



Firs Farm Primary School SEND Information Report

HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

At Firs Farm Primary School we welcome pupils with Special Educational Needs, and/or disabilities (SEND), and make every effort to support them. All our classes are fully inclusive and we have high expectations for all our children, including those with Special Educational Needs or Disability.

If a child is identified as having SEND it means that he or she will have significant difficulties with:

- The majority of their school work.
- Reading, writing, number work or understanding information.
- Expressing themselves or understanding what others are saying.
- Emotional issues such as making friends or social difficulties
- Organising themselves.
- Some kind of sensory or physical needs which may affect them in school.

At Firs Farm we aim to meet the needs of pupils with:

- Specific learning difficulties
- Moderate learning difficulties
- Social, emotional and mental health difficulties
- Physical disabilities
- Visual and hearing impairments
- Complex health needs
- Communication difficulties
- Autism

We also have a Key Stage 1 and 2 specialist resource provision (SRP) for children with complex needs (Autism).
*Please see **SRP Policy** for further information*

Although we may not always be able to support all pupils with SEND we will use our best endeavours to do so.

*Please see **Appendix 1** for further definitions of the above terms*

We have tried to answer the most **Frequently Asked Questions** about how we meet the needs of pupils with Special Educational Needs.

However, should you need any more information please contact Alison West – Assistant Head for Inclusion on 0208 807 4292.

How we know if a child has special educational needs?

As part of our admissions policy, Reception children and families are visited prior to joining Firs Farm. Older children and their families are also invited into school to meet staff. At this meeting children's needs and attainment are discussed along with any other agencies the family may be working with. Following these discussions, support may be put in place in order to ensure a smooth transition into school by following the Assess, Plan, Do, Review cycle.



Once in school, children's progress and attainment are monitored by class teachers and **assessments** are made accordingly. These assessments are used to indicate whether children are having any difficulties i.e. limited progress or a change of behaviour.

Examples of these assessments include:-

- Written samples of work,
- Speech and language screeners,
- Observations,
- Reading with children
- Physical and/or motor skills.

Further assessments may then need to be made to identify any specific barriers to learning. Support is then **planned** in order to try to remove or reduce these barriers. After an identified period of time (**do**), the support will be **reviewed** and the next steps planned. These may include referrals to outside specialist agencies.

If parents are concerned **at any time** about their child's progress or attainment, they should speak to their child's class teacher in the first instance or to a member of the Inclusion Team.

How will we support your child's Special Educational Needs?

Children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. All teachers will consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'adapted curriculum'.

If a pupil has needs relating to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then they will be placed in a small focus group. This will be run by the teacher or teaching assistant. The duration of the intervention will vary according to need but will generally be for ½ a term. All interventions will be regularly reviewed by all involved, to determine the impact of the provision and to inform future planning. These interventions will be recorded on the school provision map (this is a record of the interventions, timings, cost and impact of the intervention).

Pupil Progress Meetings are held fortnightly. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems, in which case further support can be planned. Occasionally a pupil may need more expert support from an outside agency such as the SWERRL, Paediatrician etc. A referral will then be made, with parent's consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is

usually provided to the school and parents/carers.

Children may receive varying levels of support, according to their changing needs and circumstances. Parents should not assume that just because their child is making slower progress than expected, or the teachers are providing different support, help or activities in class, that the child has special educational needs. They may just need support to “close the gap” and bring their attainment up to their age related expectation. This support may be on temporary basis or for a longer term, depending on the needs of the pupil and progress made.

We aim to identify children who need additional support as early as possible, by providing that support enables them to make good progress. The particular interventions we put in place will vary over time as the child’s needs change. Sometimes extra support is provided in class as part of the general class provision. If we think your child needs significant additional support, we will always discuss this with you. If you think your child needs extra support, please discuss this with their class teacher in the first instance.

*For details of the provision and the wide range of interventions we make in response to children’s individual needs please see **Appendix 2**.*

What we do to help children with special educational needs.

For those children with temporary barriers to learning, the curriculum planned are adapted by the class teacher to ensure the tasks delivered are enabling the children to reach the Age Related Expectation (ARE) Learning Objective (LO). Examples of adapted tasks may include writing frames, numeracy resources to support counting, phonic sound cards to help identify letters, visual prompts, writing aids, different ways of recording e.g. video, Dictaphone, and adult support for identified tasks.

For those children who are unable to achieve the LO, they may have an adapted curriculum e.g. not ARE therefore may be taught on a separate bespoke curriculum.

*For examples of these resources please see **Appendix 3**.*

In addition, some children may be offered a short term intervention to meet gaps in their learning. These interventions are monitored and reviewed regularly to assess their effectiveness and ensure they are meeting the child’s needs.

If your child has significant additional needs, interventions will be tailored to meet their individual needs and delivered regularly. These interventions may be delivered in a small group or 1:1 basis and reviewed regularly by the class teacher and Inclusion Team. You will be invited to attend a termly meeting with the staff involved to discuss the current needs of your child, their progress and any next steps. At these

meetings, targets are recorded and shared between home and school. It's at this point, it may be necessary to refer to external agencies for further advice and support. Through these plans, and the outcome of any further interventions, it may be determined that your child has SEN. Should a child be identified with SEN, applications can be made to the Local Authority for an Education, Health and Care Plan. This may result in additional funding or specialist resources being provided for your child.

If your child has identified additional needs they may work with a variety of school staff e.g. Class Teachers, Teaching Assistants, Specialist Teachers, Speech and Language Teaching Assistants, Individual Tutors or members of the Inclusion Team.

How we decide what resources we can give to a child with Special Educational Needs?

Between them, the class teacher and Senior Leadership Team will decide what resources are made available to those children identified with SEND. Their decisions are based collectively upon the termly tracking of pupil progress and the results of the assessments carried out by the relevant outside agencies (Please see answers to above questions).

Every school receives additional funding to help provide Special Educational provision to meet children's SEND needs. This is called the 'Notional SEN Budget'. The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of Special Educational provision to meet a child's SEND. Most children with SEND need special educational provision that comes to less than £6,000. If we can show that a pupil with SEND needs more than £6,000 worth of Special Educational provision, we will ask the Local Authority to provide top up funding to meet the cost of that provision. Where the Local Authority agrees, the cost is provided from funding held by the local authority in their high needs block. These children are then given an Education, Health, and Care Plan.

A **Personal budget** is an amount of money or resources available in order to deliver the outcomes set out in an Education, Health and Care Plan.

How do we check that a child is making progress and how do we keep parents informed?

Parents are always welcome to come into school to discuss their child's progress or any concerns they may have. Curriculum maps will always be available on the school website, at the start of each term, outlining the skills and learning objectives the children will be working on in class. Parents will also be invited to school based workshops on a variety of topics e.g. getting ready for school, phonics support, maths calculations to help them support their child's learning.

Class teachers will meet with families termly at parent's evening to discuss children's progress, attainment and the next steps in their learning. Members of the Inclusion Team may also attend these meetings. Strategies to support children at home may also be discussed, for example targeted skills to practise daily e.g. saying numbers to 10, ways to make homework more manageable by breaking tasks into small chunks or handwriting practise of certain letters. If your child has a School Based Plan parents will be invited to meet members of the Inclusion Team or Class Teachers termly to review progress and set new targets. If your child has a Statement or Education, Health and Care Plan, parents will also be invited to an annual review to discuss progress, next steps and talk about ways to support their child further.

What support do we offer for children's health and general wellbeing?

Every class, from Reception to Year 6, follow the Personal, Social and Health Education (PSHE) as well as social, moral, spiritual and cultural (SMSC) curriculum. This broad curriculum is aimed at raising self-esteem, self-confidence, acceptance of others and the ability to identify and discuss emotions. In addition to this whole class provision, some children are offered further support through small group or individual work. All children are supported by a clear positive behaviour management policy which is consistent throughout the school. Some children and their parents find an individual reward system, linking home and school beneficial to them. For those children who have significant difficulties with social and emotional development, individual Action Plans will be drawn up, then reviewed and discussed with parents. Targets will be identified and the suitable provision planned and implemented in order to make them achievable. Progress will be monitored and reviewed regularly.

The Inclusion Team consists of 3 members of staff who all have mentoring experience. The teams' expertise is accessible to those children who may need additional emotional support. Lunchtime and playtime clubs are also offered to help vulnerable children. Children's views are voiced at regular school council and UNICEF meetings which are facilitated by a member of staff. These views are then fed back to the classes and the Senior Leadership Team. Children are also given extra responsibility if they are chosen to be a House or Sports Captain.

If your child has identified medical needs, you will be invited into school to draw up a Care Plan to ensure your child's medical needs are met. This will include how and when any regular medication needs to be taken and any emergency procedures as necessary. During this process, you will meet with the School Medical Officer, member of the Inclusion Team and possibly the School Nurse. Care plans will be reviewed annually or as and when children's needs change.

How do we consult with children and involve them in their education?

Pupils with SEND are invited to attend part of their termly review meetings when it's deemed appropriate. This is a joint decision between

parents and school. Pupils are supported when filling in the 'All About Me' section of their School Based Plan or Education, Health and Care Plan. Pupils also comment and assess their own learning through pupil response marking and dialogue with their teacher. All children at Firs Farm have 'the right to be heard', this is done through numerous platforms including: school council reps, UNICEF ambassadors, their involvement in School Based Plan meetings, attending annual reviews, the worry box, Time to Talk, pupil surveys and evaluations of interventions.

Who are the other people providing services to children with SEND?

At times it may be necessary to consult with outside agencies in order to access their more specialised expertise.

The agencies used by the school include:

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Welfare Officers
- Sensory Support Team – Hearing Impaired Children
- Joseph Clarke School for Visually Impaired Children
- Social Services
- School Nurse
- Child Development Team
- General Development Team
- Behaviour Support Services - SWERRL (Social, Well-being, Emotional, Resilience and Ready to Learn)
- Parents Support Service
- Russett House Outreach
- West Lea Outreach
- Waverley Outreach
- Speech and Language Services
- Physiotherapy
- Occupational Therapy

What training do our staff have?

All teachers are considered teachers of children with SEND and training is an on-going and integral part of our Continued Professional

Development programme. We regularly share good practice within the school and receive training from other professionals on relevant topics and issues. Individual staff also attend training courses relevant to the specific needs of children in their class. In addition, designated members of staff are trained in autism and other specific learning difficulties e.g. dyslexia and SEMH interventions and speech and language interventions.

How do we include children/young people in activities and school trips?

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the trip.

How accessible is the school environment?

Firs Farm Primary is a two story building with a lift and a ramp to the Early Years corridor. All of the buildings are wheelchair accessible and there are 4 disabled toilets placed around the site. Reception to Year 3 classrooms are on the ground floor as well as Year 5 and Years 4 and 6 are upstairs but can be accessed using the lift. If additional equipment or facilities are required for individual children with specific needs, we may liaise with the relevant specialist service, e.g. visually impaired or hearing impaired service to ensure the equipment provided can meet the needs of the child. Some of this equipment is kept in the classroom e.g. slanted writing boards, Move and Sit cushions, dark lined paper or coloured overlays. Other equipment may be stored elsewhere and used when necessary e.g. physio mats. Additional resources may be provided by the school or we may apply for funding for other specialist resources from the London Borough of Enfield e.g. laptop and magnifier, braille machine, hoists.

How do we prepare children for transitions?

There are many strategies in place to support a smooth and successful transition.

These include:

- Play and stay sessions for pre-school children
- Transition Books - photographs of the new environment and staff taken home to talk about with the child
- Extended part-time provision
- Class buddies identified

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils invited to visit Firs Farm before starting.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Inclusion Lead and class teachers may meet parents/carers prior to their child joining the school.
- All Year 6 children take part in a term long secondary transition project
- Secondary school staff visit pupils prior to them joining their new school.
- Inclusion Lead will liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting will be arranged with Inclusion Lead, the secondary school SENCO, the parents/carers and where appropriate the pupil.
- Regular transition visits will take place where children are particularly vulnerable.
- Transition meetings will take place between all agencies involved when a child with SEN is joining or leaving school.

How are parents involved in school life?

At Firs Farm we operate an open door policy and encourage parents to come into school to discuss their child and any concerns or issues they may have. They can speak either to their child's class teacher or a member of the Inclusion Team. Where parent's first language is not English an interpreter may be booked, if required, to enable parent's views to be understood. Translators will be available during parents evening and some letters will be translated into some home languages. Five places on the school's Governing Body are for parents, to ensure the parent's voice is involved in school decisions. Parent workshops are held throughout the Year covering a variety of topics. There is a Firs Farm Parents Association and new members are always welcome. Parents are also welcome to volunteer in school.

Who to contact for more information or to discuss a concern?

In the first instance the most appropriate person to contact, should you have any concerns, is your child's class teacher. Should you wish to discuss anything further please contact Alison West, Assistant Head for Inclusion.

If you have any concerns always speak to the school first. Our school complaints policy is on the school web site.

Other Useful Contacts and Organisations:-

For information regarding Enfield's provision for special educational needs and disabilities please go to:-
<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

Enfield Advisory Service for Autism – This service is available to parents/carers to support children with Autism, please visit:-
www.enfieldasa.org.uk Bell Lane, EN3 5PA

For local, free, independent and confidential advice please contact:- Every Parent and Child
<https://www.epandc.org.uk/> - Phone: 020 8373 6243 or email: enquiries@epandc.org.uk

Our Voice – A parent-led organisation seeking to improve services for children with disabilities in Enfield.
<https://www.ourvoiceenfield.org.uk/> - Phone: 07516 662315; or email: info@ourvoiceenfield.org.uk

Community Parent Support Unit – This service is available to all parents/carers of children aged 0 – 18 years dealing with concerns and issues before they escalate and become a problem. Phone: 020 8372 2002

For independent parent support please contact:-
SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)
<https://www.kids.org.uk/sendiaass>

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Review Date – September 2025

Appendix 1

Definition of Terms

- 1) **Specific Learning Difficulties** – an umbrella term for children who have difficulties in one area of their development or learning. Dyslexia, dyscalculia and dyspraxia are examples of specific learning difficulties.

- 2) **Moderate Learning Difficulties** – children with moderate learning difficulties often need a great deal of support to access the curriculum. They will have difficulties in lots of areas e.g. movement and co-ordination, reading and writing, learning new concepts and remembering them.
- 3) **Social, Emotional and Behavioural Difficulties** – children who have Social, Emotional and Behavioural needs may need support in identifying and managing their emotions, building and maintaining friendships and developing positive self-esteem.
- 4) **Physical Disabilities** – Children who have mobility issues.
- 5) **Complex Health Needs** – Children with these needs will often need medical interventions during the school day.
- 6) **Communication Difficulties** – Children with these needs will require support to develop ways to communicate with their peers and adults. This may be through the use of symbols or signing.
- 7) **Specialist Resource Provision (SRP)** – Children with a diagnosis of ASD (Autism) and have an EHCP access this provision. A placement of pupils in the ARP is the decision of the SEND team of Enfield.

Appendix 2

Interventions the children may access

Communication and Social Skills (CASS) - A twice weekly small group intervention for 12 weeks to support children's social skills, confidence, attention skills and language development. This supports children in Reception and Year 1.

Emotional Literacy Support Assistants (ELSA) – A 10-week programme delivered by 2 trained Pastoral staff members supporting children's mental well-being. This is delivered on a 1:1 basis or in small groups for Key Stage 2.

Neli – A small group intervention that runs 3 times a week to develop children's communication and language skills. This supports children in Reception.

Code X – A small group intervention that runs daily to develop children's reading skills. This supports children in KS2.

Learning Village – A small group intervention that runs daily to support children with English as an additional language. This supports children in KS2.

Little Wandle Catch up – Daily 1:1 and small group intervention to develop children's phonic and reading skills. This supports children in Reception, Year 1 and 2.

Nurture Group – A small group intervention to support vulnerable children focusing on developing self-esteem and relationships. This can support children from Years 1 – 6.

Speech and Language individual or Groups – A small group intervention run weekly to support attention and listening skills and expressive and receptive language development.

Study Group – A small group intervention run daily to support children's Literacy and Maths development as well as incorporate Speech and Language tasks, fine and gross motor skills and attention and listening games. This supports children in Key Stage 2.

Touch Typing – A twice weekly small group intervention to teach children to touch type to enable them to record their work on a laptop.

Appendix 3

Scaffold techniques and Resources

All class teachers are responsible for adapting the curriculum to ensure it meets all children's needs. Through assessments made so, teachers can determine how best to adapt and support children with specific needs. Any changes made should help children access quality first inclusive teaching and make academic progress

This scaffold may be by:

- **Task** – setting different tasks for certain pupils
- **Support** – teaching assistants, teacher, peers
- **Outcome** – open-ended tasks allowing responses at different levels.
- **Content matter** – more or less complex texts, different content altogether
- **Pace** – more time or time constraints, chunking of tasks
- **Independence level** – independent working, self and peer assessment

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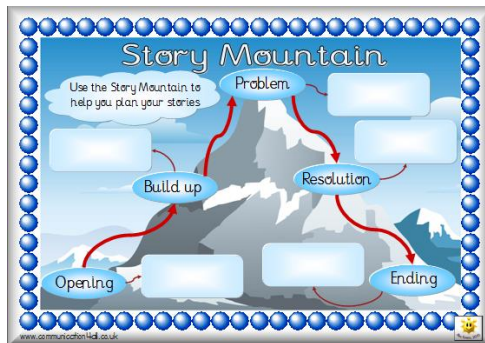
- **Accessibility** – visual aids, signing, switches etc.
- **Context** – perhaps choosing a context more relevant to the learner
- **Support resources** – writing frames, key words, spell check, technology

Examples of supportive resources

Grapheme chart Phase 2 and 3

s	t	p	n	m	d	g	c	r	h	b	f	l	j	v
ss	tt	pp	nn	mm	dd	gg	ck	rr		bb	ff	ll	j	vv
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air	

A phonics sound card



Storyboards to help organise ideas



Counting resources

your	by	asked
came	saw	called
about	I'm	looked
made	old	people
house	very	their
here	make	could
day	Mr	oh
time	Mrs	
don't		

Common word list



Pencil Grips

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Multiplication grid