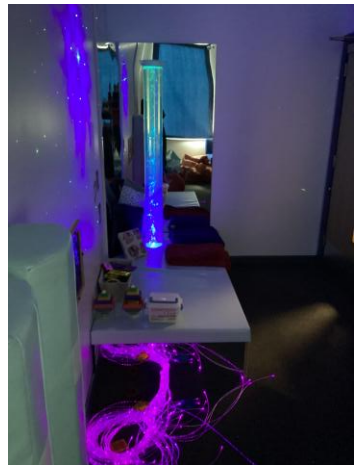




SEND INFORMATION REPORT

2025 - 2026



WHAT TYPES OF SEND PROVISION ARE THERE AT FARLEY HILL?

National Statistics June 2025 <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2024-25>

- 5.3% of all pupils in England have an Education, Health Care Plan (EHCP), a rise from 4.8% in Jan 2024
- A further 14.2% of all pupils have SEN support, without an EHC Plan, up from 13.6% in Jan 2024
- The most common type of need for those with an EHCP is Autism and for those with SEN Support is Speech, Language and Communication Needs
- 71.4% of pupils with an EHC Plan are boys, down slightly from last year. 61.2% of pupils with SEN Support are boys
- In July 2025, there were 48 pupils identified on our Special Educational Needs (SEND) Register 15.5%
- 18.75% of SEND pupils had an EHCP
- 81.25% of SEND pupils were recorded as SEND Support
- 26% of SEND pupils were girls
- 74% of SEND pupils were boys

We have supported children with the following needs: speech, language and communication, autism, adhd, visual impairment, physical disability, global developmental delay, specific learning difficulties, selective mutism, medical needs and mental health needs.

We admit pupils to Farley Hill Primary School with SEND either as part of normal admission arrangements or following consultation with the Wokingham SEND Team if the pupil has an EHCP.

HOW DO WE IDENTIFY AND ASSESS PUPILS WITH SEND?

- On-going observations and assessments by staff in class and throughout the school day
- Completion of an Early Prognosis form if there are concerns about behaviour; which will be discussed with parents once written
- Tracking of data through formal / informal assessments
 - ❖ Teacher assessment - data collated and analysed termly
 - ❖ Standardised assessments - completed termly
 - ❖ Statutory assessments e.g. Phonics screening test, Multiplication check, KS2 SATs
 - ❖ A range of other standardised screening assessments may be used for individual children to support identification or to track progress
- Discussion with parents about their knowledge of their child
- External professional reports
- Information provided by the previous school/setting

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

We look at progress of children to see if it:

Is significantly slower than that of their peers starting from their baseline,
Fails to match or better the child's previous rate of progress,
Fails to close the attainment gap between them and their peers.

WHO ARE THE KEY CONTACTS FOR PUPILS WITH SEND?

Mrs Fiona Ockwell is the SEND Governor and she can be contacted via:

office@farleyhill.wokingham.sch.uk

Your first point of contact is your child's class teacher.

Mrs Claire Logan is our Special Educational Needs and Disabilities Co-Ordinator (SENDCo). She holds a non-class based post and works every day. Appointments can be made via the school office:

office@farleyhill.wokingham.sch.uk

Mrs Donna Bailey is the Farley Family Support Practitioner. She can also support parents to access SEND services. She can be contacted at:

office@farleyhill.wokingham.sch.uk

HOW DO WE WORK WITH PARENTS OF PUPILS WITH SEND AND INVOLVE THEM IN THEIR CHILD'S EDUCATION?



- Ongoing teacher assessments are shared with parents regularly
- SEND Individual Support Plans detailing provision and specific targets will be shared with parents
- Review meetings will be held with school and/or external professionals as appropriate
- Annual Reviews for children who have an Education, Health Care Plan (EHCP) are held at least annually
- Class teachers and/or SENDCo are always happy to arrange meetings to discuss progress at a mutually convenient time
- An annual parent survey is completed, to understand what we do well and to inform future planning

HOW DO WE CONSULT PUPILS WITH SEND AND INVOLVE THEM IN THEIR EDUCATION?

- We recognise that pupil voice is important and we aim to listen to the children's views wherever possible
- Where appropriate the SEND ISP/provision will be discussed with the child
- Pupils with an EHCP complete an annual questionnaire in preparation for their review and, where appropriate, they will be invited to the review

WHAT ARE OUR ARRANGEMENTS FOR SUPPORTING LAC AND SEND PUPILS?

<https://wokinghamvirtualschool.co.uk/>

- The school identifies a designated teacher to advocate for looked after children
- The designated teacher and SENDCo will liaise where a LAC pupil has SEND
- The school liaises with the Virtual School and leads on writing the Personal Education Plan (PEP)

HOW DO WE ASSESS AND REVIEW PUPILS' PROGRESS TOWARDS THEIR TARGETS?

- We follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review
- Staff working with a child will be made aware of the needs, targets, teaching strategies or approaches required
- Staff use discussion, assessments and observations to help identify gaps in learning, in order to support setting specific, achievable targets
- We use formative assessments and standardised tests to track progress over time
- Pupil Progress Meetings/Parents' Meetings are held in the Autumn and Spring terms with the class teacher and senior leaders to ensure children are on track to make progress
- A full written report detailing progress is shared with parents in the Summer Term
- Professionals that come into school also set targets for pupils. Staff then work on these e.g. Speech Therapy, Occupational Therapy, Physiotherapy, Educational Psychology, Learning Support Service, Foundry College and Addington Outreach Inclusion Support
- Children with and EHCP have targets reviewed annually and short term targets are set throughout the year



HOW DO WE OFFER SUPPORT TO PUPILS MOVING BETWEEN DIFFERENT PHASES OF EDUCATION?

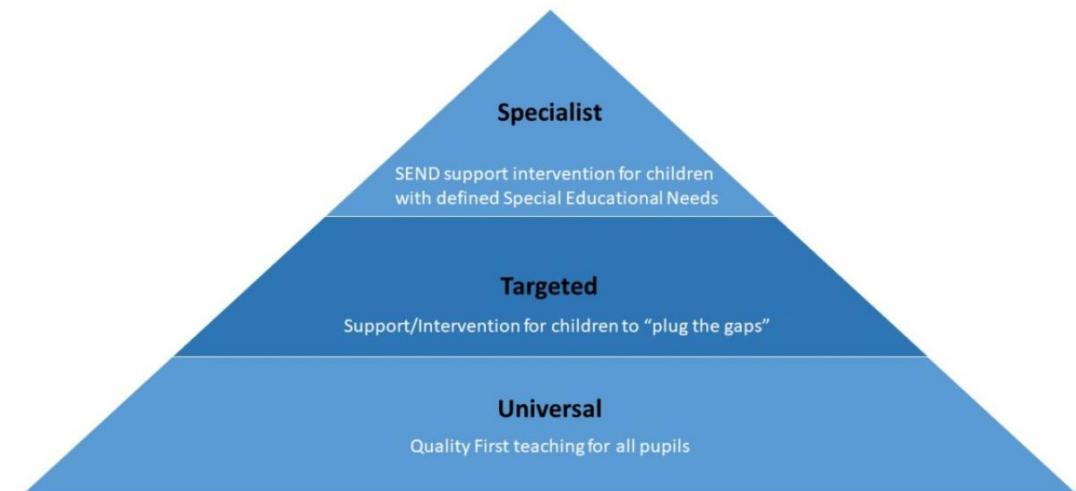
A variety of procedures may take place for pupils with SEND, when they transition to or from Farley Hill Primary School. We can offer:

- Home visits with Foundation Stage staff
- Consultation meeting/phone call/visit to current school/pre-school/setting if needs are significant or concerns are expressed
- Planned transition visit to school
- Meetings with parents/outside professionals if involved
- Additional transition visits to new classroom/teacher
- New teacher to see the child in their current setting
- Opportunity for current/receiving teacher to discuss child's progress/provision/needs etc.
- Other possible provision: transition passport/social story/opportunity to visit on INSET day in September
- Vulnerable children visits arranged by receiving secondary schools
- Secondary school staff are invited to school to meet the child/be part of a review meeting if necessary to meet and talk with parents/child



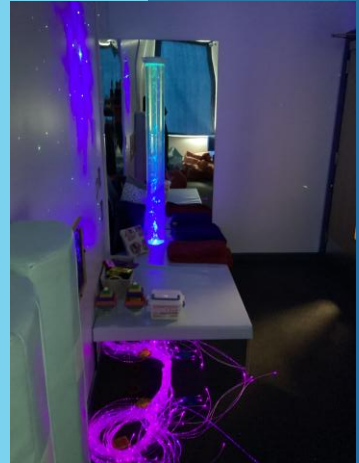
WHAT IS OUR APPROACH TO TEACHING PUPILS WITH SEND?

- We aim for all our pupils to be fully included within class lessons and adapt our curriculum according to ability and need. We are mindful that some children may require provision that is additional to their peers
- This additional provision may be in the classroom and a targeted intervention with the aim of closing the gap. Occasionally this provision may be outside of the classroom
- Teachers are responsible and accountable for the progress and development of all pupils in their class
- High quality teaching is our first step when responding to pupils who have SEND
- Teaching may need to be scaffolded for individual pupils



HOW DO WE ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT?

- Our curriculum is adapted according to each child's individual needs, taking account of teacher assessment, information from school staff, advice from external agencies, the need for small group or 1:1 teaching, targeted interventions and resources available to the school
- We will adapt our resources and staffing as required and with regard to the efficient and effective education of all pupils
- We use recommended provision such as laptops, coloured overlays, coloured backgrounds, visual timetables, safe spaces, movement breaks etc.
- We may give pupils longer processing time, provide pre-teaching opportunities, scaffold learning tasks, read instructions etc.
- In addition, the Local Authority's 'Ordinarily Available Provision' (OAP) informs our provision



WHAT ADDITIONAL SUPPORT FOR LEARNING IS AVAILABLE FOR SEND PUPILS?

- We have experienced Early Years Practitioners and Teaching Assistants who provide support for pupils across the school
- Teaching Assistants provide support to enable pupils to access whole class learning. They support pupils in small groups when delivering interventions.
- Some TAs will support pupils on a 1:1 basis for some of the time if they have an EHCP or they require additional support for learning or to access the curriculum

WHAT EXPERTISE AND TRAINING IS OFFERED TO STAFF TO ENABLE THEM TO SUPPORT PUPILS WITH SEND?

- Training is offered to staff as required. This may be for larger groups or individuals as needs arise.
- Training may be in person or online. Recent training for staff has included the updated Local Authority Ordinarily Available Provision strategy, dyslexia, speech and language needs, autism, ADHD



HOW DO WE PROVIDE RESOURCES TO SUPPORT PUPILS WITH SEND?

- External professionals and school staff will discuss the needs of a pupil with SEND. This may prompt the purchase of specific equipment. When budgeted for and affordable, the school will purchase this from its SEND budget.
- Examples of resources purchased in this academic year were: wobble cushions, nurture resources, sensory resources, specific writing tools, Occupational Therapy equipment, nurture resources and speech and language resources.



- If a child has an Education, Health Care Plan, parents may choose to investigate the use of a personal budget with the Local Authority

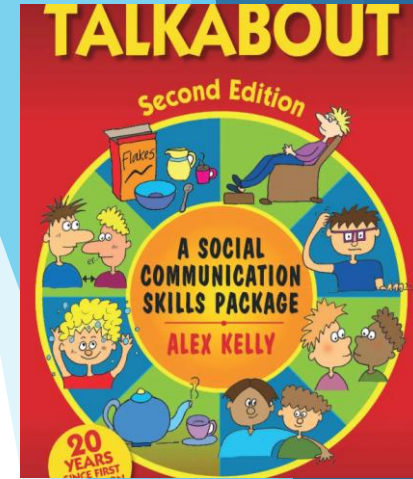
HOW DO WE EVALUATE THE EFFECTIVENESS OF OUR SEND PROVISION?

- Teacher assessment data and standardised test scores are monitored by Senior Leadership Team
- Reviewing ILP targets for achievement
- External professionals review objectives set and the progress made towards these
- We look at start and end points of interventions to see if there has been an impact
- Discussion with children as appropriate and parents
- Holding Annual Reviews for pupils with EHCPs
- SEND is monitored and discussed at Governing Body meetings e.g. curriculum

HOW DO WE SUPPORT PUPILS WITH SEND TO IMPROVE THEIR EMOTIONAL AND SOCIAL DEVELOPMENT?

We are dedicated to improving our SEND pupils emotional wellbeing needs. The support offered can include:

- Nurture Assistant offering weekly 1:1 / group support
- A lunch time club that gives pupils, who may struggle on the playground, the opportunity to socialise with their peers in a structured environment
- Specific interventions - Circle of Friends, social skills groups, social stories, meet and greet, Sand Tray Therapy
- Support for parents from our Farley Family Support Practitioner
- The school can signpost parents to the Emotional Wellbeing Hub, Early Help and CAMHS
- We do not tolerate bullying at Farley Hill and measures are in place to monitor and respond to this



HOW WILL WE ENGAGE EXTERNAL PROFESSIONALS IN MEETING CHILDREN'S NEEDS AND SUPPORTING THEIR FAMILIES?

The SENDCo is able to refer children to a range of external professionals who are able to provide advice to school staff and parents. The number of children being referred has increased over time, making lengthy waiting lists. Some professionals can provide direct input for pupils:

- Educational Psychologist - referral following discussion at the School Planning Meeting to discuss further at a surgery with Class teacher and SENDCo and assessments for EHCP pupils
- Learning Support Service - referral following discussion at the School Planning Meeting leading to assessment of English and Maths skills or discussion at a surgery
- Foundry College (Behaviour Outreach Team) - online referral, usually leading to a consultation and observation with recommendations for support or 1:1 input
- Speech and Language Therapy - referral leading to assessment and therapy plan
- Occupational Therapy / Physiotherapy - referral leading to assessment and therapy plan
- Sensory Consortium Service for pupils with hearing, visual and multi-sensory impairments - referral leading to staff/pupil support
- CAMHS - referral leading to assessment of mental health needs and advice
- Neurodiversity Pathway - referral leading to ASD or ADHD diagnosis with recommendations for support

WHAT SUPPORT SERVICES ARE AVAILABLE TO PARENTS?

- Signposting to voluntary agencies and community projects is available on the school's website
- Our Farley Family Support Practitioner, Mrs Bailey, also has literature and knowledge of many local agencies and can support parents in accessing their services
- Mrs Bailey can signpost parents and carers according to specific needs that they may have e.g. information, courses about parenting and events. This includes Local Borough Services as well as national agencies.
- Appointments can be made to meet Mrs Bailey via the school office:
- Office@farleyhill.wokingham.sch.uk
- **If parents have concerns, in the first instance they should contact the class teacher.** If this is not appropriate then parents can contact the SENDCo or the Key Stage Leader, again via the school office

HOW DO WE HANDLE COMPLAINTS FROM PARENTS OF CHILDREN WITH SEND ABOUT PROVISION MADE AT SCHOOL?

- An annual survey is offered to all parents to offer feedback in general terms, including about SEND
- The school invites open dialogue and parents are welcome to speak to us in person, by phone or by email for this purpose
- Procedures for complaints are outlined in the school's Complaints Policy which is available on the school's website

WHERE CAN WOKINGHAM'S LOCAL OFFER BE FOUND?

- The school's Local Offer and Wokingham's Local Offer can be found on the school's website under SEND.
- The school's Accessibility Plan can also be found here.