



Farnborough Road Infant School

“Learning, Caring and Achieving Together”



SEND Annual Information Report

2024-2025

1. The kinds of SEN we provide for

Our school provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Profile of SEN by Category (primary need) 2024-25						
	Caterpillars	Nursery	Reception	Year 1	Year 2	
Communication & Interaction	4	8	9	5	11	37
Cognition & Learning	0	0	4	7	5	16
Social, Emotional and Mental Health	0	2	5	3	3	13
Sensory and Physical	3	1	1	2	1	8
Pupils on SEN Register per year group	7	11	19	17	20	74

A number of pupils have medical conditions that require careful management. These children have an Individual Health Care Plan (IHCP) to enable us ensure their well-being at all times. These are updated at least annually by the Inclusion Leader and parents, with support from outside agencies if required.

Pupils with Individual Health Care Plans for Medical Needs						
	Caterpillars	Nursery	Reception	Year 1	Year 2	Total
2004-25	3	0	3	1	3	10

2. Identifying pupils with SEND and assessing their needs

The school places a high priority on timely and accurate identification of the Special Educational Needs of our pupils. Class staff act promptly to raise concerns with the Inclusion Leader where there is evidence that a child is experiencing '*significantly greater difficulty in learning than the majority of learners of the same age*', or '*has a disability which may hinder them from making use of educational facilities*'.

Children starting in Nursery or Reception benefit from visits we make to their previous nursery (or home visits if Farnborough is the child's first experience of education). In cases where a child's needs are significant and complex there will be an enhanced transition to support the child's start to school life. Where a child makes an in-year transfer from another school we liaise closely to ensure we are aware of additional needs.

The Inclusion Leader will consider diagnoses and clinical opinion when identifying the nature of a child's need and support. Robust systems of assessment and tracking are in place to help identify if a pupil's progress is a cause for concern. This assessment and tracking data is monitored every half term in Pupil Progress Meetings. These meetings provide a valuable dialogue between class teacher and school senior leaders.

We assess each pupil's current skills and levels of attainment on entry. Class teachers 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

The expertise of outside agencies is utilised to help us build a picture of a child's developmental profile and identify the needs of individuals (see table in section 10). This information is used to inform planning that includes specific strategies to support individuals where appropriate.

3. Information about the school's policies for making provision for pupils with special Educational Needs.

3.1 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals twice a year.
- Reviewing the impact of interventions at the end of term or at the end of the intervention, whichever is sooner.
- Using parent and pupil questionnaires
- Monitoring by the SENCO, including observation, scrutiny of work and pupil progress reviews.
- Holding annual reviews for pupils with EHC plans

- Seeking the views of parents and children about school life and the nature of the support provided.
- Excellent links with the Local Authority and termly meetings with the Inclusion Consultant to look at priorities for SEN, review processes and support with evaluation across different areas of SEND.

3.2 Arrangements for assessing and reviewing the progress of pupils with special educational needs.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher works with the SENCO to carry out a clear analysis of the pupil's needs, drawing 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
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

At Farnborough Road Infant school, we use specialist materials such as B-Squared or the Autism Education Trust materials to ensure we assess and track progress and set targets in a way that reflects the needs of individuals. Assessments are reviewed regularly. We encourage parents/carers and their children to make an active contribution to decisions about their child's education and staff meet with parents regularly throughout the year as part of our open-door approach. In addition, we plan more formal opportunities to review progress and make decisions:

Action/Event	Who's involved	Frequency
Parents' evenings	Class teacher, Parent/Carer, SENCO, Pastoral Support	Twice a year
SEN Support Plan / Pupil Profile Reviews	Child, teacher, parents, SENCO	Termly
Reviews/Annual reviews/EHATS	Parents, child, teacher, Headteacher Deputy Headteacher, SENCO, outside agencies	At least annually but also dependent on child's needs and the required timescales for review.
ADDVanced Solutions Parent Workshop SEN Coffee Mornings	Parents, Senior Early Help Worker, SENCO, Outside Agencies	Training Courses – as appropriate.

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 regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Throughout the year discussions are held with teachers, parents and the Inclusion Leader to ensure that provision is impacting upon children's progress. Robust monitoring and tracking of progress takes place throughout the year. The Inclusion Leader monitors the progress of SEND groups and meets with staff to review the effectiveness of learning support using progress and attainment information. The impact of learning support is discussed at Pupil Progress Meetings and is tracked and monitored by the Class Teacher the Inclusion Leader, and the Senior Leadership Team, with adjustments made accordingly to ensure that teaching strategies are effective in accelerating progress. Outside agencies support school in assessing progress, for example, speech therapists assess language development against targets set out in a child's action plan.

3.3 Our approach to teaching children with SEND.

At Farnborough Road Infant School, teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching, including the use of Quality First Strategies, is our first step in responding to pupils who have SEND. Our curriculum offers children rich experiences and opportunities for over-learning so that knowledge becomes embedded. We know our children well and adapt content, resources and strategies to meet their needs, for example, giving longer processing times, pre-teaching of key vocabulary, over-learning key concepts. We use recommended aids, such as Large Print reading materials and visual timetables. Wherever possible we provide additional support in class for children to allow them to make progress and achieve alongside their peers. Subject leaders have put together ideas for ways to support children with SEN across the four broad areas of need and ways that teaching can be adapted to suit the needs of children with SEND in their subject.

Intervention may be put in place when professional judgement and analysis of assessment data identifies learning needs that require additional provision. Our interventions are targeted; have defined end points, and are rigorously evaluated to ensure we are supporting children to make the best possible progress. Our intervention is timetabled to effectively address learning needs and minimise the impact of being out of class. Teachers ensure children on interventions have full access to a broad and balanced curriculum. Interventions are baselined to enable progress and outcomes to be monitored. The interventions that form part of our school offer include:

- The Listening Programme
- Early Talk Teams
- Talk Teams
- WellComm
- Nurture Group
- SEAL
- Emotional Literacy Support Assistants for Early Years & KS1 (ELSA)
- Play Therapy

- Lego Therapy
- Specific Speech and Language Programmes (1-1)
- Specific Motor Skills Programmes (1-1)
- Phonics
- Additional Reading Support
- Additional Maths Support
- EAL support
- Socially Speaking

3.4 Adaptations to the curriculum and learning environment

At Farnborough Road Infant School, we adapt the curriculum and the learning environment to ensure children's needs are met. We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part fully in activities across school life. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

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

- Providing additional support in class for children to allow them to make progress and achieve alongside their peers.
- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as Large Print reading materials, visual timetables, clear-print font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

3.5 Additional Support for Learning

Most children are supported in class to enable them to make progress in learning alongside their peers. Staff also provide additional interventions for pupils with SEND, under the direction and guidance of the class teacher, the SENCO and the Key Stage Leaders. We aim to limit the amount of time spent out of class on intervention and mitigate the effects of a child being out of class by pre-teaching and over learning.

Children whose needs have been formally assessed as significant and complex, may be supported by an additional adult (individually or in small groups) to access the school's provision and this support is offered for part or all of the school day, depending on the level of need.

A small number of children have been identified as developmentally young and the school provides a personalised curriculum designed to meet individual needs.

We work with the following agencies to provide support for pupils with SEN:

- Portage
- Health Visitor Service
- Early Years Team
- Educational Psychology

- Sefton Inclusion Consultants
- Sefton Complex Needs Team
- Occupational Therapy
- Physiotherapy
- Speech Therapy
- Community Paediatrics
- School Health Team
- Continence Nurse
- Vision Support Service
- Hearing Support Service
- Aiming High
- Parenting 2000
- Early Help Team
- Sefton EHCP case work team
- ACE Centre
- MHST (Mental Health Support Team)
- TAS (Team around the School)
- Any other specialism required to meet the needs of the child (e.g. clinical specialists)

3.6 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- We make arrangements for the admission of disabled pupils with due regard to the Equality Act 2010. Our admission arrangements advance equality of opportunity and foster good relations (see section 12 below)
- We ensure there are no barriers to pupils with SEN enjoying the same activities as other pupils in our school.
- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our trips out of school.
- 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.
- We provide facilities to help disabled pupils access our school, such as accessible entry and disability-friendly toilets.
- We encourage children with SEND to join the school council and participate in extra-curricular activities and we monitor the access of children with SEND to such aspects of school life. Where necessary, we take action to increase access.
- We plan continuous improvements to access for all children through our Accessibility Plan, which is available on the school website.

3.7 Support for improving the emotional, mental and social development of pupils with special educational needs.

At FRIS we implement a wide range of measures to support emotional, mental and social development of children with SEND, as well as provision for children with mental health difficulties. We have regard for children's social, emotional and mental health in SEN support planning. Mrs Price, our Mental Health Lead, has delivered training on mental health and well-being to all staff and we consider mental health across all aspects of our provision, including teaching approaches and quality first strategies. We are able to offer Play Therapy with a specialist therapist for those children who require further emotional support. In school we have two ELSAs (Emotional Literacy Support Assistants) that are trained to support Early Years & KS1 children. Along with this, our TAS (Team Around the School) provide support for groups of children around friendships, social skills and Lego Therapy.

We are supported by the MHST (Mental Health Support Team) who provide workshops for parents and also work with individual families. In school, we have developed two calm spaces – The Nest and Pet Paradise. These rooms can be accessed by all children. There are plans to develop a further space for Nursery for academic year 25/26. Children are taught about looking after their mental wellbeing through the My Happy Mind programme as well as through the PSHE curriculum.

This year we have achieved the Attachment and Trauma Sensitive Setting Bronze Award and will embark on achieving the silver award status over the next academic year.

4. SEND contacts at Farnborough Road Infant School

The main responsibilities for coordination listed in this policy fall within the role of the School's Inclusion Leader and Special Educational Needs Coordinator (SENCO), Katie Touhey. Mrs Touhey can be contacted by calling 01704 577637 or emailing k.touhey.fris@schools.sefton.gov.uk.

The SEN governor at Farnborough Road Infant School is Ruth Caplan-Hinett. Ruth can be contacted by calling the school.

5. Expertise and training of staff.

The school's Inclusion Lead and SENCO, has many years' experience working with children with Special Educational Needs. In addition to the regular teaching credentials she holds specialist qualifications related to inclusion:

- Post Graduate Certificate for the National Award for Special Educational Needs

Our Inclusion Leader regularly attends training with the Local Authority and nationally-recognised experts to ensure professional knowledge and skills are kept up to date with current best practice. As well as being part of a number of professional working groups within the Local Authority to improve SEND across Sefton.

In-Service training for staff in Inclusion, Special Educational Needs and Disabilities is delivered in line with the school development plan. Some training is provided to the whole school staff through In-Service Training (INSET) and members of staff attend courses individually to develop skills related to their specific role or professional development needs.

Training has been provided for school staff in the following areas:

- SEN support planning
- ASD friendly environments
- Sensory Processing
- Trauma-informed practice
- Supporting children with Downs Syndrome
- Talk Boost
- Early Talk Boost
- WellComm
- Targeted speech and language support
- Phonics intervention
- Safer handling
- Strategies to support pupils with Selective Mutism
- Asthma management (school health team)
- Epipen training (school health team)
- Deaf Awareness Training
- Zones of Regulation
- Adaptive Teaching

We work with the following agencies to ensure appropriate information and training is provided for staff:

- Portage
- Health Visitor Service
- Early Years Team
- Educational Psychology
- Sefton Inclusion Consultants
- Sefton Complex Needs Team
- Occupational Therapy
- Physiotherapy
- Speech Therapy
- Community Paediatrics
- School Health Team
- Continence Nurse
- Vision Support Service
- Hearing Support Service
- Aiming High
- Parenting 2000
- Early Help Team
- Sefton EHCP case work team
- ACE Centre
- Wheelchair Centre
- Any other specialism required to meet the needs of the child (e.g. clinical specialists)

6. Securing equipment and facilities

The SENCO liaises with appropriate agencies to secure appropriate equipment and facilities to support pupils with SEND. At Farnborough Road school we secure equipment and make reasonable adjustments to facilities in consultation with

- Sefton Complex Needs Team
- Occupational Therapy
- Physiotherapy
- Speech Therapy
- Community Paediatrics
- School Health Team
- Vision Support Service
- Hearing Support Service
- ACE Centre
- Sefton Specialist Equipment Service
- Any other specialists involved in the care and support of the child

7. Consulting and involving parents

We work closely with parents when identifying whether a child needs special educational provision; in deciding that a pupil will receive SEN support, and in making decisions about the nature of the provision. We make sure that everyone develops a good understanding of the pupil's strengths and areas of difficulty. We take into account parents' concerns and aim to agree appropriate outcomes for the child and a shared understanding of how we will work together to achieve those outcomes.

8. Consulting and involving pupils

At FRIS we take steps to consider the voice of children with SEND, especially in making decisions about the child's education and the nature of the support they receive. We include children's ideas and opinions in SEN support plans and in Education, Health and Care Plans (EHCPs). Pupils with SEND are encouraged to be part of the school council. Pupils with SEN are also encouraged to be part of creative and sporting clubs to promote teamwork, identify common interests and encourage friendships. Our end-of-year school reports include the voice of the child.

9. Complaints about SEND provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be dealt with in line with the school's complaints policy.

10. Involvement with outside agencies

At FRIS we engage other bodies, including health and social services, local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and disabilities, and in supporting the families of these pupils. The services involved in school this year include:

Agency / Specialism	Professional
Educational Psychologist (School-age)	Emma Downing
Educational Psychologist (Early Years)	Emma Downing & Genevieve Howell
Inclusion Consultant (School-age)	Sophie Walsh
Inclusion Consultant (Complex Needs)	Helen Guy
Inclusion Consultant (Early Years)	Gill Francis
Portage	Louise Caine & Jenny Wilcox
Specialist Teacher of the Hearing Impaired	Louise Veney & Milly Morgan
Community Paediatrician	Dr Mansoor, Dr Acharya
Qualified Teacher of the Vision Impaired	Neil Farmer
Speech and Language Therapist	Lauren Bagnall, Catriona Pennington, Eleanor Massam, Jess Page
Specialist Speech and Language Therapist	Karen McIver
Occupational Therapist	Jenny Bengé
Occupational therapy support worker	Angela Larsen, Rachel Edwards
Physiotherapist (EYS)	Fiona Aubrey
Physiotherapist (primary)	Sue Hicks
School Health Education Lead	Suzanne Byrne
School Nurse	Samantha Gibson
Health Visitor	Lucy Todd
Community Dietician	Thersea Conboy
Early Help Team	Suzanne Boylan, Ruth Rice
High Needs Funding	Mark Knight & Sheila Larkin
EHCP case worker	Zoe Jones
Aiming High	John Dolan
Ace Centre	Suzanne Martin, Dianne Arthurs, Karl Shenton
Tobii Dynavox (Assistive Communication Technology)	Xu Zhao

11. Contact details of support services for parents and pupils with special educational needs

Agency / Specialism	Contact
Educational Psychology Service	0151 934 2347 SENIS@sefton.gov.uk
Early Years Team	0151 934 2347 SENIS@sefton.gov.uk
Inclusion Consultant Team	0151 934 2347 SENIS@sefton.gov.uk
Hearing Support Service	0151 934 2347 SENIS@sefton.gov.uk
Community Paediatrician	0151 293 3547
Vision Support Service	0151 934 2347 SENIS@sefton.gov.uk
Speech and Language Therapy	Hoghton Street Clinic, Hoghton Street, Southport, PR9 0PN Tel 01704 395884
Occupational Therapy	Hoghton Street Clinic, Hoghton Street, Southport, PR9 0PN 01704 395895
Physiotherapy	Hoghton Street Clinic, Hoghton Street, Southport, PR9 0PN 01704 395895
School Nurse	southportschool.healthadmin@nhs.net
Health Visitor	southportschool.healthadmin@nhs.net
Continence Nurse	01704 835515
Community Dietician	01704 511933

Diabetes nurse	01695 656766
EHCP Team	0151 934 2347 SENIS@sefton.gov.uk
Parenting 2000	01704 380047
Aiming High	Tel: 0151 288 6811 aiminghigh@sefton.gov.uk
SEND Information Advisory Service	0151 934 2347 SENIS@sefton.gov.uk

12. Arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living

To support children moving between phases, we share information with other nurseries, schools or other settings that children are moving from/to. We also provide appropriate support to children transitioning internally within the school. Transition arrangements may include:

- Visits to and from other providers (and home visits if required).
- Home visits for children not in a setting.
- Welcome meetings for new Nursery and Reception parents.
- Transition meetings for children entering school with special needs, disability, medical needs or other vulnerabilities.
- Enhanced transition visits.
- Multi-disciplinary meetings for children who are supported by external agencies.
- Individual Health and Care Plans co-produced with parents before a child starts in school
- Canteen taster sessions.
- Priority intake for new starters to Reception.
- Transition booklets or video specific to each class
- Bespoke transition booklets for children with identified High Needs.
- Enhanced internal transitions
- Whole-school Move Up Day.
- Small group visits for identified children throughout summer 2 to the juniors
- Junior Move Up Day for children in Year 2
- Junior Club in the summer term of Year 2
- Transition assemblies led by the Headteacher of the junior school.
- SEND transition event in June with Farnborough Road Junior School colleagues and parents.
- Pass up of SEND and medical records in July.

13. Sefton's Local Offer

Sefton Council has a range of support services to help children or young people with special educational needs or disability. More information about these services can be found at the council's Local Offer published online at <https://www.sefton.gov.uk/localoffer>

There's a lot to read on the council's website, so we have provided an easy-to-read overview available on the school website <https://www.farnboroughroadinfants.co.uk/send/>.

Farnborough Road Infant School works closely with council services to ensure all our pupils participate fully in the life of our school, enjoy their time with us and reach their full potential. If you need further information or advice, please contact Mrs Touhey at school.

Appendices

Appendix 1 - SEND School Profile 2024-25

School Population : 428		
	No	%
Pupils with SEN	74	17.3%
Boys on SEN Register (45/74 total on Register)	45	10.5%
Girls on SEN Register (29/74 total on Register)	29	6.8%
Pupils with SEN Support	64	15%
Pupils with EHCP	10	2.3%
Pupils with High Needs Funding	14	3.3%

Appendix 2 - SEND Level of Support by Year Group 2024-25

	SEN	SEN Support	EHCP	HNF
Caterpillars	7	6	1 (3 pending)	4
Nursery	11	8	3	3
Reception	19	17	2 (1 pending)	2
Year 1	17	15	2	2
Year 2	20	18	2	3
Total	74	64	10	14

Appendix 3 - Attendance 24-25

Attendance data is for academic year to 2024-25 up to 26.6.25. The SEN register includes children with complex medical conditions who may need to attend clinical appointments on a regular basis.

Attendance	2024-25
School Population – Whole school	428
School (Rec-Y2)	95.93%
Pupils with SEN – whole school	93.17%
Pupil Premium Pupils – whole school	91.75%
Pupils with EAL	96.38%

Appendix 4 - Progress and Attainment

In 2024-25 there were 107 Pupils in Year 2. Of these, 20 were on the SEN register.

Subject	% of pupils with SEN attaining the Pre Key-Stage standard at the end of KS1 (20 pupils in cohort)	% of pupils with SEN attaining the Working Towards standard at the end of KS1 (20 pupils in cohort)	% of pupils with SEN attaining the Expected standard or above at the end of KS1 (20 pupils in cohort)	% of pupils with SEN attaining Greater Depth at the end of Key Stage 1 (20 pupils in cohort)
Reading	30%	35%	30%	5%
Writing	30%	60%	10%	-
Maths	15%	50%	35%	-