



SEND Information Report 2026-2027

Date Reviewed: 1st September 2026

Next Review Date: 1st September 2027

SENDCo: Haley Hall

Contact Details: 01274 573297 / office@fps.paymat.org

SEND Governor: To be appointed

Headteacher: Samantha Keenan

1. Our Vision for Inclusion

At Farnham Academy, we are committed to ensuring that every child is valued, included and supported to achieve their full potential. We believe that all pupils, regardless of their special educational needs or disabilities (SEND), should have access to a broad, balanced and ambitious curriculum and be fully involved in all aspects of school life.

We work closely with pupils, parents/carers, staff and external agencies to ensure that children with SEND receive the support they need to make progress academically, socially and emotionally.

2. What Types of SEND Do We Support?

Our school provides support for pupils with a wide range of needs, including:

Communication and Interaction

Examples include:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)

Cognition and Learning

Examples include:

- Specific Learning Difficulties (e.g. Dyslexia, Dyscalculia)
- Moderate Learning Difficulties
- Global Developmental Delay

Social, Emotional and Mental Health (SEMH)

Examples include:

- Anxiety
- Emotional regulation difficulties
- Attention Deficit Hyperactivity Disorder (ADHD)

Sensory and/or Physical Needs

Examples include:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical conditions affecting learning

3. How Do We Identify Pupils with SEND?

We identify SEND through a range of methods, including:

- Information from parents/carers.
- Liaison with previous schools or settings.
- Teacher observations and assessments.
- Progress and attainment data.
- Screening and diagnostic assessments.
- Information from external professionals.
- Medical information.

Where concerns arise, we follow the graduated approach of:

Assess → Plan → Do → Review

This process helps us identify barriers to learning and determine the most appropriate support.

4. How Do We Consult and Involve Parents and Carers?

We believe parents and carers know their children best and are essential partners in the SEND process.

Parents/carers are involved through:

- Regular review meetings.
 - Parent consultations.
 - Individual support plan reviews.
 - Annual reviews for pupils with EHCPs.
 - Communication via telephone, email and face-to-face meetings.
 - Opportunities to contribute to decision-making and target setting.
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5. How Do We Involve Pupils with SEND?

We encourage pupils to participate in decisions about their education.

This may include:

- Pupil voice activities.
- One-page profiles.
- Individual target setting.
- Review meetings.
- Discussions with trusted adults.

Children's views are considered when planning support and evaluating its effectiveness.

6. How Do We Assess and Review Progress?

The progress of pupils with SEND is monitored through:

- Ongoing teacher assessment.
- Termly pupil progress meetings.
- SEND review meetings.
- Provision mapping.
- Standardised assessments where appropriate.
- Feedback from parents, pupils and professionals.

Support is reviewed regularly to ensure it remains effective and meets individual needs.

7. What Is Our Approach to Teaching Pupils with SEND?

High-quality teaching is the first step in responding to pupils who have SEND.

Teachers are responsible and accountable for the progress and development of all pupils in their class.

Support may include:

- Adaptive teaching strategies.
- Scaffolded learning.
- Visual supports.
- Small group interventions.
- Individual programmes.
- Assistive technology.
- Additional adult support where appropriate.

Provision is tailored to individual needs.

8. How Do We Adapt the Curriculum and Learning Environment?

We make reasonable adjustments to ensure all pupils can access learning.

Examples include:

- Adapted teaching resources.
- Visual timetables.
- Alternative recording methods.
- Sensory supports.
- Flexible seating arrangements.
- Modified curriculum materials.
- Accessible classrooms and facilities.

Our Accessibility Plan is available on the school website.

9. What Additional Support Is Available?

Depending on need, support may include:

- Speech and language programmes.
- Literacy interventions.
- Numeracy interventions.
- Social skills groups.
- Emotional wellbeing support.
- Occupational therapy programmes.
- Sensory support strategies.
- Behaviour support plans.

Provision is reviewed regularly to ensure impact.

10. How Do We Support Social, Emotional and Mental Health?

We recognise that emotional wellbeing is essential for learning.

Support may include:

- Pastoral support.
- Emotional literacy programmes.
- Nurture provision.
- Friendship groups.
- Access to trained staff.
- Early Help support.
- Referrals to external services when appropriate.

We promote positive relationships, resilience and wellbeing throughout the school.

11. What Specialist Services and Expertise Are Available?

We work with a range of external agencies where appropriate, including:

- Educational Psychology Service.
- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.
- School Nursing Service.
- Child and Adolescent Mental Health Services (CAMHS).
- Specialist SEND support teams.
- Mental Health Support Team.
- Social Care services.

Parents are consulted before referrals are made unless safeguarding concerns apply.

12. What Training Do Staff Receive?

Staff receive regular SEND training to ensure they can meet pupils' needs effectively.

The SENDCo regularly attends professional development opportunities and shares expertise with staff.

13. How Are Pupils with SEND Included in School Activities?

All pupils are encouraged to participate fully in:

- Educational visits.
- Clubs and enrichment activities.
- Sports events.
- School performances.
- Leadership opportunities.

Reasonable adjustments are made where necessary to ensure inclusion.

14. How Do We Support Transitions?

We carefully plan transitions for pupils with SEND, including:

Starting School

- Visits and transition meetings.
- Information sharing with previous settings.

Moving Between Classes

- Transition activities.

- Transition booklet.
- Additional visits where needed.

Moving to Secondary School

- Enhanced transition programmes.
- Meetings with receiving schools.
- Additional visits and support arrangements.

15. How Do We Support Pupils with Medical Needs?

Where pupils have medical conditions, we work with families and healthcare professionals to develop:

- Individual Healthcare Plans.
- Risk assessments where necessary.
- Staff training to support medical needs.

The school's Supporting Pupils with Medical Conditions Policy is available on our website.

16. Education, Health and Care Plans (EHCPs)

Where a pupil has an EHCP, the school will:

- Deliver the provision specified within the plan.
- Monitor progress towards agreed outcomes.
- Hold annual review meetings.
- Work collaboratively with parents and professionals.

17. How Do We Evaluate the Effectiveness of SEND Provision?

We evaluate our SEND provision through:

- Progress and attainment data.
- Intervention impact measures.
- Learning walks and observations.
- Parent and pupil feedback.
- Annual reviews.
- Governor monitoring.
- SEND self-evaluation.

This helps us continually improve outcomes for pupils.

18. What Should I Do If I Have Concerns?

If you have concerns about your child's progress or SEND provision, please contact your child's Class Teacher.

If concerns remain, please contact the school's SENDCo: Haley Hall

If concerns are unresolved, parents may follow the school's Complaints Procedure, available on the school website.

19. Local Offer

The Local Authority's SEND Local Offer provides information about services available for children and young people with SEND and their families.

Local Offer Website: <https://localoffer.bradford.gov.uk/>

Report Review

This report is reviewed annually in consultation with pupils, parents, staff and governors.

Approved By: Samantha Keenan

Approval Date: 1st September 2026