



Unlocking the potential...

Farndon Primary School SEN Information Report for 2025-26

Part of the Cheshire West and Chester Local Offer for Learners with Special Educational Needs (SEN)

Welcome to our SEN information report which is part of the Cheshire West and Chester Local Offer for Learners with special needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and/or Physical Needs.

At Farndon Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Nicola Pimparel (SENCO) to discuss your concerns.

1. Does the setting / school / know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Nicola Pimparel (SENCO) to discuss your further.

2. How will early years setting / school / staff support my child/young person?

The class teacher:

Responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Writing individual Action Plan for Inclusion / SEND profiles and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO: Mrs N.Pimparel

Responsible for...

- Provide professional **guidance** to colleagues and works closely with staff, parents and other agencies.
- Write SEN Information Report which **MUST** be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN
- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process
- Ensure school keeps the records of pupils with SEN up to date
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements
- Organising staff training

The Head teacher: Mr A. Walker

Responsible for...

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head teacher will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEN.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place and

The SEN Governor: Mrs C. Weaver

Responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head teacher and SENCO with regards to SEN within the school.

3. How will the curriculum be matched to my child's/young person's needs?

If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:



Assess - this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan - this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do - providing the support - extra assistance for learning - as set out in the plan.

Review - measuring the impact of support provided and considered whether changes to that support need to be made. All of those involved - learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Farndon Primary adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school. There is flexibility in approach to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

4a) How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCO to review the short-term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Headteacher and SENCO every term in reading, writing and numeracy. Through Parent Consultations and end of year reports, Teachers make clear the attainment against age related expectation and the level of progress made.
- At the end of each key stage 2, the children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally.
- Where necessary, children will have an SEN Profile based on targets set by outside school / outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with a statement / top up funding / Educational Health Care Plan (EHCPs) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Head teacher and SENCO will monitor the progress made by SEN children in their class work and any intervention that has been put into place

- Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The school delivers Parent workshops for the core areas of learning. These are in line with School Improvement Priorities and/or parent voice.

We send regular whole school newsletters with information about things that have happened and we add links to websites that our families may find supportive and helpful such as Parent Carer Forum. Also, extra information can be found on the school website and Google Classroom, including class news, photograph gallery, planning, homework and useful links. In addition to this, where necessary we also communicate via home/school link books.

4b) What support will there be for my child's/young person's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities
- Lunch time and play time support / play partners
- Lego therapy sessions
- Gardening club
- Play Therapist
- Therapy dog
- Buddy system
- Individualised programmes of work including activities to complete at home
- Access external agencies and professionals and follow their advice
- Teaching Assistant trained in how to support pupils' mental health.
- Teaching Assistant trained in how to support a pupil with anxiety and / or depression.
- ELSA sessions led by a trained adult
- EBSN support for those pupils who are finding it difficult to come into school.

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. Children earn dojos (what were House Points) for their House team. They can also earn Praise pads, a post card home, text message home or be awarded Champion Learner. Our behaviour management is not shared publicly in class. For sanctions we follow this pathway: the look; a reminder; move to an area within class where they don't distract others; restorative conversation; impositions (loss of break time); report card.

In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during

Anti Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for at Farndon Primary School. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually. Each classroom also has a red grab bag, which includes emergency first aid such as epi-pens and asthma inhalers.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly. Pupils have input into medium term planning and the SLT carry out pupil voice questionnaires in Spring. Prior to SEND review meetings, pupils can share their views.

5) What specialism services, experience, training and support are available at or accessed by the setting / school / college

Once the school has identified the needs of SEND pupils, the SENCO and Head teacher decide what resources/training and support is needed.

School Provision:

- Wide range of English and Maths small group interventions delivered by TA's and designated teacher.
- ICT support in the form of reading, phonic and maths programmes.
- Teaching assistants offering social skills support.
- Lunch time nurture groups to support children with social development.
- Speech and Language support using Elklan and Welcomm programmes.
- Makaton used and supported with symbols on visual timetables and personalised key rings.
- Teaching Assistant trained on how to support pupils with autism.
- Teaching Assistant trained to support pupils with mental health concerns.
- Teaching Assistant trained on how to support those pupils with anxiety and / or depression.
- Makaton

Local Authority provision available:

- Autism team outreach support
- Educational Psychology Service
- Speech and Language Therapy (SALT)

Health Provision available:

- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- School counselling sessions

6) What training are the staff supporting children and young people with SEND had or are having?

- Certificate in Professional Development in SPLD (Dyslexia) - Mrs Pimparel
- Elklan Course (Language builders) and Elklan Specialist course - Mrs Richards
- Welcomm speech and language programme - Mrs Richards
- Speech and Language training twilight - all staff
- Supporting pupils with social and communication difficulties- all staff
- Makaton Taster Session - all EYFS and KS1 teaching staff
- Communication workshop - Mrs Roberts
- ELSA - Mrs Barnes
- Supporting mental health - Mrs Pomerantz
- Supporting pupils with attachment disorder - all staff

7) How will my child/young person be included in activities outside the classroom including school trips?

At Farndon Primary School, we believe all learners are entitled to the same access to extra-curricular activities and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

8) How accessible is the setting / school / college environment?

- The school is fully compliant with DDA requirements.
- The main building is on a split-level with easy access, double doors, wall handles and ramps.
- The Key Stage 2 building can be accessed across the playground.
- The front desk has a wheel-chair height section and is DDA compliant.
- There are three disabled toilets and two changing facilities.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEN budget, used to ensure that all pupils have access to the very best equipment.

- In respect to pupils with English as an additional language we access support from the EAL advisor and follow their recommendations.
- Extra-curricular activities are accessible for children with SEN.
- The school has an outside learning area.
- The school has an up-to-date accessibility plan which is considered each year and whenever there is building work.

9) How will the setting /school prepare and support my child/ young person to join the setting /school, transfer to a new setting / school / college or the next stage of education and life?

New pupils to Farndon Primary School

Foundation Stage staff will meet with parents prior to pupils starting school there will also be the opportunity for a home-visit. Concerns about needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils, and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need.

10) Provide examples of interventions, equipment, resources that settings/ schools may allocate to match children's/young people's special educational needs?

- Nessy computer programme - reading and spelling
- Makaton symbols and resources used
- Specific I pad Apps for individual pupils/needs
- Time to Talk book and game / Speak Easy
- See and Learn teaching programme.
- Black Sheep Speech and Language resources

- Elklan programme and resources
- Welcomm speech and language resources
- ELSA resources
- Memory skills programme
- Differentiated RWI
- Toe to Toe spelling programme
- Power of 2 programme
- Sensory resources
- Numbots
- Number Stacks Intervention
- PECS
- PIVATS - PSED
- Read Write Inc booklets (Phonics and reading)

11. How is the decision made about what type and how much support my child/young person will receive?

The school budget, received from Cheshire West and Chester LA, includes money for supporting children with SEN, which is considered as element 2 funding.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors based on needs in the school.

Where the needs of a pupil are more complex and element 1 and element 2 funding have been already been used and evaluated, we would then consider additional support through element 3 funding. This is top up funding from the Local Authority where a child has significant and complex needs.

The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

12. How are parents involved in the setting / school? How can I be involved?

At Farndon, we value the importance of building positive relationships with parents and families within our school community. Where a pupil is identified as needing an Action Plan for Inclusion

or a SEND profile, parents are given the opportunity to be part of the assessment and review process.

We work closely with the Parent Carer Forum. We invite them in termly to hold meetings with parents, which focus on where they can find support for their child and their additional needs. A member of staff is always present at these meetings in order to work closely with all our families to improve opportunities for our children with SEND.

13. Who can I contact for further information?

The Governors have adopted the Cheshire West and Chester complaints procedure. We hope to resolve any complaints you may have, which in the first instance should be directed to the Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting. Complaints that are still not resolved can be sent to the Local Education Authority.

Please see the complaints policy on the school website.

This report details our annual offer to learners with SEN. To be effective it needs the views of all: Parents/carers, pupils, governors, and staff.

If you have any comments, please contact Mrs Pimparel (SENCO)