



Farncombe Infants SEND Information Report 2024-2025



This report outlines Farncombe Infant School's approach to supporting children with special educational needs (SEN) and/or disabilities. It details the school's contribution to Surrey's SEND local offer, which can be found on the website www.surreylocaloffer.org.uk. Please visit the schools website for more detail of SEND support in the SEND policy.

How does the school know if children need extra help and what should I do if my child needs extra help?

- High quality adaptive class teaching is at the heart of everything we do at Farncombe Infant School and we expect all staff to deliver this.
- We follow a graduated response to concerns about children's learning. More details can be found on the overview of provision document and SEND support at Farncombe Infants, available on the website.
- Monitoring systems are in place to track the progress that all our learners make. These allow us to quickly identify any children who have not made enough progress through whole class teaching and who may require additional support for their learning.
- All of our staff know our learners really well and are very vigilant at supporting and raising any concerns about children who may need additional support.
- In the first instance, we would encourage parents and carers to speak to their child's class teacher about any concerns they may have. Further support and advice is also available through the school's Special Educational Needs Coordinator (SENCo).
- Teachers meet with the SENCo on a termly basis to discuss the progress of children that they are concerned about. This allows them to plan for additional support where it is needed.

How will the school support my child?

- The Executive Head teacher, Head of School (HoS), SENCo and Governors regularly monitor the quality and impact of special educational needs provision in the school.
- If children need extra help with their learning, additional to and different from high quality adaptive teaching, this will be planned by the class teacher working together with the SENCo. This additional support may be provided by a Teacher or Teaching Assistant (TA). All additional support is overseen by the SENCo.
- If your child is receiving additional support, this will be recorded on an individual provision map. This is reviewed regularly and we will set outcomes for your child and look at what steps we need to take to ensure that they achieve those outcomes.
- We monitor and measure the progress of all children receiving additional support to ensure that it is helping children meet their learning outcomes and having the necessary impact on their learning.



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How will the curriculum be matched to my child's needs?

- A range of high-quality interventions are available within the school. These are carefully chosen based upon research and evidence that they are successful. We work hard to ensure that interventions meet the needs of each individual learner.
- High quality teaching and a love of learning are central to children's success at Farncombe Infant School. We pride ourselves on knowing our children really well and ensure that we tailor learning opportunities to children's individual interests.
- We share information about children's individual needs with all staff working with them so that they can plan for all children's needs and preferred learning styles.
- We plan lessons which are matched to children's individual abilities and take account of their individual needs. For example, a child with Speech and Language needs may be supported by the use of pictures and simplified instructions to help them learn, or use of visual timetables to help children keep track of their learning.
- Children with SEND have a One Page Profile, which sets out how they would like to be supported in school and what helps them to learn and thrive using their voice.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Children receive daily feedback on their learning, both verbally in class and written feedback in their books.
- We regularly show progress feedback with our learners' families through parent consultation meetings and end of year reports. Provision maps are updated and sent home termly. If you would like to talk to your child's class teacher about their learning, you may make an appointment to see them at any time during the school year.
- If regular contact between parents and teachers is required, then our staff will make suitable arrangements to make sure this is in place.
- We have a Home School Link Worker, who is able to liaise between home and school and offer advice and support to parents.

What support will there be for my child's overall well-being?

- Well-being is central to Farncombe Infant School and it runs through every aspect of learning.
- Relevant staff are trained to support medical needs and where appropriate all staff receive training. We are happy to administer medicine to children in accordance with our medical policy.
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and implemented by all staff.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We work closely with the Inclusion Officer to strive to ensure all our children have good attendance and arrive at school on time.



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	<ul style="list-style-type: none">• We talk to our children about their views about school on a regular basis and this feedback is used to improve our school practice and policies. Children have the chance to be members of the school council, which plays a major part in planning and developing the school into the future.• The school's anti-bullying policy is written in conjunction with the children.• Our Home School Link Worker offer a range of therapeutic work with the children including drop-in sessions.
What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none">• All of our teachers hold Qualified Teacher Status.• The SENCo is a Qualified Teacher and holds the NASENCO Award.• One member of staff has the ELKLAN qualification, a recognised award for supporting children to develop their speech and language skills.• We have a number of established relationships with professionals including the Specialist Teaching Team of Inclusive Practice (STIPS), Educational Psychologists (EP) and the Physical and Sensory Support Service (PSS).• We are able to make referrals to and work closely with health professionals, including the School Nurse, Speech and Language Therapists, Occupational Therapists and Physiotherapists.• We also make referrals to and work with Mindworks and Social Care.
What training are the staff supporting children with SEND having or have had?	<ul style="list-style-type: none">• All staff undertake a programme of continuous professional development to ensure that they have the knowledge to provide high quality teaching that enables all learners to make progress. Teaching Assistants are regularly updated on good practice.• Staff are regularly trained to support children with Special Educational Needs and past training has included speech, language and communication skills and developing children's fine motor skills.• Staff have the opportunity to attend training led by outside providers including the Specialist teaching Team• Where appropriate, staff who support individual children or groups of children who have a particular need receive bespoke training from the SENCo or other professionals involved to ensure that they have the necessary skills to support those learners.
How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none">• Our SEND policy promotes the inclusion of all learners in all aspects of the school curriculum. This may include short trips to the local area or topic related day trips.• Risk assessments are in place for all trips and visits outside of school.• At Farncombe Infants, there is access to extra-curricular clubs that take place after school. These clubs are made accessible to all children.



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How accessible is the school environment?

- Where there are concerns around access to trips or safety, parents and carers are consulted and a plan is put in place to make sure that the child's needs are met.
- We have an Accessibility plan in place for the school and the majority of school buildings and grounds are accessible to all learners.
- Our main building is on one level with ramps, providing easy access for wheel chair users.
- We make reasonable adjustments to our environment to meet the needs of the learners.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- Welcoming children who are new to Farncombe Infants is very important to us and is central to the ethos of the school.
- Children joining in Reception have a number of opportunities to get to know the school through visits prior to starting such as visiting their new class and staying to spend some time getting to know their new teacher.
- Children will also receive a home visit before they start school so that the teacher can get to know the children really well and parents can share any concerns they may have in private. Transition booklets are given to the families to share with their children to support with the transition into school.
- Staff from the Early Years team visit all of the Reception children in their Early Years settings. We have close links with all of our local nurseries. The SENCo will be involved in these visits if children have already been identified as having a Special Educational Need.
- Children moving on to Junior School take part in a range of transition activities to prepare them for the changes ahead. They have the opportunity to visit their new schools and a teacher representative from the Junior School visits them at Farncombe Infants where needed.
- The SENCo meets with Junior SENCos to discuss children with additional needs and how they can best be supported.
- For all children with additional needs joining and leaving the school, we will consider an enhanced transition with extra visits and liaison between settings.

How are the school's resources allocated and matched to children's special educational needs?

- The Executive head teacher, Head of School, School Governing Body and School Business Manager monitor our finances regularly.
- We make use of our resources to support the strategic aims of the school as well as individual resources for our learners.
- All of the provision outlined in this document forms part of the school-based core offer for children with SEND. Further information about this can be found on the local offer website www.surreylocaloffer.org.uk



How is the decision made about what type and how much support my child will receive?

- We seek to provide a value for money service, so interventions are costed and evaluated on a termly basis.
- Some children may support in addition to the school-based core offer. In this case we would apply to the local authority for additional funding through an application for an Education and Healthcare Plan.
- We have monitoring systems in place to regularly track the progress of all learners. This enables us to quickly identify those children who have not made enough progress through whole class teaching and require additional support with their learning.
- We follow a graduated response to children with SEND and further information can be found on school website.
- Children who have a small gap in their learning and are slightly behind in their progress will receive additional support in class, which may be from either the Teacher or Teaching Assistant. This will be monitored closely over a set time period to ensure that this gap does not widen.
- Children who have a larger gap in their learning and are further behind with their learning will require a higher level of support. The type of support will be decided by the class teacher and the SENCo and will take place in addition to high quality whole class teaching. Both the Class teacher and SENCo will monitor this closely.
- If children require further support from outside agencies, for example those mentioned in the specialist services section above, the SENCo will discuss this with parents and any support will be delivered in consultation with the parents, the class teacher and the SENCo.
- The impact of any additional support is measured by the class teacher and the SENCo and reviewed on a regular basis.

How are parents involved in the school? How can I be involved?

- A strong partnership with parents and carers is a key part of the Farncombe Infants ethos and we believe in working with parents and carers to support a child's learning, needs and aspirations.
- Parents are invited to contribute to the school's aims and policies and to give feedback on all aspects of school life.
- Parents have the opportunity to meet with their child's teacher at a termly meeting, but are welcome to talk about their child with the teacher at any time.
- We have a thriving PTA at the school, which always welcomes volunteers, and they have a range of events throughout the year from School discos to the Christmas and Summer fairs.
- Our Governing Body also includes Parent Representatives.

Who can I contact for further information?

- Parents considering a place for their child at Farncombe Infants School should contact the School Office for further information on 01483 424933.



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- Parents of children who are currently at the school are encouraged to talk with their child's class teacher about any questions or concerns they may have.
- Our Home School Link Workers, Cheryl Tickner can also be contacted to answer any questions or concerns.
- Our designated governor for SEND is Lauren Williams
- Further information about Special Educational Needs can be obtained from the SENCo, Emma Baker, who can be contacted via the School Office

Concerns, complaints and compliments

- We encourage parents to talk through any concerns they may have with the school.
- Where a resolution between the parent and school cannot be reached then parents are advised to seek external support via the Surrey Information, Advice and Support Service (SIASS): <http://www.surreyparentpartnership.org.uk/>