



## ANNUAL REVIEW

### SEND Information Report 2019-20

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

<b>General School Details:</b>	
School Name:	Farnworth CE Primary
School website address:	<a href="http://www.farnworthprimary.eschools.co.uk/website">http://www.farnworthprimary.eschools.co.uk/website</a>
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 2019) has 418 children on roll. The school is a two form entry school.</p> <ul style="list-style-type: none"><li>• The proportion of pupils supported through school action is below the national average (24 children 6%).</li><li>• The proportion of pupils supported an Education Health and Care Plan is also below the national average (3 children (0.7%).</li><li>• The school has a very small proportion of pupils from minority ethnic groups, and very few speak English as an additional language.</li><li>• The school receives additional funding through the pupil premium for a relatively small percentage of its pupils (37 children 9%) .</li><li>• The school has a before and after school club and runs a wide range of after-school activities.</li></ul> <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 ethos and our sense of being one big family.</p> <p>We provide 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</p>

	needs of the children. Our school continues to develop in many exciting ways, providing an even more enriching experience for our pupils.		
Does our school have resource base? Yes or No  If Yes please provide a brief description.	No		
Number on roll:	418 (as September 2019)		
% of children at the school with SEND:	6%		
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 July 2017; Re-accredited June 2018 Inclusion Quality Mark Flagship July 2019 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 Schools Games Gold Award 2019 Active Mark 2007 & 2008 Healthy 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.  <a href="http://www.farnworthprimary.eschools.co.uk/website/policies/34253">http://www.farnworthprimary.eschools.co.uk/website/policies/34253</a> (Equality Policy)		
Expertise and training of school based staff about SEND. (CPD details)	In July 2019 the deputy headteacher/SENDCo achieved the National Qualification for SEN. The school achieved the Inclusion Quality Mark in June 2016, became a Centre of Excellence in July 2017 and was re-accredited in June 2018. In July 2019, school achieved Flagship accreditation. 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:  <a href="#">Policy documents</a>	Safeguarding Policy	✓
		Behaviour Policy	✓
		Equality and	✓

	<a href="#">Pupil Premium</a>  <a href="#">Complaints Procedure</a>	Diversity	
		Pupil Premium Information	✓
		Complaints procedure	✓

<b>Range of Provision and inclusion information:</b>	
<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"> <li>• 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.</li> <li>• 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.</li> <li>• We have close channels of communication 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.</li> <li>• 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</li> <li>• 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</li> </ul>

	<p>discussed with both parents and children and child friendly targets are agreed by all and regularly reviewed</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• We write additional support plans or individual behaviour plans (IBP) with pupils and parents / carers</li> <li>• We use home learning to repeat and practise activities that are new and present an achievable challenge</li> </ul>
<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"> <li>• Read, Write Inc</li> <li>• Cambridge Reading Programme</li> <li>• Maths Intervention (e.g. 1stClass@Maths)</li> <li>• Speech and language delivered by one of our TAs</li> <li>• ELKLAN</li> <li>• Toe by Toe</li> <li>• Precision Teaching</li> <li>• Beat Dyslexia Programme</li> <li>• Dyscalculia resource</li> </ul> <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 Irlens Syndrome. External support is sought from the following:</p> <ul style="list-style-type: none"> <li>• Local Authority services and local special schools / Resource bases who provide outreach</li> <li>• Occupational therapy and physiotherapy</li> <li>• CAMHS (Child and Adolescent Mental Health Service)</li> <li>• Specialist and professional agencies to train our staff; advice on strategies and programmes</li> </ul> <p>We hold multi-professional meetings with parents</p>

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

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

	<ul style="list-style-type: none"> <li>• We offer a range of lunchtime and after school activity / sports clubs for pupils of different ages.</li> </ul>
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"> <li>• Increased staffing ratio for trips including key adults</li> <li>• Participation in events (e.g. sporting activities)</li> <li>• Residential opportunities from Y2-6</li> </ul>
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<p>In addition to this we also offer the following strategies:</p> <ul style="list-style-type: none"> <li>• Planned support from teaching assistant</li> <li>• Parental contact daily through home-school journal</li> <li>• Parents' evenings</li> <li>• Teacher meet and greet</li> <li>• Transition meetings for SEND children</li> </ul>
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> <li>• Use of the school's Good Behaviour and Anti-Bullying policy</li> <li>• Individual behaviour plans in place</li> <li>• Social skills / behaviour group using social skills programme</li> <li>• Home School Contact Book</li> <li>• Time-out support</li> <li>• Reward system</li> <li>• Support and intervention from outreach behaviour specialist</li> <li>• Individual pastoral support plan</li> <li>• Team Teach &amp; Keep Safe strategies</li> </ul>
How we support pupils in their transition into our school and when they leave us and in preparing for adulthood.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Regular meetings with parents / carers</li> <li>• Transition meetings with staff</li> <li>• Transition plans for individual children</li> <li>• Risk assessments completed</li> <li>• Liaison with Parent Partnership</li> <li>• Social stories and visual prompts for pupils</li> <li>• Work through PSHE on managing and preparing for change</li> <li>• Class swaps/meet the teacher</li> <li>• Longer term links with secondary schools to increase familiarity</li> </ul>
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> <li>• Intervention from physiotherapy / occupational therapy team</li> <li>• Close liaison with School Health team including coordinated Health Care Plans</li> <li>• Assessment and individual programmes</li> <li>• Specialist resources (e.g. 'move and sit' cushions)</li> </ul>

	<ul style="list-style-type: none"> <li>• Delivery of planned intervention programme by skilled member of school staff (Speech and Language)</li> </ul>
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"> <li>• Pupils' views are very important to us and we have an elected school council</li> <li>• 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)</li> <li>• Class assemblies/celebrations.</li> <li>• The school signposts appropriate groups and organisations which are relevant to families' needs.</li> <li>• The school works closely with the local authority's locality team and supports families through the CAF process</li> </ul>
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"> <li>• Specific interventions</li> <li>• Training (e.g. speech and language)</li> <li>• Increased TA hours</li> <li>• School trips/residential</li> <li>• Additional support in school both in and out of class TA for AGT, PP children</li> </ul>
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**SEND Broad Areas of Need**

<b>Communication and Interaction</b>	
<b>6.28</b>	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.
<b>6.29</b>	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.

<b>Cognition and Learning</b>	
<b>6.30</b>	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.
<b>6.31</b>	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

<b>Social, Emotional and Mental Health difficulties</b>	
<b>6.32</b>	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.

<b>Sensory and/or Physical Needs</b>	
<b>6.34</b>	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).
<b>6.35</b>	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.