

Farfield Primary and Nursery School SEND Information Report

<p>1. What kinds of Special Educational Needs and Disabilities (SEND) are provided for?</p>	<p>At Farfield Primary and Nursery School we believe that every pupil regardless of gender, race or special educational need or disability, has a right to equal access to a broad and balanced curriculum and we work towards all children being independent. The attitudes of both staff and pupils towards children with special needs are very positive and every effort is made to ensure they are full and valued members of the school community.</p> <p>Staff are trained and experienced in meeting the needs of learners who have difficulties in the following areas:</p> <ul style="list-style-type: none"> • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health • Sensory and /or Physical (including disabilities) <p>Our current SEND register includes children who have needs in each of these areas</p>
<p>2. What methods do we have for identifying children with Special Educational Needs and Disabilities (SEND), assessing them and reviewing their progress?</p>	<p>A concern regarding a child's Special Educational Needs and Disabilities (SEND) can be made by anyone at school or at home. When a concern is raised, a thorough baseline assessment is carried out by the class teacher with support from the SENCO. Information is shared and collated to create a full picture of the pupil's needs.</p> <p>When a child has been identified with a special need, the child will be placed on the school's SEND Register with parental permission, identifying their primary need. We follow the Council's Matrix of Need model (May 2019) for assessing children with special needs, which identifies the stage they are working at, teaching and learning strategies to support their needs and how the school and Local Authority will support them.</p> <p>The class teacher will then create an Individual Support Plan (ISP) for the child, which contains personalised targets according to their area of need. This will ensure that the child's work is differentiated to enable them to access the curriculum more easily and remove any barriers to their learning. The class teacher has responsibility for the progress of all the children in their class, through quality first teaching in the first instance. Pupils with more complex SEND needs may access additional support from a teaching assistant under the direction of the class teacher. The Individual Support Plan (ISP) will be monitored by the class</p>

	<p>teacher and by the SENCO three times per year.</p> <p>Pupil progress meeting are held each term with the senior leadership team to discuss the progress of all the children in each class. During this meeting, members of the SLT, including the SENCO, discuss the provision that is in place and evaluate whether it has had the desired impact. A plan of next steps will then be made for the coming term.</p> <p>In addition to using our staff expertise, we work with a range of outside agencies from education, health and social services to support a wide range of more complex special educational needs.</p> <p>All of the arrangements we have in place include children with SEND needs who are looked after by the local authority.</p>
<p>12. How do we evaluate the effectiveness of the provision made for pupils with Special Educational Needs and Disabilities (SEND)?</p>	<p>The SENCO monitors the movement of children on the SEND Register and provides staff and governors with regular summaries of this information. The SENCO is involved in supporting teachers, including assisting teachers when drawing up Individual Support Plans for children. The Senior Leadership Team, including the SENCO, hold termly Pupil Progress Meetings where the progress and provision of all children is discussed and evaluated. The SENCO holds regular meetings to review the work of the school in this area, including those involving outside agencies such as the Speech and Language Therapist or Educational Psychologist. In addition to this, the SENCO and the named governor with responsibility for special needs hold regular meetings.</p>
<p>8. What is our school's approach to teaching pupils with Special Educational Needs and Disabilities (SEND)?</p>	<p>All staff at Farfield Primary and Nursery School are responsible for the wellbeing of every child in school. Each member of staff has the highest possible expectations and is committed to providing quality first teaching so that all children can make good progress with their learning. All teaching is based on building on what your child already knows, can do and can understand. Lessons are differentiated to meet the needs of all children and our Teaching Assistants support the class teachers in providing high quality teaching for all of our children.</p> <p>We follow the graduated approach of "Assess, Plan, Do, Review" as recommended in the Code of Practice :</p> <p>Assess – this involves carrying out a clear analysis of the child's needs taking into consideration all the information from parents, the child, the class teacher and assessments. In some cases, outside professionals may be involved with the assessment process.</p> <p>Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Individual Support Plan (ISP) and will form the basis for Pupil Progress and review meetings.</p> <p>Do – the class teacher is responsible for ensuring provision is planned, resourced and delivered to meet the targets set in the Individual Support Plan.</p> <p>Review – the targets and support set in the Individual Support Plan should be reviewed each half term and consider whether changes to that support need to be made. All of those involved – child, parents, teacher, SENCO and outside agencies, where appropriate, contribute to this review. This stage then informs the next cycle.</p>

<p>What adaptations are made to the curriculum and the learning environment of pupils with Special Educational Needs and Disabilities (SEND)?</p> <p>How will equipment and facilities to support children with SEND/disabilities be secured?</p>	<p>As a school we strive to make the learning environment accessible to everyone and are happy to discuss individual access requirements. The school building is fully accessible and individual teachers adapt their classrooms to meet the needs of children with special needs and/or disabilities in their class.</p> <p>Facilities we have at present include, a disabled toilet, a lift to access the upper part of school (4 classrooms only) and designated disabled parking spaces (see Accessibility Plan). If appropriate specialist equipment may be given to a pupil e.g. writing slopes, alternative coloured paper, electronic equipment, pens/pencil grips or easy to use scissors.</p> <p>On occasions where children would benefit from the use of specialist equipment, such as hearing loop systems, the SENCO liaises with other agencies to ensure that access to the equipment is available.</p> <p>Teachers plan using pupils' academic levels, differentiating tasks to ensure all children can access their learning and make progress. When a pupil has been identified as having special educational needs and/or a disability, the curriculum will be further adapted by the class teacher, supported by the SENCO, to reduce barriers to learning. For those children who are working below age related expectations and have SEN, teachers may use Progression Steps to plan for and assess children. This is a document, which breaks down the National Curriculum into much smaller steps so that the progress of children who might make very slow progress can be tracked carefully and targets can be easily identified.</p> <p>In addition to quality first teaching, some children might benefit from interventions. These can take place either 1:1 or in a small group. Interventions are taught by a member of the school staff or an outside agency, such as a speech and language therapist.</p>
<p>13. How do we ensure pupils with Special Educational Needs and Disabilities (SEND) have access to activities together with pupils that do not have SEND?</p>	<p>All of our children with SEND have the same opportunities as everybody else in school and are not treated less favourably than other children. Provision is made for all children to take part in extra-curricular activities, trips and sporting events. We pride ourselves with the provision we make to ensure children with SEND can take part in everything we have to offer.</p>
<p>14. How do we support children with Special Educational Needs and Disabilities (SEND) to support their social and emotional needs?</p>	<p>At Farfield Primary and Nursery School, we recognise that social, emotional and mental health difficulties can be a major barrier to learning. The school offers a wide variety of pastoral support for pupils who are encountering emotional and/or social difficulties. These include class teachers, the SENCO and mentors who are all readily available for pupils and parents who wish to discuss issues and concerns.</p> <p>2 experiences mentors are available to support children with Social, Emotional and Mental Health (SEMH) needs. The support</p>

	<p>they offer includes group work and 1:1 sessions based around the individual needs of the children. Where appropriate, we also work with outside agencies to provide services such as play therapy, lego therapy and counselling.</p>
<p>3. Contact details</p>	<p>If your child has special educational needs and/or a disability and you would like to know more about what we offer at Farfield Primary and Nursery School please contact us on (01274) 678545.</p> <p>Our Deputy Headteacher and SENCO is Vicky Atkinson.</p> <p>Our governor with responsibility for SEND is Emily Harris.</p>
<p>11. What sort of expertise and training for supporting pupils with Special Educational Needs and Disabilities (SEND) do we have?</p>	<p>All staff in school are responsible for ensuring that children with special educational needs and/or disabilities have appropriate provision and equipment. All staff undertake general training within school on supporting children with a range of SEND so they are familiar with special needs procedures.</p> <p>Individual members of staff also receive specialist training, where necessary, to meet the learning and medical needs of particular individual children, for example Auto-injector pen training or training for working with children with visual impairments.</p> <p>The SENCO has been awarded the Special Educational Needs Award Postgraduate course.</p>
<p>4. What arrangements do we have for consulting with parents/carers of children with Special Educational Needs and Disabilities (SEND) and involving them in their education?</p>	<p>All parents are encouraged to support and get involved in their child's education. Your child's class teacher will be available at the end of each school day if you wish to raise a concern. The class teacher may suggest ways in which you can support your child. Each term, parents will be invited to a meeting with the SENCO, where the provision in place and progress with targets will be discussed. This meeting provides the chance for parents to offer their own feedback and ideas. The SENCO will also be available to meet with parent/carers during parents evenings. If parents/carers would like to meet with the SENCO outside of these terms, they can do so by making an appointment through the school office on (01274) 678545</p> <p>If outside agencies have been involved, parents will be invited into school to share any feedback and/or reports.</p> <p>The progress of children with an Education, Health and Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved in the child's education.</p> <p>The progress of the children on the SEND Register is reviewed each term and is measured by the most suitable method for each individual child – Year Group Expectations, Progression Steps, Pre-Key Stage Standards for Key Stage 1 and 2 or the Early Years Developmental Journal. Each term, parents will be invited to a meeting with the SENCO, where the reviewed Individual Support Plan (ISP) and the new ISP will be shared, providing the chance for parents to offer their own feedback and ideas.</p> <p>Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENCO/Deputy</p>

	<p>Headteacher at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office to make an appointment. The contact number is (01274) 678545.</p>
<p>5. What arrangements do we have for consulting with children with Special Educational Needs and Disabilities (SEND) and how do you involve them in their education?</p>	<p>Class teachers of older children share their ISP targets with each child so that they are aware of what they need to work on and they can give feedback about the targets they have been given. Teachers regularly discuss Individual Support Plans and any progress towards meeting them with the child. Where possible, children are involved in deciding what their targets should be.</p> <p>Where appropriate, we also ask the children with an Education, Health and Care Plan (EHCP) to make a contribution to their Annual Review.</p>
<p>6. What arrangements are in place for supporting pupils in moving between phases of education and preparing for adulthood?</p>	<p>At Farfield Primary and Nursery School, we do our utmost to ensure that a pupil's transfer is as smooth as possible, involving the children as much as possible. All pupils take part in a Transition Day during the summer term, where they get an opportunity to spend the day with their new class teacher in their new classrooms. Where necessary, additional visits may also be made or the new class teacher may visit the pupil in their current classroom.</p> <p>We hold discussions between the previous or receiving school prior to the pupil joining or leaving and the SENCO is always willing to meet with parents at any point in the process.</p> <p>When transferring to secondary school, our SENCO will liaise with the SENCO from the secondary school to pass on information regarding individual children. We may also arrange a meeting with the secondary school SENCO and parents where appropriate and/or additional visits to the secondary school for any children who would benefit.</p> <p>For parents of children with an EHCP who are unsure of which secondary school they would like their child to attend, the SENCO is able to set up and accompany them on visits to schools to support them through the process.</p>
<p>7. What arrangements are in place for children with SEND moving to Farfield Primary and Nursery School from another school?</p>	<p>At Farfield Primary and Nursery School, we endeavour to contact previous schools before children with SEND start with us. This gives us the opportunity to gather information about the child and their provision, which will aid a smooth transfer and ensure that appropriate provision is in place prior to the child starting.</p> <p>Where possible, the SENCO will make arrangements to meet any children with SEND waiting to join Farfield along with their parents/carers. This meeting will be an opportunity for parents/carers to share any information that they feel will help the child to have everything they need to settle well into a new school. The SENCO can also pass on information about the support and provision that will be in place.</p>

<p>15. How does the school involve other agencies in meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and their families?</p>	<p>Farfield Primary and Nursery School works in a collaborative partnership with many different agencies. We will always ensure that parental consent is given before referrals are made. This means that a supportive plan can be developed to meet your child's needs both in and out of school.</p> <p>We hold regular meetings to monitor any plans made and make changes, when necessary. We call these meetings Team Around the Child (TAC) - a meeting where you and your child consult with the team members to implement the plan developed to support your child.</p> <p>We also use the Early Help framework as a multi-agency planned approach in addressing and supporting the needs of pupils and their families.</p> <p>Staff at Farfield work with the following agencies collaboratively to meet the needs of pupils with SEND and support their families :</p> <table border="0"> <tr> <td>Education Psychologist</td> <td>Cognition and Learning Team</td> <td>Autism Team</td> </tr> <tr> <td>Hearing Impaired Team</td> <td>Early Years Team</td> <td>Speech and Language Therapist</td> </tr> <tr> <td>Visually Impaired Team</td> <td>Social, Emotional and Mental Health Team</td> <td>CAMHS (Child & Adolescent Mental Health Service)</td> </tr> <tr> <td>Early Help</td> <td>School Nursing Team</td> <td></td> </tr> </table>	Education Psychologist	Cognition and Learning Team	Autism Team	Hearing Impaired Team	Early Years Team	Speech and Language Therapist	Visually Impaired Team	Social, Emotional and Mental Health Team	CAMHS (Child & Adolescent Mental Health Service)	Early Help	School Nursing Team	
Education Psychologist	Cognition and Learning Team	Autism Team											
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Visually Impaired Team	Social, Emotional and Mental Health Team	CAMHS (Child & Adolescent Mental Health Service)											
Early Help	School Nursing Team												
<p>16. What are the arrangements for handling complaints from parents of children with Special Educational Needs and Disabilities (SEND) about the provision made at school?</p>	<p>We urge parents/carers with concerns regarding the SEND policy or the provision made for their child at Farfield Primary and Nursery School to speak to us as soon as possible. In the first instance, they should speak to the class teacher. If they feel that their child's needs are still not being met they should make an appointment to see the SENCO/Deputy Headteacher.</p> <p>If the concern is still unresolved, parents would need to follow the school's complaints procedure.</p>												
<p>17. Where is the local authority's local offer published and where can parents' access support services?</p>	<p>The Children and Families Bill was enacted in September 2014. From this date Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0- 25. The Local Authority refers to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision locally</p> <p>Bradford Metropolitan District Council's Local Offer information can be found here: https://localoffer.bradford.gov.uk</p>												

Further details of support services that can support parents of children of SEND can be found here:

<http://www.barnardos.org.uk/bradford-sendias/information-advice-and-support.htm> - Information, Advice and Support service for parents of children with SEND

<https://www.autismlinks.co.uk/support-groups/group-support-yorkshire-and-humberside/bradfordautismsupportbas?region=yorkshire%20and%20humberside> - support for parents of children on the autism spectrum

<https://www.family-action.org.uk/what-we-do/children-families/send/send-info/education/> - information for parents of children with SEND

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf - Government publication - Special Educational Needs and Disabilities: A Guide for Parents and Carers