



**Pennine Academies Yorkshire – Multi Academy Trust
Farnham Primary School
SEND Information Report**

The SEND Information Report

Introduction

The following document is an information report detailing relevant information about Special Educational Needs and Disabilities (SEND) at Farnham Primary School

The information contained within the report is also to be considered alongside the schools SEND Policy and Local Offer.

Report

| Information Required | Farnham Primary School Information |
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| The types of SEND that are provided for | The school provides support for students with the following areas of SEND: Cognition and Learning Communication and Interaction Social, Emotional and Mental Health Needs Sensory and/or Physical Needs |
| The policies for identifying pupils with SEND and assessing their needs | We have adopted an inclusive approach to SEND policy and practice. Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The SEN code of practice 2014 makes it clear that all teachers of pupils with additional needs receive Quality First Teaching (QFT). Children may require further support and intervention at SEND Support. Children who are still not making progress will require a referral to the High Incidence Team at SEND Support Plus which may lead to a requirement of further funding for additional support, adult intervention or specialist equipment in the form of Education Health Care Assessment (EHCA) leading to a legal document an Educational Health and Care Plan (EHCP). |



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| | <p>The SEN code of practice 2014 states that this must be completed using the Graduated Approach – Assess, plan, do, review model.</p> <p>The SEND Policy can be found at https://www.farnhamprimary.org.uk/</p> |
| The named school SENDCO | Sonya Perry |
| The arrangements for consulting parents of children with SEND and involving them in their child's education | <p>Parents and carers are kept fully involved around SEND and their children. We operate many systems to engage parents including:</p> <ul style="list-style-type: none"> Parent Breakfast Meetings My Support Plan Reviews Education, Health and Care Plan Reviews Parents Evenings Communication Books Telephone Consultations Additional meetings arranged with the class teacher Additional meetings arranged with the SENDCO |
| The arrangements for consulting young people with SEND and involving them in their education | <p>Students are kept fully involved in situations around SEND and their education. This is obviously engaged at an age and ability appropriate level. We operate many systems to engage students including:</p> <ul style="list-style-type: none"> My Support Plan Reviews Education, Health and Care Plan Reviews One Page Profiles Learning Journals 1:1 activities and work Individual conversations |
| The arrangements for assessing and reviewing pupils' progress towards outcomes and how parents and young people are involved as part of this assessment and review | <p>The school uses a variety of assessment processes as relevant to different pupils and different year groups. We review progress daily in lessons which informs our planning. There are more formal reviews through the My Support Plan (MSP) and or EHCP targets which are reviewed at least termly. Parents and carers are issued with an annual report on their child's progress.</p> |
| The arrangements for supporting pupils moving between phases of education and preparing for adulthood | <p>We provide extensive support for students at all change points in their education. This includes the progression of both years and phases. There are detailed teacher handovers and SENDCO involvement where appropriate.</p> |
| The approach to teaching pupils with SEND | <p>We have adopted an inclusive approach to SEND policy and practice. Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure</p> |



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| | that they have full access to the National Curriculum and are integrated into all aspects of the school. |
| The adaptations that are made to the curriculum and the learning environment of pupils with SEND | Our inclusive approach results in any amendments that can be made being implemented to ensure our inclusive approach gives every student as equal an opportunity as possible. |
| The additional support for learning that is available for pupils with SEND | This is vast and individualised to the student, but can include things such as: Short Term Intervention Programmes Long Term Intervention Programmes 1:1 Support Shared Support Specialist Equipment Medical support administered by trained staff. |
| The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured | We have an extensive programme to ensure all our staff receive detailed and expert training in the area of SEND. This is not only delivered by our school and Multi Academy Trust (MAT) staff but also with the support and expertise from our SEND Consultant and other external professionals. |
| The securing of equipment and facilities to support children and young people with SEND | The school works in partnership with other agencies to ensure that appropriate equipment is available to support our students. |
| The evaluation of the effectiveness of the provision made for pupils with SEND | The school and designated SENDCO have strong systems established to regularly (at least three times per year) review provision and effectiveness through the MSP reviews. The school and MAT also have a rigorous programme of self-review and external review to ensure the effectiveness of all our systems. |
| The way pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND | The inclusive approach to our student's education means that all students take part in all parts of school life that are available to them. If adaptations need to be made to allow for this full inclusive approach, then this will be arranged. |
| The support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying | There are strong support systems in place across school to ensure the wellbeing of all students. There is also a large team of staff to support student's growth and development and who ensure that pupils with SEND are able to express any view or concerns. |



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| <p>The school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families</p> | <p>The school and MAT have developed excellent links with external agencies and organisations. Some of these are listed below: Bradford Local Authority 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 School Nurse CAMHS (Child Adolescent Mental Health Services) Bereavement, domestic violence support groups</p> |
| <p>The arrangements for handling complaints from parents of children with SEND about the provision made at the school</p> | <p>Any complaint should be referred through the school's complaints procedure: https://www.farnhamprimary.org.uk/ office@fps.paymat.org</p> |
| <p>The contact details of support services for parents of pupils with SEND</p> | <p>Please see the below list for some of the organisations and services who offer support to parents and cares of children with SEND: SENDIASS (Barnardos) 01274 513300 https://www.barnardos.org.uk/what-we-do/services/bradford-sendiass</p> |
| <p>The named contacts within the school for when young people or parents have concerns</p> | <p>Baljit Bains (Headteacher)</p> |
| <p>The school's contribution to the local offer</p> | <p>https://www.farnhamprimary.org.uk/</p> |
| <p>The LA's local offer</p> | <p>https://localoffer.bradford.gov.uk/</p> |
| <p>The arrangements for the admission of disabled pupils</p> | <p>The school has a fully inclusive approach and information on admissions can be found in the school's admission policy. https://www.farnhamprimary.org.uk/</p> |
| <p>The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils</p> | <p>The school treats all students equally, in line with our inclusive approach to education.</p> |



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| The facilities you provide to help disabled pupils access your school | The school has an accessibility policy to ensure appropriate facilities are in place within our school building. This information can be found in the accessibility plan. https://www.farnhamprimary.org.uk/ Examples of some of our facilities include: Disabled toilets Wheelchair lifts Hoists |
| The school's accessibility plan | The school's Accessibility Plan can be found at: https://www.farnhamprimary.org.uk/ |

More Information

The Farnham Primary School SEND Policy and Local Offer can be found at:
<https://www.farnhamprimary.org.uk/>

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

<https://www.farnhamprimary.org.uk/>
office@fps.paymat.org
[01247 573297](tel:01247573297)

To find more information about SEND at Pennine Academies Yorkshire please contact the Trust:
send@paymat.org

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