



Farnham Primary School

The Local Offer, summary of provision for children and young people with special needs or disability (SEND)

This report fulfils the requirements set out in section 69(2) of the Children and Families Act 2014, regulation 51, and schedule 1 of the Special Educational Needs and Disability Regulations 2014. Farnham Primary School is a fully inclusive school. We aim to enable all our pupils to reach their potential, personally, socially, academically and emotionally across all areas of the curriculum regardless of gender, ethnicity, religion, physical ability, sexuality or educational needs.

Children may have special educational or physical needs that require additional support to success provision or the curriculum, to enable them to make progress when this has slowed or stopped. We implement the graduated approach, of Assess, plan, do and review system based on the guidance of Bradford Metropolitan Council’s Children’s services for SEND.

| Frequently Asked Questions | Answers |
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| <p>What kinds of Special Needs do we cater for?</p> | <p>The school caters for a wide range of needs. These can include, Communication and Interaction (for example, speech/language delay, processing difficulties and autistic spectrum conditions); Cognition and Learning (for example, Moderate Learning Difficulties, dyslexia); Social, mental and emotional health; Sensory and/or physical (for example, visual or hearing impairment).</p> <p>We are not however, resourced as a designated special provision unit (DSP) for any specific type of need.</p> |
| <p>How do we identify and assess SEND?</p> | <p>Some children may have been identified as having additional needs at home or by health professionals prior to entering school. Learning and social needs could emerge later or become more evident when children enter school. All children are closely monitored and if they are not making expected progress interventions are put in place (see: School Offer). If these problems persist over time – despite good teaching and continued appropriate support – a child is likely to be considered to have SEND or additional needs. The child may then be assessed against the Range model descriptors found on Bradford Schools online. These documents are completed by the class teacher before making a referral to the SENCO. The class teachers and SENCO then will put strategies of support in place for the child. The Graduated Approach of, Assess- Plan- Do- Review is used for all SEND children. If children are assessed beyond Range 2 additional, external support may be required from the LEA. Planning for children with SEND is done by class teachers and the SENCO where appropriate.</p> |
| <p>How do we evaluate the effectiveness of</p> | <p>Classroom support and provision is monitored by school leaders and curriculum specialists as an integral part of quality assurance.</p> |

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| provision? | Differentiation and effective support for children with difficulties is an important element of this. Data concerning the progress of different groups with SEND is regularly reviewed, and the SENCOs are accountable to Governors for the effectiveness of provision. |
| How do we assess and review progress? | All children identified as having special needs have their progress monitored by the SENCOs and Data Manager. Performance in reading, writing and maths is tracked using our internal tracking and monitoring systems which are completed regularly by class teachers and reviewed by the Data Manager. Pupil progress meetings are held termly where discussions are held about the progress of all children, including those with SEND. This review process leads to additional interventions or support where it is needed. |
| What is our approach to teaching children with SEND? | Teachers plan lessons which take into account the range of needs of children in their class. Sometimes this means simplifying a task, using alternative methods of recording, providing additional equipment or resources, grouping children carefully, and/or deploying support staff to give extra help. A child may also benefit from personalised programmes delivered in a small group, a pair, or on an individual basis. |
| How do we adapt the curriculum and the learning environment? | Sometimes a child may have to work on targets normally associated with a younger year group. Sometimes, targets have to be broken down into very small steps, with repetition to allow them to become secure before moving on to new learning. All curriculum policies are written and reviewed with a commitment to promote equalities, including the interests of those with a physical or learning difficulty. |
| What additional support is available? | This is covered fully in the School Offer which is available on the school's website. |
| What extra-curricular activities are available to children with SEND? | All extra-curricular activities are open to all children. Reasonable adjustments will always be made to help any child who wishes to join a club. |
| What support is available for improving emotional and social development? | The school takes pride in its friendly, positive and supportive ethos. Clear and well-established behaviour policies help all pupils. We work closely and co-operatively with parents to address any issues as they arise. |
| Who is the SENCO? | The SENCOs are Miss S Nixon and Mrs J Heaton. They are available to talk to parents. Please contact the school on 01274 573297 if you would like to arrange an appointment. |
| How does the school train staff and secure specialist expertise? | Training in SEN forms part of the continuing professional development planned for all staff. This includes staff meetings and training days. Other training for individual members of staff or groups of staff is provided according to identified individual need. Circumstances include the SENCO's need to keep up-to-date with local and national developments; a classteacher's need for in-depth knowledge to assist a child in their class with unusual or complex barriers to learning; or Learning Assistants' needs to be instructed in delivering intervention strategies. The SENCO acts as link to a wide range of other specialist agencies, such as Speech and Language Therapy, SEN Support Services, CAMHS, School Nursing Service, Educational Psychological Service, Child |

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| | Development Centre, Physiotherapy and Occupational Therapy, Hearing and Visually Impaired Services, and parent advice groups. |
| How are facilities and equipment obtained? | Facilities are developed through capital development and access plans. The commitment to make provision for all needs and disabilities is integral to the planning processes. Equipment is ordered according to identified need and as recommended by support services. In almost all cases it is acquired through school funding. Occasionally some items of highly specialist equipment are received on loan from the support service involved. |
| How are parents consulted and involved? | We believe strongly in working together with parents. Parents are told about their child's progress and we try work out ways we can co-ordinate our efforts to help every child to overcome barriers and achieve. Parent consultation meetings are held twice a year for all children, and additional time is always available for parents who feel they need to discuss a specific need. Appointments can be made with the teacher or the SENCOs at any time. Views and agreed roles are recorded when provision maps are updated. Informed parental consent is obtained before referral to any outside agency. Parents are central in the process of developing, reviewing and maintaining Education Health Care Plans. Parents are welcome to discuss concerns at any time, initially with the teacher but also with the SENCOs. |
| How are children consulted and involved? | As part of additional assessment by the SENCOs, and to inform provision maps, children are asked about their feelings about school, what they like, what they find hard, and how they think they could be helped. Discussions are regularly held with children about their progress. Views are sought and recorded more formally within the EHCP process and in formulating Personal Education Plans. |
| How do we deal with complaints about SEND provision? | Most complaints are resolved readily and informally by discussion with the teacher. If not, a matter may be escalated to the SENCOs and then the Headteacher. Beyond this, a complaint may be taken to the Governing Body and also to Bradford Education. |
| How are other services and organisations involved in helping to meet the needs of SEND pupils? | Services can become involved by school referral, referral by other agencies, or directly by parental request. In all cases (except some where there may be issues of child protection) referrals require parental permission. The support given may be assessment, advice, or direct input. Parents will be informed of the services provided to support their child in school. |
| Are there any support services available to the parents of child with SEND? | Yes. There are many local and national organisations who can offer support and advice, including some charities and voluntary bodies. A good place to start is the Bradford Parent Partnership, whose website can be found http://barnardos.org/parentpartnershipservice.htm Telephone 01274481183 The SENCO is available to help parents locate organisations that can offer more specialist advice. |
| What does the school do to support pupil | Where a child has complex needs, Farnham staff can accompany the child and parents on pre-application visits to consider provision |

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| transition? | and preferences. The school has good links with the local Secondary schools, and often they are willing to show parents round who may have concerns about the provision which is most suitable for their child's specific needs. Visits can be arranged before secondary school choices are made so that parents of children with SEND are better informed of the support available for their child. We hold transition meetings with secondary school staff to transfer information and promote continuity of provision. Extended transition is often arranged so that children may become more familiar and comfortable with their new schools before they begin. |
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| Where can the local authority's Local Offer be found? | Bradford Schools Online holds the Local offer for the Bradford district https://bso.bradford.gov.uk/schools/ |
| Is there a different admissions process for a child with special needs or a disability? | All admissions are in accord with Bradford's Admission's policy. If a child has an Education, Health and Care Plan the local authority consults with schools and parents before agreeing a placement. If a child has significant needs but no EHCP, the standard admissions process applies. Successful integration often depends on meticulous planning, so in either case we welcome early contact from parents so that we can discuss needs, and anticipate and plan to overcome any potential barriers before the child arrives in school. Visits to the school are welcome in order to better inform parents of the provision in school. Please contact Mrs Khan to arrange any visits on 01274 573297. |
| What steps does the school take to prevent pupils with SEND being treated less favourably than other pupils? | Measures taken include everything described in this report, and more. Fundamentally, the key protective factor is the awareness of all members of the school community that equal rights and opportunities matter, and their readiness to adopt 'can do' attitudes. All school policies are reviewed in a way that specifically recognises and addresses the needs of different groups and individuals. |
| Can pupils with SEND access all parts of the school? | Each floor is accessible by a lift, most exits to the building have a ramp and the exterior, playgrounds and playing areas are all flat. The school has hygiene areas and mobile hoists for use with children who have mobility issues or intimate care needs. More details are available on the School's Intimate Care Policy. |

| Range Model Guidance (from Bradford Schools Online) | | | |
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| Range 1 | Range 2 | Range 3 | Range 4 and above |
| The child is considered to be up to 2 years behind their peers. Initial assessments are made by class teachers and possibly the SENCO. Teaching may be done in smaller groups and tasks further | The child is considered to be 2-3 years behind their peers. Along with a differentiated or targeted curriculum, the child may undertake specific interventions as part of a small group or 1:1 with an | The child is considered to be more than 3 years behind their peers. Along with a differentiated or targeted curriculum, the child may undertake specific interventions as part of a small group or 1:1 with an | The child is considered to be more than 3 years behind their peers. Along with a differentiated or targeted curriculum, the child may undertake specific interventions as part of a small group or 1:1 with an |

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| <p>differentiated to meet the needs of the individual children. Progress is monitored through Classroom Monitor, interventions and 'catch-up' programmes may be put in place.</p> <p>Children in Early Years who need a referral to the Speech and Language Team may be referred at this point.</p> | <p>adult. An individual provision map is in place with small, measurable targets to enable the child to make progress. The provision map is updated and evaluated termly, with all interventions recorded on the plan. This is then shared with colleagues and the family.</p> | <p>adult. An individual provision map is in place with small, measurable targets to enable the child to make progress. These targets are assessed regularly and the provision map is updated and evaluated termly. The provision map is shared with year group colleagues and the family. Referrals may be made to the LEA for additional services and specialists may be required to make a more formal assessment of the child, and suggestions may be made for additional targeted provision.</p> | <p>adult. An individual provision map is in place with small, measurable targets to enable the child to make progress. These targets are assessed regularly and the provision map is updated and evaluated termly. The provision map is shared with year group colleagues and the family. Referrals will have been made to the LEA for external support. Children at Range 4 will have a 'My Support Plan' in place, to support their needs. An application for an EHCP may be made after this point. A child may have an EHCP in place and this must be reviewed annually and reported to the LEA.</p> |
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