a child's medical needs, or if adjustments need to be made.

Depending on the special educational needs of the children, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

Admissions

Pupils with special educational needs will be admitted to Farnworth CE Primary School in line with the school's admissions policy. The school meets with the statutory requirements of the Children and Families Act 2014 and the Equality Act 2010.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. For any student whose needs require additional support during internal annual transition suitable support will be put into place. On transfer to secondary school the Year 6 teacher and SENDCo will meet with the SENDCo of the receiving school to discuss SEND records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

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 school 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 may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school's policy on medical needs can be found on the school website.

Monitoring and evaluation of SEND

At Farnworth CE Primary School, we analyse the impact and outcomes of provision and resources made available to an individual child and wider groups of pupils. Assessment and other progress information are inputted from whole school systems already in place, to inform teachers and senior leaders on the progress of pupils. This is used to inform future decisions and can be used to inform discussions in person-centred review sessions with parents and pupils. It also helps us to determine the effectiveness of our provision for pupils with special educational needs and disabilities and ensure that provision of resources is equitable among pupils according to their needs.



Training and resources

Governors will ensure that there is a suitably qualified SENDCo who has the time necessary 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. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored. The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their EHC Plans and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENDCo. The SENDCo will keep abreast of current research and thinking on SEND matters. The SENDCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals. The SENDCo will disseminate knowledge or skills gained through staff meetings, whole school In-service Training (INSET) or consultation with individual members of staff. External agencies may be invited to take part in INSET. SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

- additional staff support
- providing intervention work for individuals and small groups
- purchasing materials and resources
- training for staff
- provision of external specialists and advice, where required

Storing and managing information

The confidential nature of SEND information is fully recognised at Farnworth CE Primary School. All SEND information for children is stored securely via the online portal of CPOMS.

Reviewing the policy

This policy will be reviewed annually by SENDCo, Head, staff members and governors.

Accessibility

The Disability Discrimination Act (1995), as amended in 2005, placed a duty on all schools and LAs to implement and review, every three years, the accessibility of schools for pupils with disabilities. Farnworth CE Primary publishes its accessibility plans, which can be found on the website. This therefore allows those with disabilities to be as fully included as other SEND students.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should follow the complaints procedure as set out in the Complaints Policy found on the school's website.

To be reviewed annually or in line with any change in legislation or DFE guidance



Farnworth CE Primary School

Graduated Response & SEN Identification Process

Quality First Teaching

Good quality teaching is provided for all learners, and learners with the most difficulties are taught by skilled teachers. Teachers will ensure that barriers to learning are not through gaps in provision. Not all low attaining children will be identified as having SEN. Timely and responsive interventions will be delivered, overseen by the teacher, to close gaps in learning. Children with difficulties will be identified as cause for concern



Plan Do Review

Teachers will plan, deliver and review interventions to ensure that they are having an impact on targeted learners. Teachers will use intervention tracking sheets, alongside baseline and outcome assessments to assess impact. There may be in school assessments or screening tools used within this 6-12 week period. Staff will consult with parents and seek their views.



SEN Support (K)

There is a decision between school and home that intervention is going to be required for longer. At this stage a pupil support plan will be established and your child will be placed on the school's SEND register. These are discussed with parents/carers three times a year through each Assess, Plan, Do, Review cycle (usually once per term). There may be referrals to external agencies such as Halton's Specialist Teacher Advisory Service (STAS) or Educational Psychologist (EP). Interventions will be monitored by the class teacher and the SENDCo. Recommendations from external agencies will be reviewed within each cycle. If the adjustments are successful then your child may be removed from the SEND register as their needs can be met by universal provision.



Discretionary Top Up Funding (DTuF) or Education and Health Care Plan (EHCP)

If your child is not making progress at targeted support and is requiring a high level of support in the classroom, then parents/carers and school may gather the evidence required for either a DTUF application or an EHCP application. The evidence required is Educational Psychology involvement and three terms of evidence of support. School must be able to prove that the pupil has needs which are significantly greater than other learners the same age, and these will be long term and into adulthood, and that the pupil will require significant, continuing additional support to promote emotional well-being, social inclusion and develop life and independence skills. The pupil will have moderate to severe difficulty/ies which have a significant, combined impact upon their ability to access, and make progress within the curriculum. An EHC Plan is reviewed annually, and needs and provision are reviewed.

SENDCo Role and Commitments

Throughout this, the SENDCo will:

- Monitor progress for all learners, ensuring that teaching is of high quality and provision will promote and support progress.
- Support teaching and support staff with the delivery of interventions.
- Support/facilitate the identification of SEN needs.
- Make relevant referrals to outside professionals as required.
- Case study children throughout the year, to learn from good practice, and also ensure needs have not been unidentified.
- Arrange CPD for teachers and support staff as identified.
- Ensure parents are kept informed of their child's progress and are able to support them at home to make progress.



My Support Plan
Farnworth CE Primary School

My name is:

Date of Birth:

People who help me in school
Teacher:

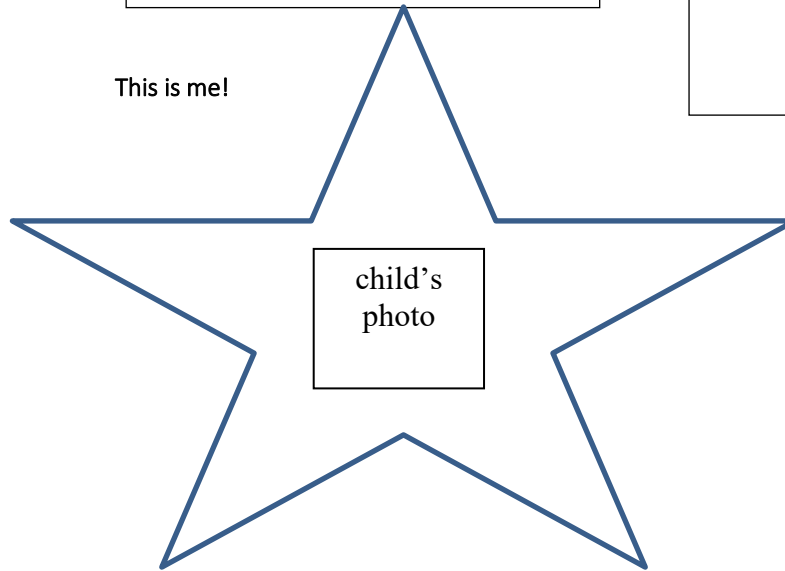
Support Staff:

My family think:

What helps us as a family:

My current support:
SEN Support
EHCP

This is me!



child's
photo

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 24						
Autumn Baseline Assessment 24						
Spring Assessment 25						
Summer Assessment 25						

Other professionals think I need:

Service	Recommendations and strategies

Assess - what are the pupil's identified needs:	Plan – what do you plan to do to support the pupil in class?	Do – what support/intervention and reasonable adjustments are being made to support the pupil?	Review - How effective and impactful were 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 2025-2026

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**



NEW SEND Information Report 2025-2026

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 2015, Regulation 51, Schedule 1.](#)

General School Details:	
School Name:	Farnworth Church of England Primary School
School website address:	https://farnworthcofeprimary.co.uk/
Type of school:	Mainstream
Description of school:	Controlled
Does our school have resource base? Yes or No	No
If Yes please provide a brief description.	
Number on roll:	413
% of children at the school with SEND:	14%
Date of last Ofsted:	3&4 th July 2023
Awards that the school holds:	Inclusion Quality Mark - Flagship
Accessibility information about the school:	Farnworth CE Primary School is a one-storey building. Entrance to the main building is fully accessible which in turn allows access to all classes. There are 2 well-situated wheelchair accessible toilets. There are 2 accessible parking bays, 1 by the main entrance carpark, 1 within the staff entrance carpark.
Please provide a web link to your school's Accessibility Strategy	https://eadn-wc03-11833622.nxedge.io/wp-content/uploads/2024/09/Farnworth-Accessibility-Plan-2024-2027-.pdf
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<p>Mrs Heather Whitfield gained the qualification needed for Special Educational Needs Co-ordinator in July 2019.</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"> ➤ Thrive ➤ Safeguarding children ➤ SENCO workshops ➤ Educational Psychologist Consultations ➤ Managing Behaviour ➤ Foundation Stage Meetings ➤ Using Visuals to Support Learning ➤ Supporting children with deafness ➤ Supporting children with visual needs ➤ Writing SMART support plans ➤ Making sense of autism in schools ➤ Sensory strategy training ➤ WellComm ➤ My Happy Mind ➤ PiNs led training including understanding behind neuroscience <p>Autism awareness training 30.03.2022</p>

School Policies/Procedures: Add website links to <u>each individual policy</u> below or explain where policies can be accessed by parents/carers	
SEND Policy	https://eadn-wc03-11833622.nxedge.io/wp-content/uploads/2024/10/SEND-policy-September-2024.pdf
Safeguarding Policy	https://eadn-wc03-11833622.nxedge.io/wp-content/uploads/2024/10/Farnworth-CE-PS-Safeguarding-Child-



	Protection-Policy-2024-2025.pdf
Behaviour Policy	https://eadn-wc03-11833622.nxedge.io/wp-content/uploads/2023/07/Good-behaviour-and-anti-bullying-policy.pdf
Equality and Diversity	https://eadn-wc03-11833622.nxedge.io/wp-content/uploads/2024/02/Farnworth-CE-Equality-Policy-Spring-2024.pdf
Pupil Premium Information	https://eadn-wc03-11833622.nxedge.io/wp-content/uploads/2024/10/Farnworth-CE-Primary-School-Pupil-Premium-3-Year-Strategy-24_27.pdf
School Complaints Policy/Procedure NEW REQUIREMENT Policy must specify <i>'Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school'.</i>	Details of the arrangements for handling complaints from parents/carers about the support provided for children and young people with Special Educational Needs and Disability (SEND) can be found here https://farnworthcofeprimary.co.uk/wp-content/uploads/2024/09/Complaints-Procedure-2024-1.pdf

Range of Provision and inclusion information:	
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.	<ul style="list-style-type: none"> • Meetings with pre-schools will determine any existing identified needs. • On entry to Reception, children are Baseline Assessed using a recognised and accredited process and their language needs are screened using WellComm. • If you tell us you think your child has SEN we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child. • If your child does not appear to be making the same level of progress as other children of their age, we will undertake assessment in school and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. • We are child and family centred so you will be involved in all decision making about your child's support for a specific need. • When we assess SEN, we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way. • We will write individual support plans with the involvement of the pupils and parents / carers. • During both Foundation and the Key Stage One phase of education, teacher assessment and observation, along with parental views and contributions, will critically aid early identification of children with SEND. • Assessment at Key Stage Two is undertaken using standardised tests (E.g. Past SAT papers or NFER tests) in reading, writing, spelling and mathematics.
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.	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.
How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc.	<ul style="list-style-type: none"> • Specialist equipment to support the curriculum • Access to ICT resources such as iPads, visualisers, laptops using Microsoft 365 facilities to support learning formats

Range of Provision and inclusion information:	
	<ul style="list-style-type: none"> • Access to IDL learning platform • Prompt and reminder cards for organisation • Consistent use of symbols and visual prompts such as visual timetables
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	<ul style="list-style-type: none"> • Adapted curriculum • Specialist support/advice (outside agencies) • Individual support plans • Social Stories • Concrete language • Visual aids • Now and next timetables • Blacksheep resources • Bucket Therapy • Workstations • Personalised reward systems linked to the child's interests • WellComm • Variety of weblinks • Language for Thinking
What strategies/programmes/resources are available to speech and language difficulties?	<ul style="list-style-type: none"> • Bucket Therapy • TAs to deliver care plan recommendations from Communicate • Blacksheep Resources • Language for Thinking programme • Communicate recommended interventions and support programmes • Liaise with Speech and Language resource base • WellComm language screening tool across all Year groups
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> • RWI from EYFS to Year 2. Through bespoke interventions for KS2 • Dyslexic screener and interventions • Referrals to Visual Processing Clinic • Precision teaching • Daily reading for targeted children • Adapted text • Coloured overlays or books • Pre and post teaching • Targeted intervention groups • Task planners • Parental workshops • WellComm • Assistive technology
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Power maths across the whole school • White Rose Maths • Precision Teaching • Multi-sensory learning • Addressing gaps in learning, identified through NFER tests by interventions • 5 minute maths intervention
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> • Small group support in class • Small group intervention support out of class with a TA

Range of Provision and inclusion information:	
	<ul style="list-style-type: none"> • Pre and post teaching sessions • Individual support plans • Whole school provision mapping • Personalised and differentiated curriculum • Specialist equipment • Strategies and recommendations put into place as provided by professionals / specialist services / outreach
<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"> • Years 1-5 children complete NFER tests each school term (Year 1 begin in the summer term) • Year 6 complete past KS2 SATS papers • All children are assessed each term through teacher assessment • Identified gaps are included in targeted children's support plans • Book scrutinies • Pupil voice • Lesson observations • Observations of pupil engagement • Learning walks • External professionals undertaking assessment • Regular review of targets with child / parents • Class teacher and SLT track and monitor the progress and attainment of all pupils
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> • Use of individual timetables and checklists • 'Chunking' of activities • Individual success criteria • Visual prompts • Give the children responsibilities around the classroom/school and within their Year group • Provided children with identified needs task planners • Growth mind-set
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Mid-day staff are informed about children with identified additional needs. • SLT supervision during lunch and break times • OPAL • Thrive
Extended school provision available; before and after school, holidays etc.	Breakfast Club and After School Farnworth CE Primary School (farnworthcofeprimary.co.uk)
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?	<ul style="list-style-type: none"> • Identified adult to support named children • Ensure that all activities are accessible to all children • Individual risk assessments for identified children • Support from parent helpers if assessed as appropriate
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • PSHE curriculum which promotes wellbeing and inclusion • Specific interventions for identified children • Children greeted on the playground each morning by a member of SLT • Regular home/school communication for identified children • Enrichment activities such as gospel singing, computing and drama incorporated into the curriculum • Referrals made to external agencies including

Range of Provision and inclusion information:	
	<p>educational psychology service, SEN specialist teaching team, CAMHS, young carers</p> <ul style="list-style-type: none"> • Individual behavioural plans • Bespoke transition experiences for identified pupils • Thrive practitioners, screening, identification of pupils and implementation of strategies • ‘Soft landing’ for identified children
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • CPOMS used to log incidents • Individual behaviour support plans • Boxall Profiles completed for identified children • Consistency of use and implementation of the School’s Behaviour policy • Allocated member of staff to the identified pupil • Regular home/school communication • Personal behaviour/rewards and sanctions system • Social skills interventions group
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> • Regular meetings with children and parents/carers • Open communication with incoming and outgoing schools • One page profiles • Visual prompts/photographs of the school environment • Transition booklets for identified children • Thrive
Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • School works in partnership with all external agencies, including medical professionals, to support children’s needs and implement specialist agencies’ recommendations • Use of specialist resources where needed • All staff receive annual training for asthma, epilepsy and allergies • Care plans in place to support identified medical needs • Risk assessments in place to support individual medical needs
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child’s education.	<p>As a school, we offer opportunities for parents to come into school. These include:</p> <ul style="list-style-type: none"> ➤ Phone calls from the class teacher and phone calls and or email contact from the SENDCo ➤ Termly Parents’/Carers’ Evenings ➤ EHCP interim and annual review meetings ➤ Communication with parent/carers through See-saw <p>We also have a range of facilities and resources open to parents:</p> <ul style="list-style-type: none"> ➤ Opportunities for parents/carers to learn how to support their child’s learning –See-saw software etc. ➤ The school will signpost appropriate groups and organisations that are relevant <p>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/CP meetings)</p>



Range of Provision and inclusion information:	
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> • Purchasing specialist equipment • Staff training • Interventions including the purchasing of resources to support them • Purchasing outside agency support • Purchase and use of assistive technology
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 • Purchasing bespoke resources • Access to the EP service, specialist teaching team, wellbeing support etc • ICT programs
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ANNUAL REVIEW 2025-2026 Completed by: ___Heather Whitfield_____ Date: September 2025	