



**Pennine Academies Yorkshire  
Farnham Primary School  
SEND Local Offer**

**The Local Offer or Summary of Provision for children and young people with Special Educational Needs or Disabilities (SEND)**

**Pennine Academies Yorkshire**

Formed by three founder schools in 2018, Pennine Academies Yorkshire considers every school that is part of the Trust a family member. Our values are centred around the diversity of our schools and how this strength can help all of us to grow together to provide the best possible outcomes for pupils, ensuring that every child makes exceptional progress in their academic and social development. We work in collaboration with one another, supporting one another and sharing best practice whilst respecting each schools' autonomous rights. This is not a one size fits all Multi-Academy Trust.

We have a particular care for our pupils who have additional needs. We recognise this is a growing area of need both locally and nationally. All schools in the family are wedded to the principles of inclusion. It therefore stands to reason we should make the maximum effort to make pupils with additional needs even more welcome, remove more barriers and ensure their future success. We believe this should happen alongside their peers in mainstream provision. The trust currently has three resourced provisions for children with communication and interaction difficulties, visual impairment and for pupils with Social, Emotional and Mental Health difficulties. These are all in partnership with the Local Authority.

Our strength is our collaboration which encompasses a wide range of skills, knowledge and creativity.

Our strength is our diversity, the opportunity to learn about one another through our differences and to shape generations to come to accept all.

**Farnham Primary School**

At Farnham we are a fully inclusive school and wheelchair accessible school. We support all children to achieve their full potential, academically, personally, socially and emotionally across all areas of the curriculum and in preparation for the future.

Children may have a special education need which requires additional support for their learning. They have a specific physical or learning need which requires adapted support or additional provision to be made.

**Introduction**

The Children and Families Act 2014 section 20 defines when a child has special educational needs (SEN). This is when they have a learning difficulty or disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age.

When a potential special educational need has been identified, a graduated approach which involves assessing, planning, implementing and reviewing the approach taken with the child becomes increasingly personalised. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken.

The graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN is used to inform the provision in place for each child identified as having special educational needs. This is based on a three range structure which takes account of the following areas of need: Autistic Spectrum Condition, Speech, Language and Communication Needs, Moderate Learning Needs, Specific Learning Needs, Behavioural, Social and Emotional Needs, Hearing Impairments, Visual Impairment, Multisensory Impairment and Physical Difficulties.

Farnham Primary School provides provision for students until the threshold of an Education, Health and Care Plans (EHCP) is required. This is provided for each area of SEND. If a child is awarded an EHCP, the support provided in school will follow the detailed provision in the plan.

## School Details

School Name	Farnham Primary School
School SENDCO	Mrs S Keenan
SEND Trustee	Mrs D Bailey
Type of School	Mainstream Primary
Accessibility	Full wheelchair accessibility
Agencies that can be Accessed	Speech and Language Service Educational Psychologist Specialist Advisory Teachers from Local Authority e.g. learning difficulties teacher, autism specialists, specialist teachers for children with social, emotional, behavioural difficulties Physical and Medical team Hearing impairment team Visual impairment team Early years SEND specialist team School Nurse Community Paediatricians CAMHS (Child Adolescent Mental Health Services) Bereavement, domestic violence support groups
Provision Unique to School	
Consultation with Parents	Termly and as required
Before and after school activities	Monday - Thursday 3.10 pm - 4.00 pm

## **Information about Special Education Provision at Farnham Primary School**

### **Individuals in School Responsible for SEND Provision**

#### **The SENDCO is responsible for:**

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and provision mapping to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

#### **The class/subject teacher is responsible for:**

- Quality First Teaching.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Writing My Support Plans where required and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are supported to deliver the planned provision for your child, so they can achieve the best possible progress – this may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

#### **The Headteacher is responsible for:**

- The day to day management of all aspects of the school – this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCO and class teachers but is still ultimately responsible for ensuring that your child's needs are met.
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- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **The Trust Strategic Inclusion Manager is responsible for:**

- The strategic direction and development of SEND provision in each school
- Ensuring the SENDCO fulfils their duties
- Ensure consistent delivery of all the Trust policies and practices

### **The SEND Trustee is responsible for:**

- Making sure that the necessary support is made for any child who attends the school who has SEND.

### **Identification**

If you as a parent have concerns about your child's progress you should speak to your child's class teacher in the first instance. If the school has concern about your child's learning and they are identified as not making expected progress or has additional needs the school will set up a meeting to discuss this with you in more detail and to:

- Share initial concerns between school and home
- Review the provision that has been in place for your child and the impact of this provision
- Arrange additional support or interventions your child may need
- Discuss any further referrals to other professionals if necessary
- Explain and agree the review process that will be in place for your child

### **Additional Support**

The school budget, received from Bradford Local Authority, includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school trustees on the basis of the needs in the school. The Headteacher and the SENDCO review the information they have regarding the SEND requirements of the school, including; the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected, deciding what resources/training and support are needed. All resources/training and support are reviewed regularly and changes made as appropriate.

Bradford Council have identified multiple categories for pupils with SEND. Within a mainstream school it is expected that provision will be made for pupils up to the threshold of an EHCP. We would also support pupils in receipt of an EHCP which names our school, which would show that the Local Authority and school agree that the needs of the child can be met within our setting.

## Supporting the Parent

We recognise the importance of supporting you as parents and carers and have the following support in place:

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- My Support Plans will be reviewed with your involvement each term as appropriate.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- There are a number of parent support groups such as Parent Partnership (SENDIASS) and Bradford Families Information Service.
- The school's Parental Involvement Worker is available to speak and pass information to the correct people.

## Supporting the Child

The support on offer to your child is like them, unique. We tailor our strategies to support the individual. But they will follow the approaches detailed below:

<b>Your child will receive</b>	Quality First Teaching
<b>Your child may receive</b>	Specific small group work
	Specific targeted work on an individual basis as part of a small group
	Specialist individual support or sessions from specialist teachers or other professionals
	Specified 1:1 support during lessons and or/ playtimes

<b>Other Special Teams who may support your Child</b>	Autism Spectrum Team
	School Nursing Team
	School Nursing Team
	Cognition and Learning Service
	Educational Psychology Team
	Child and Adolescent Mental Health Service (CAMHS)
	Health Services as appropriate
	Behavioural, Emotional and Social Difficulties Team



## More Information

For more information about SEND at Farnham Primary School please contact the school:

[office@fps.paymat.org](mailto:office@fps.paymat.org)

01274 573297

Or contact the Trust:

[send@paymat.org](mailto:send@paymat.org)

To find out more information about Bradford Councils Local Offer please visit their website at <https://localoffer.bradford.gov.uk/kb5/bradford/directory/home.page>.