Farnborough Road Infant School.

Special Educational Needs and Disability (SEND) Policy 2026-27

'Learning, Caring and Achieving Together'

1. Aims and Objectives

At Farnborough Road Infant School, we recognise the diverse nature of needs and do our best to ensure that every child with Special Educational Needs and/or Disabilities (SEND) receives the support they need to be fully included in school life and make good progress. We aim to offer excellence and opportunity to all of our children, whatever their ability or needs. The school aims to address the needs of any child who may have SEND at any stage during their time with us.
Inclusion is embedded in our universal offer. Staff anticipate barriers to learning and participation, use adaptive teaching and make reasonable adjustments so that pupils with SEND can participate alongside their peers wherever appropriate. Support is personalised, ambitious and reviewed for its impact.

Farnborough Road Infant School SEND policy, information report aims to:

- Create an ethos and educational environment that meets the needs of every pupil in the school.
- Set out how our school will support and make provision for pupils with SEND.
- Ensure that all pupils with special educational needs and/or disabilities are identified in a timely manner, assessed and catered for within the school and make the best possible progress.
- Foster and promote effective working partnerships with parents, carers, pupils and outside agencies.
- Identify the roles and responsibilities in providing an appropriate education for pupils with special educational needs and/or disabilities,
- Enable full access for pupils with SEND to all aspects of the school curriculum through 'Quality First Teaching' in the first instance.
- Promote access for pupils in the wider life of the school.
- Develop self-esteem, promoting a positive self-image and a 'Growth Mindset' so all pupils can aspire to fulfil their potential.
- Regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
    - Section 66 of the Children and Families Act 2014 places a duty on the governing body to use its best endeavours to secure the special educational provision called for by a pupil's SEN. The school also has regard to the SEND Code of Practice: 0 to 25 years (2015, as amended).
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Equality Act 2010, including the duty to make reasonable adjustments and the Public Sector Equality Duty, which can be found here Equality Act 2010: advice for schools

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

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), Mrs. Katie Touhey.

Mrs. Touhey can be contacted by calling 01704 577637 or emailing k.touhey.fris@schools.sefton.gov.uk

The SENCO works within a 'person centered' approach, fostering and promoting effective collaboration with children, parents, carers and outside agencies. The SENCO role is specifically outlined as follows

- The governing body will ensure the SENCO meets the applicable statutory qualification requirements, including the National Professional Qualification for SENCOs (NPQ for SENCOs) where required under transitional arrangements, and has sufficient time, authority and resources to fulfil the role.
- Oversee the day to day operation of the SEND policy including the effectiveness of the SEND policy being reported to governors.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Coordinate provision for pupils with SEND
- Liaise with and advise colleagues.
- Oversee the records of all pupils with SEND
- Liaise with parents/carers of pupils with SEND
- Contribute to whole school CPD/training particularly the induction of new staff
- Liaise with and draw upon the advice of external agencies, including the LA and its support services.
- Ensure pupil profiles are in place and regularly reviewed
- Make sure progress and assessment of pupils with SEND is carefully tracked
- Follow a graduated response to the assessment and provision of SEN.
- Support the Headteacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school's SEND policy, SEN provision and outcomes for pupils with SEND and determine the strategic development of the SEN policy and provision in the school.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Ensure that additional interventions are monitored for their impact.
- Ensure a smooth transition across key stages and phases
- Build the school's capacity for developing an inclusive approach.

4.2 The SEN governor

The SEN governor at Farnborough Road Infant School is Alex Hitchen. Mrs. Hitchen can be contacted by calling the school.

The SEN governor will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information

5.1 The kinds of SEN that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia
- 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

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on assessments from 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

When identifying children with SEN, the school will consider areas of development other than academic attainment. For example, a child may have needs around social, emotional or mental health difficulties.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

In Nursery and Reception, identification takes account of developmental variation, communication and language, observations across play and routines, family knowledge and advice from early years and health professionals. A diagnosis is not required before appropriate SEN Support is put in place.

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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the parents and, where appropriate, the pupil when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

SEN Support will be reviewed with parents and, where appropriate, the child at least termly through the assess–plan–do–review cycle. Education, Health and Care Plans (EHCPs) are subject to statutory annual review arrangements; for children under five, reviews will be considered at intervals of three to six months in line with the SEND Code of Practice. These processes are distinct from routine SEN Support reviews.

The class or subject 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
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

At Farnborough Road Infant school, assessment may include the use of specialist materials such as B-Squared or the Autism Education Trust materials. The assessment will be 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	Dependent on child's needs and the required timescales for review.
SEN Coffee Mornings	Parents, SENCO (including links with FRJS), LA representatives as appropriate including ICON, EP, Speech Therapists	Termly

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.

5.5 Supporting pupils moving between phases

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

- Visits to and from other providers (and home visits if required).
- 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
- Priority intake for new starters to Reception
- Bespoke transition booklets for children with identified High Needs.
- Enhanced internal transitions
- Whole-school Move Up Day.
- 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.
- Year 2 EHCP reviews in the autumn term, in line with the timescale set out in the Code of Practice.
- SEND transition event in June with Farnborough Road Junior School colleagues and parents.
- Pass up of SEND and medical records in July.

5.6 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, including the use of Quality First Strategies, is our first step in responding to pupils who have SEN. Teaching will be adapted responsively to pupils' identified strengths, needs and barriers to learning.

High-quality inclusive teaching and adaptive teaching form the foundation of our ordinarily available provision. Teachers anticipate barriers, explicitly teach and model new learning, adapt scaffolding and communication, and check the impact of adjustments before considering additional or different provision.

We will also provide the following interventions, dependent on the needs of pupils:

- The Listening Programme
- Early Talk Teams
- ELKLAN
- Talk Teams
- Emotional Literacy Support (ELSA)
- Lego Therapy
- Play Therapy
- Specific Speech and Language Programmes (1-1)
- Specific Motor Skills Programmes (1-1)
- Phonics Intervention
- Early Fluency Programme
- Additional Reading Support
- Additional Maths Support
- EAL support
- Sensory Circuits
- SpLD (Specific learning Difficulty) support

5.7 Adaptations to the curriculum and learning environment

Farnborough Road Infant School will 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.

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 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.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 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. These children may also access The Nest which offers small group support for identified children.

NEST provides flexible, targeted nurture and SEND support where assessment identifies a need. It complements, rather than automatically replaces, high-quality classroom provision. Entry, intended outcomes, participation with peers and arrangements for review or reintegration are agreed and monitored with families and relevant professionals.

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 Team
- Vision Support Service
- Hearing Support Service
- Aiming High
- Parenting 2000
- Early Help Team
- Sefton EHCP case work team
- Mental Health Support Team (MHST)
- Team around the School (TAS)
- Any other specialism required to meet the needs of the child (e.g. clinical specialists)

5.9 Expertise and training of staff

In-Service training for staff in Inclusion, Special Educational Needs and Disabilities will be delivered in line with the school improvement plan. Some training will be 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; professional development needs, or school priorities identified in the School Improvement Plan.

We will ensure staff receive the training and guidance needed to deliver interventions successfully.

We will use staff with specialist training for some interventions such as ELSA (Emotional Literacy Support Assistant).

Details of our SENCO's qualifications, as well as recent and planned training can be found in the school's SEND Information Report.

5.10 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 will 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
- Any other specialists involved in the care and support of the child

5.11 Evaluating the effectiveness of SEN provision

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

Evaluation will also consider attendance, wellbeing, independence, pupil and parent voice, equitable access to enrichment and leadership opportunities, and the effectiveness of reasonable adjustments. Governors will receive appropriately anonymised information about provision, outcomes and improvement priorities.

- Reviewing pupils' individual progress towards their goals termly.
- 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

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

- We will make arrangements for the admission of disabled pupils with due regard to the Equality Act 2010. Our admission arrangements will advance equality of opportunity and foster good relations.
- We will 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.
- The school will plan reasonable adjustments proactively, including accessible information, suitable staffing and resources, individual risk assessment where necessary, and discussion with families, to remove barriers to participation without imposing blanket restrictions.
- We provide facilities to help disabled pupils access our school, such as accessible entry and disability-friendly toilets
- We plan continuous improvements to access for all children through our Accessibility Plan, which is available on the school website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development. Pupils with SEN 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. A description of the measures we take to support social and emotional development, as well as provision for children with mental health difficulties, can be found in our SEND Information Report.

5.14 Working with other agencies

Farnborough Road Infant School involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

A full list of the external agencies we work alongside can be found in our SEND Information Report.

5.15 Complaints about SEN provision

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

Families may raise informal concerns with the class teacher or SENCO. Formal complaints follow the published school complaints procedure. Concerns about the content of an EHCP, statutory assessment decisions or local authority duties may require the relevant local authority route, including mediation or SEND Tribunal rights where applicable.

5.16 Contact details of support services for parents of pupils with SEN

First Steps Family Wellbeing Centre offers a range of advice, services and support to parents and can be contacted on 01704 572 579.

Sefton's Information Advisory Service provides information, advice and support to disabled children and young people, and those with SEN, and their parents.

5.17 Contact details for raising concerns

Anyone with concerns should contact the School's Inclusion Leader and Special Educational Needs Coordinator (SENCO), Mrs. Katie Touhey. Mrs. Touhey can be contacted by calling 01704 577637 or emailing k.touhey.fris@schools.sefton.gov.uk

5.18 The local authority local offer

Our contribution to the local offer is available in the SEND area of the school website.

Our local authority's local offer is published online at https://www.sefton.gov.uk/localoffer

6. Monitoring arrangements

This policy will be reviewed by the SENCO **every year**.

The SEND Information Report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

This policy and the SEND Information Report will be approved by the governing body.

7. Links with other policies and documents

This policy links to other school documents:

- SEND Information Report
- Accessibility plan
- Relationships & Behaviour Policy
- Equality information and objectives
- Medical conditions and Medicines Policy
- Allergy & Anaphylaxis Policy
- Admissions Policy

Updated October 2026

Signed Date Headteacher.

Signed Date Chair of Governors.