

The SEND Information Report

Farlow C. of E. Primary School

Introduction/ Overview

Our school is small, friendly and central to a rural community. We believe that each child is unique and our aim within the school is to ensure that every child feels valued as an individual within a caring community. We believe Farlow C of E Primary School is the ideal place to lay down the foundations of learning. We strive to provide every child with equal opportunities regardless of their disability, gender or race. We value highly the partnership with parents/ carers in working towards these aims.

Our SENCo's name and contact details: Mrs. Alison Davies SENCO@farlow.shropshire.sch.uk

How we consult with parents and carers of children with Special Educational Needs and Disabilities

We hold termly meetings with parents to discuss the children's individual plans and to set smart targets for the next term. We also hold a parents' evening each term. Parents and carers have regular opportunities to engage in their children's learning. We also hold regular curriculum evenings where we show parents how they can support their children at home and share our teaching and learning policies.

How we consult with our pupils with Special Educational Needs and Disabilities:

The children are aware of their learning and behaviour targets. Individual education plans are shared with pupils where appropriate. The pupils' individual plans are child-friendly to make them more accessible to children. With all children we adopt a multi-sensory approach to learning and we integrate our strategies into daily classroom routines to ensure that children with SEND are included.

How we support our pupils at times of transition:

- We hold a series of induction sessions for children in the summer term prior to them starting school. The children have time to build up positive relationships with one another and with the adults in the school. This also helps them to become familiar with the classroom layout and routines, so that they are confident when they start school.
- We ensure continuity between classes and between schools by setting up and planning several opportunities for children to get used to their new class or school. The transition between Class 1 and Class 2 is smooth and pupils in year 2 have several trial periods in class 2. Both teachers work closely with children across the school so all the children are familiar with both classes and both teachers.
- Children in KS2 have regular opportunities to attend events and sports festivals at Lacon Childe, so that they become familiar with the setting.
- Children in both classes have P.E. sessions at Lacon Childe.
- Year 6 children go to Lacon Childe for induction sessions, and staff from Lacon Childe visit children in year 6 to help with their induction.
- Children in KS2 have the opportunity to go on residential visits with other local schools so that they get to know some of the children they will meet in Year 7.

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs and Disabilities:

- We have a visual timetable in both classes.
- Areas of learning are well defined and are colour coded to support independent learning e.g. blue is for mathematics, red is for English.
- Resources are easy to find and are stored in colour coded trays.
- Lessons are planned to incorporate a range of learning styles so that all children can access the curriculum.
- All children and staff learn and use Makaton.
- Computing is used to enhance learning where appropriate.
- We are creative and we adapt our curriculum so that it meets the needs of the children.

Our Provision for pupils with SEND

Communication and Interaction: Speech, Language and Communication Needs.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Liaison with nurseries to identify difficulties prior to induction. • Baseline assessment in first two weeks. • Termly tracking of progress, which is shared with governors. • If we have concerns we liaise and seek support from external agencies. • Working with Speech and Language specialists to develop strategies for helping children. • We set smart targets and have regular reviews of progress. • Observations in lessons. 	<ul style="list-style-type: none"> • All children and staff are learning and using Makaton. • Teachers give short instructions. • Visual timetable. • Clear learning targets. 	<ul style="list-style-type: none"> • TA support in class. • 1:1 intervention • Group interventions. • Opportunities for talk time in class activities. • TA and teacher have received ELKLAN training. • Visual, auditory and kinaesthetic approaches integrated into lessons.

1. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Liaison with EY SENCo and nursery prior to starting school. • Visits to settings prior to induction. • Staff attend mid-term and annual reviews as part of transition into school. • Baseline assessment. • Termly tracking of progress, which is shared with governors. • If we have concerns we liaise and seek support from external agencies. • Working with specialists to develop strategies for helping children. • We set smart targets and have regular reviews of progress. • Observations in lessons. 	<ul style="list-style-type: none"> • Teachers give short instructions. • Visual timetable (class and individual) • Clear learning targets. • Calm working atmosphere • Referring to timetable throughout the day. • Preparing children if things are likely to change. • Short learning focus then a choice of activity as follow up. 	<ul style="list-style-type: none"> • TA support in class. • 1:1 intervention • Group interventions. • TA and teacher have had ELKLAN training.

Cognition and Learning:

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none">• Liaison with nurseries to identify difficulties prior to induction.• Baseline assessment in first two weeks.• Observations in lessons.• Termly tracking of progress, which is shared with governors.• If we have concerns we liaise and seek support from external agencies.• Working with specialists to develop strategies for helping children.• We set smart targets and have regular reviews of progress.	<ul style="list-style-type: none">• Precise, short instructions.• We construct meaning by giving children a range of experiences that build up understanding.• Children have direct, first-hand experiences so that their learning is meaningful and exciting.• High quality dialogue and questioning promotes children's thinking and helps them to make links in their learning.• We use a range of resources in our lessons which cater for as many different learning styles as possible.• Children have some choice as to how they present their work.• We use computers when appropriate to support learning.	<ul style="list-style-type: none">• TA support in class.• 1:1 intervention• Group interventions.• TA and teacher have had ELKLAN training.

2. Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Baseline assessment in first two weeks. • Termly tracking of progress, which is shared with governors. • If we have concerns we liaise and seek support from external agencies. • Working with specialists to develop strategies for helping children. • We set smart targets and have regular reviews of progress. • Observations in lessons 	<p><u>Dyslexia</u></p> <ul style="list-style-type: none"> • Coloured paper • Clear fonts • Dyslexia friendly reading books. • Bug club • Reading rulers <p><u>Dyscalculia</u></p> <ul style="list-style-type: none"> • A range of models and images are used across the school to support the development of number sense. • Multi-sensory approaches. • Computers and other technology used to support learning. • Intervention programmes are designed to meet the needs of individual children 	<ul style="list-style-type: none"> • The teaching staff keep abreast of current research by attending courses which promote outstanding teaching of mathematics (MAST/Diploma) • Training is shared with support staff so that they can support children. • Children are supported in class by teachers and teaching assistants. • Group interventions • Individual intervention programmes • Liaison with parents to support their children's learning • Headteacher attends Dyslexia and effective learning conference at Bedstone College.

Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Observations throughout the day in school • Discussion with parents/carers • We seek advice and guidance from external agencies 	<ul style="list-style-type: none"> • We have clear systems to deal with inappropriate behaviour. • Parents/carers have the opportunity to attend evenings to discuss behaviour policy • Parents/carers have leaflets outlining the school's expectations and points of contact. • Children are involved in making school rules. • Children have their own leaflet to remind them of behaviour expectations in school • Lessons are engaging and we promote perseverance through child initiated activities. • Forest school sessions focus on teamwork and collaboration. • Children work in different groupings e.g. jigsawing, snowballing to promote independence. • A range of opportunities e.g. bushcraft. • Signposting parents to support groups 	<ul style="list-style-type: none"> • Staff have attended courses to help to support parents and encourage them to engage in their children's learning. • Nurture groups • We use SEAL resources in class as part of PSHE lessons • Assembly materials and discussions addressing issues e.g. friendship • We promote tolerance and mutual respect in every aspect of school life • Teaching staff have attended additional training about social and emotional wellbeing. • Staff have attended Lego Build to Express training.

Sensory and/or Physical:

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none">• Liaison with nursery and Early Years SENCO prior to admission• Liaison with the teacher of the deaf both prior to induction and throughout the child's time in school.• Liaison with parents/carers• Observations in lessons• Hearing check for all children in their Reception year.	<ul style="list-style-type: none">• Visual timetables. One for whole class as well as individual timetables.• Using visual, pictorial resources for lessons.• Using Makaton to help with communication.• Staff training in using hearing aids and transmitters.• Clear instructions	<ul style="list-style-type: none">• Staff attend training to support children who are hearing impaired• 1:1 support in lessons• Supported in class by teacher and teaching assistant• Liaison between teacher and teaching assistant to share next steps and progress.• Communication in print resources are used with children with hearing impairment.

2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none">• Screening check in the Reception year.• Observation in lessons.• Liaison with parents/carers	<ul style="list-style-type: none">• Copying of text from the board is kept to a minimum.• Children can sit close to the board.• Use a range of activities in lessons that cater for a range of learning styles.	<ul style="list-style-type: none">• Make sure the children wear their glasses when they are supposed to.• Reminding children with eye patches to remove them at the appropriate time.



3. Physical Difficulties

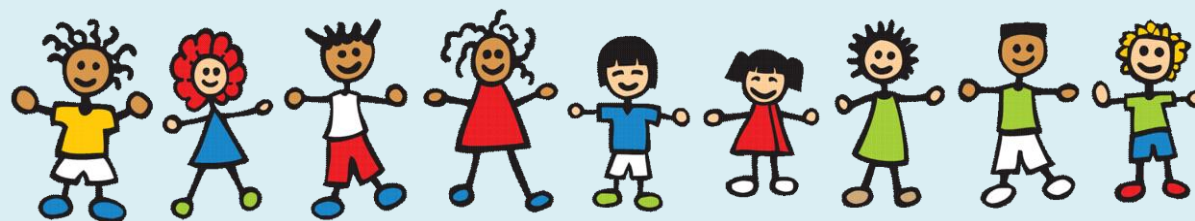
How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Liaison with nursery staff prior to induction. • Liaison with parents and carers • Liaison with external agencies e.g. occupational therapists 	<ul style="list-style-type: none"> • Speed up and cool kids sessions run daily in both classes. • These programmes help to build core strength and to improve gross and fine motor skills. • Using special pencils to promote pincer grip. • Specific opportunities are planned in all curriculum areas to promote gross and fine motor skills. • Forest school and bushcraft activities promote fine and gross motor schools. There are many opportunities for learning to use tools for a real purpose. • Gymnastics sessions at Lacon Childe to help with balance, strength and co-ordination. • Swimming lessons run for two terms and help with motor skills, resilience and strength. 	<ul style="list-style-type: none"> • Staff are trained in cool kids and speed up programmes. • The school is accessible for wheelchairs. • There are disabled facilities in school. • Group interventions-Cool kids and Speed up for writing programme, Touch typing. • Individual interventions

How we involve parents and carers in the assessment and review process

Parents and carers are involved in setting up the individual education plans for their children. Next steps and smart targets are discussed with parents, and ideas are shared about how best to support the children, both at home and at school. We hold IEP meetings at least once every term and there is also a parents' evening every term to discuss progress towards targets and set new targets. Where appropriate, games and activities are sent home to support the learning in school. Parents are also invited to meetings with staff from external agencies e.g. the educational psychologist to discuss strategies for supporting their children.

How we involve our pupils with Special Educational Needs and Disabilities in the assessment and review process:

- Children are involved in setting their own targets where appropriate.
- Targets are discussed in all lessons so that the children are clear about what they are learning.
- Colour coded target boards break lessons up into first, then and next steps using visual timetable.



How we assess and evaluate the effectiveness of our SEND provision and how we involve parents, carers and pupils in this process

- Daily assessment through marking, observations and evaluations feed into the teaching and learning cycle.
- Teaching assistants feedback and note key observations, outcomes and next steps.
- Feedback from pupils is gathered and a traffic light system is used to code their confidence and levels of understanding.
- Parents informed through home school link books with younger children or calls/conversations held with parents/carers to keep them informed of progress as well as scheduled meetings to discuss and review the targets in detail.

Our evaluation of the effectiveness of the provision made for children and young people with SEND:

- A detailed termly progress report which is reported to the governing body.
- Parental and pupil questionnaires are used to get feedback.
- Parents of pupils with SEN are consulted about the provision and have previously contributed to the school's Silver Award for Special Educational Needs.

How we ensure access to our facilities for all of our pupils:
<ul style="list-style-type: none">• All activities are planned with the needs of all pupils taken into consideration.• Support and adjustments are made so that all pupils have equal opportunities.

What activities are available to our pupils with Special Educational Needs and Disabilities, in addition to the curriculum?
<ul style="list-style-type: none">• The after school clubs are available to all children and are inclusive. We try to offer a range of clubs to cater for a range of interests. We consult with the children about which clubs they would like us to organise.

What support is available for our pupils with Special Educational Needs and Disabilities?

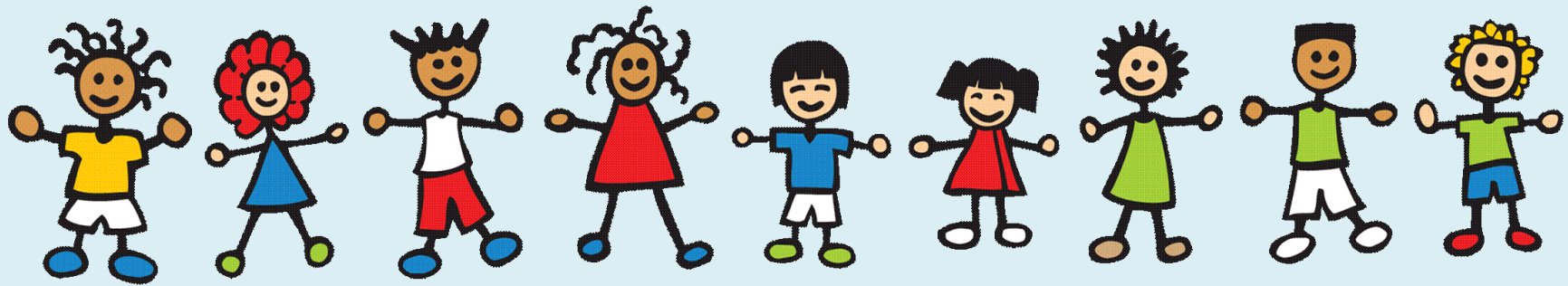
- 6 TAS are employed to support statemented pupils and pupils with SEND in the school at present.

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs and Disabilities effectively?

- ELKLAN training- speech and language course
- Parenting Course
- Cool Kids training
- SEN network meetings attended which are run by local advisory team
- MA course research study targeting dyscalculia
- The hearing impaired child in your class

How we obtain the services, provision and equipment required by our pupils with Special Educational Needs and Disabilities:

- We buy into the Educational Psychology service at bronze level.
- We also buy into Woodlands Outreach.
- We liaise with the speech and language service.
- We have regular liaison with the teacher of the deaf.
- We liaise with occupational therapists.
- We liaise with the school nurse.
- We run Family Literacy courses.



How we support the emotional and social development of our pupils with Special Educational Needs

(include any additional pastoral support arrangements and how you prevent bullying of pupils with SEND)

- We have a School Council who are strategically involved in raising issues or concerns raised by their peers.
- Anti-bullying policy is visited regularly so that all children are clear about what bullying is and how to deal with it and who to go to.
- Friendship themes explored in worship assemblies and religious education lessons.

How we support children and young people who are looked after by the local authority and have SEND.

We do not currently have any children who are looked after by the local authority and have SEND. If we did have looked after children we would liaise with the appropriate agencies.

If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs and Disabilities:

- If you have any questions, concerns, complaints or compliments about our provision for pupils with SEND, please do not hesitate to contact the SENCo/head teacher by telephone or by e mail to arrange a meeting to discuss your questions or concerns.
- If you feel the matters raised are not resolved, please follow the Complaints Procedure.

