



William Farr (C of E) Comprehensive School

SEND Information Report – May 2025

William Farr (C of E) Comprehensive School is a fully inclusive mainstream school. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve. All pupils are valued equally, regardless of where their abilities lie, with the School being committed to ‘provide all members of the school community with the opportunities to engage with 'life in all its fullness' (John 10:10) through the highest quality of education, encouragement and endeavour’. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Within its aims, William Farr (C of E) Comprehensive School is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

Students of all ages and all abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum in both content and style of delivery which allows them to make informed choices as they progress beyond the school.
- Be encouraged to achieve their full potential.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.
- This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop overtime.

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report. This can be found at: <http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

| Regulation | Question | School response |
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| 1. The kinds of Special Educational Needs for which provision is made at the school. | What kinds of SEND do pupils have in your school? | <p>Children are identified as having SEND if they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (<i>SEND Regulations 2014</i>).</p> <p>Students at William Farr (C of E) Comprehensive School have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p> |



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| <p>2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.</p> | <p>How do you know if a pupil needs extra help?</p> | <p>When your child first joins William Farr (C of E) Comprehensive School, we use information from a range of sources to help identify SEND. These include information from parents/carers; primary school teachers; end of key Stage 2 tests; base line testing; literacy and numeracy tests; application information; subject teachers; specialist colleagues and external agencies.</p> <p>Subject teachers, Heads of Department and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at William Farr (C of E) Comprehensive School will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support staff, Heads of Year, outside agencies, parents/carers or the pupils themselves.</p> <p>If your child needs to be assessed, we use a range of assessments depending on the area of need. We also have good working relationships with outside agencies to whom we may refer to if appropriate.</p> <p>We follow a staged and graduated approach to identify and assess needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the stakeholders concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, is not making expected progress.</p> <p>Students with SEND are on the SEND register which is accessible to all staff. Staff use this information, Provision Mapper information and the pupil passports to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p> |
| <p>3a. How the school evaluates the effectiveness of its provision for such pupils.</p> | <p>How will I know that my child is making progress?</p> <p>How do you evaluate provision?</p> | <p>All students, including those with SEND, are assessed at the Pupil Progress Points, in accordance with the School's Assessment Policy. Parents evenings are held once a year where there is a direct opportunity to discuss progress. Students who are on the SEND register will have also have an additional two SEND reviews to discuss progress .</p> <p>The school has a Quality Assurance process that assesses the effectiveness of SEND Provision for students. Additionally progress and attainment data for students is analysed for effectiveness of provision.</p> |
| <p>3b. The school's arrangements for</p> | <p>How do you check and review the progress of my</p> | <p>The school will send home a report each year, which will show your child's current levels as well as reporting on their behaviour for learning. Heads of Department, Heads of Year, Form Tutors and subject teachers will monitor and review your child's grades and pick</p> |



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| <p>assessing and reviewing the progress of pupils with special educational needs.</p> | <p>child and how will I be involved?</p> | <p>up on any subjects where your child is not progressing as expected. Interventions will be implemented.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through methods including parents' evenings; notes in planners; email; telephone calls; appointments made with individual teachers; Reviews (for students on the SEND register).</p> <p>The school provides information for parents through newsletters; the school website; Open days; Parents Evenings and letters home.</p> |
| <p>3c. The school's approach to teaching pupils with special educational needs.</p> | <p>How do staff help pupils with SEND?</p> | <p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs via the pupil passport and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical / adaptation of resources and activities. This means your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it will be discussed with you.</p> <p>When your child is approaching the start of Key Stage 4, if we think reasonable adjustment is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p> |
| <p>3d. How the school adapts the curriculum and learning environment for pupils with special educational Needs.</p> | <p>How will the curriculum be matched to my child's needs?</p> <p>How accessible is the school environment?</p> | <p>Most of our students follow the broad and balanced curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy; intervention groups and number of qualifications studied.</p> <p>Our school is a safe and accessible site and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including lifts to access some areas; disabled toilets; a hygiene suit; ramps; wide corridors and equipment to help with reading and recording.</p> |
| <p>3e. Additional support for learning that is available to</p> | <p>Is there additional support available to help pupils with</p> | <p>We have a wide range of staff to support pupils and address any additional needs they may have, including pupils with SEND. This includes a qualified SENDCO; Teaching Assistant's; Specialist ASD staff;</p> |



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| <p>pupils with special educational Needs.</p> | <p>SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How is the decision made about how much/what support my child will receive?</p> | <p>Specialist Physical staff; English and maths Intervention staff and Pastoral Support staff based in the HUB.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Teaching Assistants are allocated, where resources allow supporting students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p> <p>Students with an EHCP will have outcomes and provisions set. Annual Reviews involving the student, parents/carers, subject staff and other professionals evaluate those outcomes and provisions. The decision on support is based on evidence of need and impact.</p> |
| <p>3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.</p> | <p>What extra-curricular activities are available for pupils with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p> | <p>A wide variety of academic and hobby/interest clubs are available at William Farr (C of E) Comprehensive School. They are open to all students, including students with SEND. Details of these clubs are available on the school website.</p> <p>Additionally, we run a wide range of activities specifically to support SEND students including, Lunch and Break Time Social Space in W8. We also run coursework/revision sessions for older students as and when required.</p> <p>The Extra-Curricular timetable is available on the schools website. SEND Clubs are by invitation and details are available on request.</p> <p>All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p> |
| <p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs.</p> | <p>What support will there be for my child's overall well-being?</p> | <p>At William Farr (C of E) Comprehensive School we take our care and guidance responsibilities very seriously. We pride ourselves on providing a high level of student support. One way we support our students is by assigning them to a form tutor and Head of Year, who will (in most cases) remain with them as they progress through the school. This provides continuity and builds a strong relationship between the Year Team and students.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: Teaching Assistants; Heads of Year; and a Child Protection Officer. We also have excellent relationships</p> |



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| | | with a number of external agencies, for example the Working Together Team, Specialist Teaching Team, Healthy Minds, CAMHS and Educational Psychologists. |
| 4. In relation to Mainstream schools, the name and contact details of the SEN coordinator. | Who should I contact if I want to find out more about how William Farr (C of E) Comprehensive School supports pupils with SEND? What should I do if I think my child may have a special educational need or disability? | The SENDCO is Ian Pindar. Contact details: email i.pindar@williamfarr.lincs.sch.uk or telephone 01673 866900. Contact Mr Pindar. |
| 5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured. | What training have the staff supporting children and young people with SEND had or are having? | We have a SEND department which is made up of the SENDCO, SEN administration, TA2s, a large team of TA1s and several Apprentices. Within this team we have staff that have a range of experience and training covering various SEN needs including the National SENCO Qualification; NVQ Level 2 & 3 Supporting Learners in Schools; Supporting students with ASD/ADHD; MLD; SPLD and Physical to name but a few. Training is provided to all staff, including teachers and TA's, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND. As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services. |
| 6. Information about how equipment and facilities to support children and young people with special educational needs will be secured. | What happens if my child needs specialist equipment or other facilities? | As a school we can access a range of services including Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Ian Pindar or discuss the issue at the next review meeting. |
| 7. The arrangements for Consulting parents of children with special educational needs | How will I be involved in discussions about and planning for my child's education? | You will be invited to any meetings specifically arranged for your child. You are welcome to make an appointment to discuss your child's education at any time. |



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| <p>about, and involving such parents in, the education of their child.</p> | <p>How will you help me to support my child’s learning?</p> | <p>We will support you by having regular communication and being available for meetings as required.</p> <p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> • Helping them to be organised for their day (including bringing the right equipment and books) • Full attendance and good punctuality • Completion of homework • Checking and signing planner • Attending parents meetings • Attending any meetings specifically arranged for your child |
| <p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p> | <p>How will my child be involved in his/her own learning and decisions made about his/her education?</p> | <p>Students are encouraged to take part in Student Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements.</p> |
| <p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p> | <p>Who can I contact for further information?</p> <p>Who can I contact if I have a complaint?</p> | <p>We always seek to resolve issues quickly at the school however the school’s complaints procedure is available on the school website.</p> |
| <p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational</p> | <p>What specialist services and expertise are available at or accessed by the school?</p> | <p>The school can refer students to a range of services, including Child and Adolescent Mental Health Service (CAMHS); The Working together Team (WTT); SEND Advice Line (Ask SALL); Speech and Language Service; Boss Team etc. These services are contacted when necessary and appropriate, according to your child’s needs.</p> <p>If you believe your child needs support from a specialist please contact Mr I. Pindar or discuss at the next review meeting.</p> |



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| needs and in supporting the families of such pupils. | | |
| 11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32. | Who should I contact to find out about support for parents and families of children with SEND? | <p>The Local Offer is available on-line at the Family Services Directory but you can also contact either the Family Information Service or Information, Advice and Support Service and they will help you find what you need, or if you need additional support with the website.</p> <p>Family Information Service t. 0800 195 1635 (Mon-Fri 8am-6pm) e. fis@lincolnshire.gov.uk https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page</p> <p>Liase - Information, Advice and Support Service (formerly Parent Partnership) t. 0800 195 1635 (Mon-Fri 8am-6pm) e. liase@lincolnshire.gov.uk www.lincolnshireparentpartnership.org.uk</p> |
| 12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living. | How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision? | <p>We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed.</p> <p>All children receive advice on careers and are encouraged to visit further and higher education providers to explore post-16 and 18 courses. If additional support is needed this will be put in place, as is bespoke input in PSHE. We work closely with Local Authority to ensure support for students with EHCP's.</p> <p>The school is currently working towards the SEND Gatsby Benchmark for Careers.</p> |
| 13. Information on where the local authority's local offer is published. | Where can I find out about other services that might be available for our family and my child? | <p>Family Services Directory: http://search3.openobjects.com/kb5/lincs/fsd/home.page</p> |
| <p>Key Staff: SENDCO: Mr I. Pindar Deputy Headteacher (SLT Responsibility for SEND): Mrs J.Grant Headteacher: Mr G. Edgar School Governor with responsibility for SEND: Mr D. Subden</p> | | |