

# FARTHINGHOE COMMUNITY PRIMARY SCHOOL

Main Road, Farthinghoe, Brackley, Northants, NN13 5PA.



## Farthinghoe School SEND Report to Governors

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.' (SEND Code of Practice, 2015)

### SEND Profile for last 12 months

Number of children as a percentage of school who are on the SEN/Vulnerable Learner register 7.7% of these 1% are identified as having special educational needs.

N.B vulnerable learner -children who are at risk of not making progress due to other factors (e.g social economic circumstances PP LAC), or children who are being monitored with a view to be identified as SEN

Year Group	SEN (K)	EHP
EYFS	0	0
Yr 1	0	0
Yr 2	0	0
Yr 3	1	0
Yr 4	0	0
Yr 5	0	1
Yr 6	0	0

National Average for SEND 14.9% (DfE January 2019 3.1% EHCP 11.9% SEN support)

### Children Placed on register 2019-2020

1 (C&L)

### Children Removed from the Register 2019-2020

1 (SEMH)

### SEN and Vulnerable Groups

	EYFS & KS1	KS2
SEN and Pupil Premium	0	0
SEN and LAC (PLAC)	0	0

LAC-Looked After Children

PLAC-Previously Looked After Children (children adopted form social care)



Head Teacher:- Mrs Wendy Whitehouse

Tel: 01295 710406

[www.farthinghoeprimaryschool.co.uk](http://www.farthinghoeprimaryschool.co.uk)

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## Areas of Need

*Some children have more than one area of need*

	Communication and Interaction (C&I)	Cognition and Learning (C&L)	Social, Emotional and Mental Health (SEMH)	Sensory and/or physical needs (SPN)
EYFS & KS 1				
KS 2	1	2	2	1
Total	1	2	2	1

## Term of Birth

	Autumn	Spring	Summer
EYFS			
Yr 1			
Yr 2			
Yr 3		1	
Yr 4			
Yr 5		1	
Yr 6			

## How are children identified as SEN?

*See Inclusion policy*

## How are children's needs provided for in class?

Each term the whole staff meet to discuss all children, including their attainment and progress. Children identified as needing a level of support (but not necessarily SEN) are identified on the school provision map and, if as a result of teacher discussions and further assessments, it is felt that they meet the criteria for SEN, an individual education plan is written for them.

## How is the progress and attainment of children with SEN monitored?

Children on the SEN register have a personal education plan that identifies their strengths and barriers to learning. Outcomes are determined so that the barriers to learning are mitigated, in order to enable the child to make progress. The plans are reviewed termly by the child (where appropriate) teaching staff and parents, and progress towards outcomes is recorded. The views and aspirations of the child are paramount to setting individual plans.

Children working significantly below their cohort have a curriculum tailored to their needs. Their progress is tracked on a termly basis using key objectives.

Children with an EHCP have a running record of their progress towards the outcomes of their plan.



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