

Farcet Primary School SEND Information Report

This SEND Information Report has been written alongside the SEND Policy and Accessibility Plan and to comply with the revised SEND Code of Practice 2014, Children and Families Act 2014 and the Equality Act 2010.

Farcet Primary School is a mainstream school, which is part of DEMAT. We make every effort to meet the needs of all pupils, including when necessary, additional provision for children with Special Educational Needs and Disabilities. We work with the Trust and a range of outside agencies who support and advise school staff.

High-Quality Teaching is the universal provision made for all children and young people. This consists of high-quality teaching in an inclusive environment. Class Teachers plan lessons according to the specific needs of all groups of children in their class. Planning and teaching will be adapted daily to meet your child's individual learning needs.

The guide to our provision for children with Special Educational Needs at Farcet Primary School

Identification of SEND at our School	
What kind of Special Educational Needs is provision made for?	The school makes provision for pupils with difficulties in the four broad areas of need: ❖ Communication and Interaction ❖ Cognition and Learning ❖ Sensory and Physical difficulties ❖ Social, Emotional and Mental Health difficulties At Farcet Primary School, children who have a Special Educational Needs may not have a disability and similarly those children with a disability may not have Special Educational Needs. Sometimes however these can overlap.

How do we identify that a child has a special educational need?	At Farcet CE Primary School, we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress: • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child's previous rate of progress • Fails to close the attainment gap between the child and their peers • Widens the attainment gap. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
How does the school know if my child needs extra help?	School will consider the following factors: • Concerns raised by parents/carers, the class teacher or the child. School holds parent/carer consultations in the autumn and spring terms. Parents/carers are welcome to come into school to discuss any issues they feel their child is having, whether academic or social. • Little or no progress is being made recognized through the tracking of pupils' progress and discussion at Pupil Progress meetings. • There is a change in the child's usual behavior or progress.
Consulting and involving pupils and parents If my child is having difficulty with an area of learning, how will the Academy staff deal with this issue?	We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that: • all relevant stakeholders develop a good understanding of the pupil's areas of strength and difficulty • We take into account the parents' concerns • all relevant stakeholders understand the agreed outcomes sought for the child

	all relevant stakeholders are clear on what the next steps are Notes of these early discussions will be added to the pupil's Assess, Plan, Do, Review document and or an early concerns form. We will formally notify parents when it is decided that a pupil will receive SEN support.
How do we encourage you to raise your concerns?	Please come in and see us at school. The first person you should speak to is your child's class teacher as they will know your child best and have their up to date records of attainment and progress. The class teacher will listen to your concerns at a pre-arranged meeting. They will fill in an 'Initial Concerns form' which outlines what provision will be made for your child as part of Wave 1 interventions. These are adjustments that are made to the classroom environment or teaching to help support your child to make progress. The meeting is to ensure that: - Everyone develops a good understanding of your child's areas of strength and difficulty - You have a chance to explain your concerns - Everyone understands the agreed outcomes sought for the child - Everyone is clear on what the next steps are This is called a graduated approach to SEND. The school SENCO is Helen Baig The Governor with responsibility for SEND is Chloe Brooks who can be contacted through the school office at office@farcet.cambs.sch.uk
Support for your Child	
Who will oversee the education plan for my child and explain it to me and my child?	If assessments of your child's progress show that your child still has gaps in their learning, the class teacher will meet with the SENCO to discuss your child's needs further. It may be decided that your child can best be supported by interventions that are additional to or different from those which are normally available to pupils of the same age. It is at this point that you will be invited to meet with the SENCO to discuss a plan of support for your child. You will always be formally informed if your child receives SEN support.

	- You may also contact the SENCO (Helen Baig) or the Head teacher directly. You may need to make an appointment, but we will always be pleased to talk to you about your child and their progress and attainment. - All children on the SEND register have a plan that is co-produced by the SENCO and class teacher. This plan outlines their needs and strategies that are used to meet those needs. This is known as the assess, plan, do, review (APDR) cycle. These will be shared with you at Parent's Evening or at the start of the school year where we ask for your views. We hope that you will talk to us about any concerns or successes at any time through the school year. - Children with an Education, Health and Care plan (EHCP) will have a provision plan to ensure that all the outcomes on the EHCP are being worked towards becoming achieved. The class teacher ensures the plan is being carried out and the SENCO will oversee and monitor that this is effective and is having the desired outcome.
Assessing and reviewing pupils' progress towards outcomes	We will follow the graduated approach and the four-part cycle of assess, plan, do, review (APDR). The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on: - The teacher's assessment and experience of the pupil - Their previous progress and attainment and behaviour - Other teachers' assessments, where relevant - The individual's development in comparison to their peers and national data (using the Engagement Model where necessary) - The views and experience of parents - The pupil's own views (Pupil Passports) - Advice from external support services, if relevant. The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress
Who will be working with my child?	



The class teacher is responsible for meeting your child's needs.

All children at Farcet C of E School, regardless of their needs, receive excellent classroom teaching known as High Quality Teaching.

High Quality Teaching and Reasonable Adjustments.

The class teacher has high expectations for your child and all pupils in the class.

Teaching is based on your child's starting point, what they already know and can do.

We make the following reasonable adjustments to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it. This might include grouping, 1:1 work, making adjustments to curriculum content and presentation.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding our teaching. This might include giving longer processing times, pre-teaching key vocabulary, reading instructions aloud.
- The school is developing an 'ordinarily available provision' document which will outline our core provision offer in more detail and will be available on the website in Dec 2024.

Other people who may work with my child are:

- Teaching assistants (directed by the class teacher)
- The SENCO will be monitoring that your child's needs are being met in class and supporting the teacher and the child to achieve their goals. This will be carried out through meetings with you the parent, the child and the teacher
- If your child has a speech or language difficulty the Speech and Language therapist may be visiting school each half term to review the progress with a specific programme and adapt the programme as your child makes progress.

	• Outside agencies who may be offering support to your child may visit to give advice, feedback to the child and the teacher to ensure your child's needs are being met. All outside agencies are accessed through a referral process which requires your consent. • DEMAT Central Team Offer • We have support from a Specialist Teacher (Wendy McEwing) and Educational Psychologist (Elizabeth Coe) from the Local Authority SEND Service 0 - 25 team who work with the SENCO, teacher and parents to unpick needs to help improve your child's attainment and progress and wellbeing.
How does my child know how they are getting on with their learning?	• Create and review their own Pupil Passport / One-Page Profile • Review APDR document with staff • Feedback from their class teacher and support staff • Praise and next steps comments • School based reward system Pupil Voice Every term, the class teacher meets with each child to discuss their learning and progress. Your child will have access to their learning targets so they know what they are working towards. If your child has a Learning Plan for SEND, they will also be asked to express their views as part of their Pupil Passports. This will include information sharing around what has worked well for them this term, what their interests are and helpful ways to support them in class. Children with an Education Health and Care Plan may also be invited to attend their annual review, if this is appropriate. If they are unable to contribute to their review, a member of staff will work with you child to ascertain their views and share them at the meeting. Parents can also share their child's views at this meeting.

What Assessment arrangements are in place to support my child?

At Farcet School, we gather baseline information to enable us to put in place the necessary provision. Class teachers and teaching assistants meet to discuss the impact of any universal support.

In order to plan support for your child together with you we implement a 'graduated response'; a four-stage cycle based on the principles of **assess, plan, do, review**. This cycle is based on the principle of revisiting earlier actions and refining what is being done as we develop a growing understanding of your child.

Your child's academic progress is continually monitored by the class teacher along with other responsible adults within the class as part of a graduated response.

- **Universal Support.** This is provided as part of high-quality teaching in every class and when a child requires more than universal support tasks will be adapted to allow the child to access Quality First Teaching. Please see OAP document for more information.
- Each child's provision will be tracked by the class teacher.
- Every effort is made to allow all children to access all activities provided. On some occasions additional adult support or resources may be needed to make this possible.
- **School-based Targeted Support.** Depending on need, the child may take part in an evidence based intervention. The effectiveness of the intervention will be monitored and reviewed every 6 /8 weeks.
- **School-based Specialist Support-**Occasionally a child may need more expert support from an outside agency like Speech and Language Therapy, Occupational Therapy, Community Paediatrician etc. A referral will be made, with parental consent. Following these assessments, strategies may be recommended for schools and/or parents to follow.



How will the Academy monitor the effectiveness of its SEND arrangements and provision?	• Through pupil progress meetings, learning walks and observations by the Senior Leadership Team. • DEMAT carry out quality assurance audits across the Trust which look at SEN provision, training and staffing. • We have an Executive Director of Inclusive Leadership for the Trust who leads Inclusion and Safeguarding. • Each term the Academy SEO for Inclusion (Caroline Jupp), offers SEND surgeries where staff can discuss their SEN concerns and get advice. There are also SENDco forums where good practise across the Trust is shared and training needs identified.
What are the roles and responsibilities of our governors?	The governors fulfil their statutory duties by: - • Ensuring a SEND policy reflects the current Code of Practice • Support and challenge the school to ensure the school has an outstanding provision for pupils with SEND needs • Delegating responsibility to a named governor to lead work on behalf of the Local Governing Body on monitoring the quality of the provision • Ensuring the school reports to parents annually, securing appropriate, targeted resources that have impact on learners which is evidenced • Oversee the schools funding to ensure the SEN provision meets requirements including the deployment and organisation of personnel, resources and their deployment • Attending annual training run by the Trust's Inclusion and Safeguarding Team
Curriculum Concerns	
Adaptations to the curriculum and learning environment What is Farcet Primary School's approach to differentiation? How is extra support allocated to meet children's needs and requirements?	High Quality Teaching will be the main focus and from this effective adaptations and scaffolding will enable your child to participate fully in all aspects of learning to make the best possible progress. • Staff plan according to children's needs and requirements in the classroom. • All staff who work with your child in school are aware of your child's needs through their planning and assessment processes. • Staff can meet the needs of the children by applying the scaffolding strategies suggested within the plans

	• Differentiating our curriculum to ensure all pupils can access it. This could be through differentiated grouping, 1:1 work, adapting teaching style, making adjustments to the content of the lesson etc. • Adapting our resources and staffing • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. • Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
Our approach to teaching pupils with SEN	Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We will also provide the following interventions: Intervention Work These are specific and targeted interventions which support your child. The interventions currently running in our school include: • Communication and interaction, - colourful semantics, blank level questioning work, individual sound production programs, preparation for secondary SALT work. School make use of the resources provided on Speech and Language Therapy Toolkit CPFT NHS Trust • Cognition and learning, numicon, precision teaching techniques, SoundsWrite, Pre and Post Teaching – Maths, Vocabulary, English • 5 Minute Box and 5 Minute Number Box • Social, emotional and mental health- Reflection garden, 5 point scales, onsite family worker who can do 1:1 support work. We have a school breakfast club and after school club. Staff have completed resilience training for academic year 2021/22 and are incorporating strategies into PHSE work. Where appropriate, some children have followed a nurture based curriculum. Expected learning behaviours are reinforced daily through SHINE. The school uses anxiety mapping. The school have an established link with an alternative provision provider called NTAS which provide a bespoke nurture based curriculum which is interest led.

	Pupils with SEN are encouraged to be part of the school council and are encouraged to join a range of clubs to promote teamwork/building friendships etc. We promote Christian values of respect tolerance and recently received an outstanding grading in our Sian inspection (2019). We have a zero tolerance approach to bullying. Farcet school has worked closely with the local authority specialist teaching team. Daily nurture break built into the day. • Sensory and/or physical needs- sensory breaks built into the day. 1 staff member trained in BSL.
Partnership: Planning, Monitoring and Review	
What do we offer at Farcet School, to parents and carers, to discuss progress, plan and review support and share specific approaches and programmes, in addition to the normal reporting arrangements?	• You will meet with the class teacher to discuss your child's progress, review their achievements and targets. Each term the class teacher and SENCO will write a plan based on their assessments of your child's needs and review this and share this with you. This is known as an APDR. Your views and your child's views will be part of this process. • If your child has an EHCP we will meet formally each year to review the plan, celebrate success and adapt the plan to continually reflect the needs of your child as they grow and change. • Face to face meetings, telephone conversations and informal discussions will ensure a good partnership between home and school. The class teacher is your first point of contact. The SENCO is available to meet with should you have any concerns about your child.
Evaluating the effectiveness of SEN provision	We evaluate the effectiveness of provision for pupils with SEN by: • Reviewing pupils' individual progress towards their goals each term • Reviewing the impact of interventions after 6/8 weeks • Using parent questionnaires • Monitoring by the SENCO, SEN Governor and DEMAT

	• Using data analysis to measure progress • Holding annual reviews for pupils with EHC plans • Using Whole School SEND review documents • Staff take time to talk to children and respond to their individual needs and wishes sensitively • Children's views are sought when producing and reviewing Education Health and Care Plans
General Support for Wellbeing	
Support for improving emotional and social development	All classes follow a structured Personal Social and Health Education curriculum both in lessons and as part of the assemblies. However, we recognize that sometimes a child will have extra emotional and social needs that need to be nurtured. Your child's first line of support is their Class Teacher who will make time to talk to them about any worries or concern they have. During lunch time and playtime we offer a quieter room which your child can access if needed. They may also be supported on an individual basis through focused interventions by our Family Link Worker, (Donna Oldfield). Sometimes your child will need additional support over and above that which can be provided within school. This support can be accessed, with your permission, through the Early Health Assessment. The purpose is to assess and identify specific needs and can be used to access help and support. We have a zero-tolerance approach to bullying.
How do we offer pastoral, medical and social support to the children at Farcet Primary School?	• Children are supported by the class teacher and the teaching assistants within the classroom overseeing the well-being of children on a day-to day basis. • Donna Oldfield if the pastoral and social support of all pupils • The Headteacher manages medical support. We have staff trained in asthma, EpiPen and paediatric first aid. • Mental Health First aider is Donna Oldfield • We liaise with health professionals to ensure care plans are in place for children with medical needs. Other support and intervention: • Lunchtime and after school clubs – • Assemblies.



	• Specific interventions multi-academy trust • Themes worked on in school include – road safety, online safety, anti-bullying etc. • School nurse • Before or during Parent's evening we review the APDR (assess, plan, do and review) targets with your child so that we understand that our provision is right and working for each child. • Class teacher discussions • Termly discussion with the SENCO
How do we encourage our children to contribute their views?	• Staff take time to talk to children and respond to their individual needs and wishes sensitively. • Children's views are sought when producing and reviewing Education Health and Care Plans. • Pupil passport • Contributions to annual reviews
Specialist Services/ Expertise Available	
Our school accesses the following services/outside agencies	We work with the following agencies to provide support for pupils with SEN: • DEMAT Central Team • Speech and Language Therapy • Specialist Teachers and Specialist Practitioners • Educational Psychology • Occupational Therapy • Physiotherapy • Community Paediatrician • CAMHS (Child and Adolescent Mental Health Service) • Early Intervention Family Worker • Sensory Support Service (for pupils with hearing and visual impairments) • 1:1 tutoring NTAS • SENDIAS
Training	

Expertise and training of staff Staff Qualifications	Our SENCO has 8 years experience in this role and is also working in this role in a central Peterborough school. Mrs Baig has successfully completed the National award for SEN coordination and has over 28 years teaching experience. She worked for 8 years in a specialist provision for children with profound and multiple learning difficulties. She is allocated 1 day a week to manage SEN provision. We have a team of teaching assistants and 1 higher level teaching assistant (HLTAs). In the last 3 academic years, different staff have been trained in understanding spoken language and blank level questioning, Forest schools, Emotion coaching, understanding ADHD. Staff have also completed resilience training and a similar program was offered to parents. All teachers and staff are now trained in Soundswrite (phonic programme). There has also been extensive training for all staff on effective scaffolding in school and how pupils learn. We work closely with our Hub schools to share best practise. • All teachers have QTS or Honours degrees • Helen Baig has the National Award for SENCO's qualification (Masters Level) • Safeguarding training September 2024 • Teacher and TA training for specific health needs e.g. asthma, epipen • Staff CPD cycle incorporates training for meeting the needs of all learners, refining questioning for pupils with SEND and making reasonable adjustments to ensure all children can succeed • All teachers undertake termly book looks with leaders to ensure that there is consistency in marking and high expectations. • All staff have training from the SENCO. This year there will be a focus on sensory processing. • SENCO undertakes termly learning walks.
What training have staff received recently?	Speech and language wonderful words, supported spelling program SoundsWrite, Resilience training, sensory circuits update, DLD training, Understanding ADHD, Lego therapy, Scaffolding learning, developing OAP.
We plan to undertake the following training/ disability awareness sessions(s).	Sensory processing.
Accessibility	
We provide the following to ensure that all children/young people in our	All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs

school can access all of the activities offered. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN	All pupils are encouraged to go on our residential trips All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. • Ensuring all of the building and classrooms are accessible to all the children • Adults are supportive of the needs of the children • Pre-planning for trips and visits to ensure children can access learning beyond the classroom • Where needed, we will devise a risk assessment/safety plan for a child to ensure they are safe and have full access to the curriculum Our accessibility Plan can be found here: https://www.farcet.cambs.sch.uk/docs/policies/Accessibility_Plan_October_2020.pdf
Securing equipment and facilities	• We keep a supply of various pencil grips, writing slopes and fiddle toys, laptops for longer pieces of writing • In some cases, children may require specific equipment and resources. For these occasions the school will liaise with outside agencies for support and guidance.
We involve parents and carers in the planning by	• Transition meetings are held between parents, the current setting, professionals and the school • Annual Reviews ensure that parents/carers are involved the children's education • Meeting in person or communicating by telephone. • Parent's evenings • Parent workshops
Parents and carers can give their feedback by	• Each term attending parent/carers evening. • Parent Questionnaires are given out annually. • Annual Reviews parent/carers views are included. • Teachers are available each day to speak to parents at the beginning and end of the school day
Transitions	
Transition	Starting School- When a child begins our school in Reception class, families are offered a home visit. The Reception Class Teacher and Teaching Assistant visit the home to ensure that we know as much as

What arrangements help children and their parents to make a successful transfer to Farcet Primary School?	possible about your child before they begin school. This enables us to prepare our learning environment and ensure that your child's learning and physical needs are met. Discussions also take place with any pre-school involved with your child, especially where additional needs have been identified. If your child joins the school later in their school life, we welcome the opportunity to meet you and your child ahead of time, and to discuss any additional needs your child may have. Your child's previous school will send us any records they have, including records of additional support your child has been offered. We will also discuss your child's needs and abilities with their previous school to ensure we are best prepared to support your child. When children move up to the next class in school, teachers hold transition meetings, where the needs of each child are discussed, provision records and strategy checks are shared to ensure that your child's needs will be met in their new class. The SENCO may also be involved in this meeting. Transfers to a new school of different setting When children progress from primary to secondary school, a planned transition takes place. For all children, there are 'primary days' which involve spending a whole day at their new school. They will meet some of their new teachers and some other members of staff, and try out a range of lessons and activities. For children with additional needs, the Inclusion Leader will meet with the SENCO of the school they are moving to, and ensure that the receiving school is fully aware of all the needs of your child. Additional transition visits to the new school may be arranged. For children moving schools within the primary phase, we make ourselves available to speak to the receiving school. Records of SEND support are also sent to the new school.
Supporting pupils moving between phases and preparing for adulthood How do we prepare children to make their next move?	• We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. • Have "Move-up" days whereby children go to the new classroom with the new teacher. • Using Social Stories to support transition (where appropriate)

	• With Y6 a visit to the new school happens in July and staff from the secondary schools come and meet the children but also informally speak to the staff. • Home visits for new Foundation children • Discussion between current and next teacher to ensure good transition – strategies that help your child overcome barriers to learning are discussed • Any child with an EHCP in year 6 will have an early transition review before the October half term and the SENCO of the named secondary placement will be invited to this review. This will be to formulate a new plan with secondary based outcomes.
Complaints	
Complaints about SEN provision	Complaints about SEN provision Complaints about SEN provision in our school should be made to the class teacher, SENCO or Head teacher in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding: - Exclusions (including unauthorized part time timetables) - Provision of education and associated services - Making reasonable adjustments, including the provision of auxiliary aids and services Please contact the Head Teacher or look on the Cambridgeshire local offer for support. SENDIASS also offer impartial advice for parents and can be contacted on 01223 699 214
Contact Details	
Who should I contact if I want to discuss my child's progress or difficulties?	Your child's class teacher is always your first point of contact. They are always available to speak to each morning in the playground when the children arrive at school and you can arrange an appointment to see them later after school should you wish to.
Who is the SENCO?	Helen Baig- Working Day Tuesday Contact 01733246834 office@farcet.cambs.sch.uk

Monitoring arrangements	This Information Report will be reviewed by Helen Baig (SENCO) and the Headteacher every year. Last reviewed Oct 2024 It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Body.
Links with other policies and documents	This report links to our policies on: • SEN • Accessibility plan • Behavior • Equality information and objectives • Supporting pupils with medical conditions
How can I access support for myself and my family?	Farcet C of E Primary School is part of the Cambridgeshire Local Authority. To see Cambridgeshire's Local Offer, please follow this link: http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities Other sources of useful advice can be found by contacting: Parent Partnership Pinpoint The Autistic Society The Dyslexia Association SCOPE SHINE for Spina Bifida and hydrocephalus https://www.shinecharity.org.uk Useful reading includes SEN Code of Practice 0-25 (2015)



	A Guide for Parent/ Carers to the Code of Practice A wide range of support and advice is available through our Localities Family team, which you can access by requesting an EHA (Early Help Assessment). If you feel you need an EHA, please make an appointment to see Donna Oldfield, the Family Link Worker, who will be happy to meet with you to arrange this.
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