

Farrowdale House INDEPENDENT PREPARATORY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT

Academic Year: 2025–2026

Introduction

At Farrowdale House School, our inclusive ethos ensures every pupil is supported through collaboration between staff, parents, and external professionals to achieve the best possible outcomes. This Special Educational Needs and Disabilities (SEND) Information Report outlines how our school identifies, supports, and monitors pupils with SEND, in accordance with the Children and Families Act 2014, the Equality Act 2010, and the SEND Code of Practice (2015).

Our SEND provision aims to ensure that all pupils:

- Have access to a broad and balanced curriculum.
- Are included fully in all aspects of school life.
- Develop independence, confidence, and resilience in their learning.

The Special Educational Needs and Disabilities (SEND) Coordinator

The SENDCo works closely with class teachers, senior leaders, and external professionals to ensure the graduated approach is implemented effectively.

SENDCo: Alex Leach

Contact: farrowdale@aol.com | 01706844533

Qualifications: BSc (hons), QTS, MBDA, PGCert SpLD

Line Manager: Zoe Campbell

Identification of SEND

Farrowdale House is a mainstream independent school for children aged 3 – 11 years. Admission is subject to attendance at an assessment day as an opportunity for all prospective pupils to experience a typical school day. On these days, the school will make a general assessment of the child's suitability to attend the school. We admit pupils with an additional educational need and/or disability provided both parents and school conclude that we can provide appropriately for the child's specific needs.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age or;
- b) has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Early identification of needs is a priority to ensure timely support and prevent barriers to learning.

Our school currently provides for a range of needs, in line with the four broad areas of need identified in the SEND Code of Practice (2015):

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional, and Mental Health Difficulties
4. Sensory and/or Physical Needs

This includes but is not limited to: Autism Spectrum Conditions, ADHD, Specific Learning Difficulties including dyslexia and dyscalculia, mental health conditions, hearing impairment, vision impairment, Developmental coordination disorder.

Identification methods may include:

- Teacher assessments and observations.
- Parental or carer concerns.
- Pupil progress data.
- Information from previous settings.
- Reports from external professionals (e.g., Educational Psychologists, Speech and Language Therapists).

Assessing and Reviewing Progress

The school follows the Assess – Plan – Do - Review model to monitor pupil progress:

- Assess - The class teacher and SENDCo assess the pupil's needs through data, observation, and specialist advice.
- Plan - A support plan is developed outlining specific targets and strategies.
- Do - Teachers implement the plan with support from the SENDCo and, where relevant, external professionals.
- Review - The plan is evaluated regularly (termly) with input from parents and pupils.

Progress is measured against individual targets and age-related expectations, ensuring support remains proportionate and effective.

Supporting Pupils with SEND

Support may include:

- Individualised classroom teaching.
- Small group or one-to-one interventions.
- Sensory adaptations.
- Specialist programmes for literacy, numeracy, or social skills.
- Access to assistive technology or adapted resources.
- Pastoral or mental health support.

Where necessary, an Education, Health and Care Plan (EHCP) may be requested from Oldham Council.

Involving Parents and Pupils

We value the input of parents and carers and ensure they are actively involved at every stage of the SEND process. This includes:

- Regular review meetings.
- Open communication through meetings, phone calls, or emails.
- Access to pupil progress data and support plans.
- Pupils are encouraged to contribute to their own support plans and review meetings, helping to set their own learning goals where appropriate.

We believe in working together with families to produce support plans to ensure the voice of the child and parents informs every stage of provision.

Supporting Pupils During Transitions

We recognise that transitions can be challenging for pupils with SEND. Support may include:

- Transition meetings with parents and staff from the receiving school.
- Additional visits and familiarisation sessions.
- Preparation of transition booklets with photos and key information.
- Liaison with secondary school SENDCos or other settings.

For internal transitions, teachers liaise closely to ensure continuity of support and shared understanding of needs.

External Support and Partnerships

The school works collaboratively with a range of external agencies, which may include:

- Oldham Local Authority SEND Team
- Educational Psychologists
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)

- CAMHS (Child and Adolescent Mental Health Services)
- Local health professionals

Involvement of external agencies is proportionate to need and coordinated through consent from parents or carers.

Accessibility

In line with the Equality Act 2010, we are committed to making reasonable adjustments and improving access to the curriculum, environment, and information to ensure accessibility for all pupils, staff, and visitors. Our Accessibility Plan outlines actions to improve physical access, curriculum access, and information access. Reasonable adjustments are made wherever possible.

Training and Development

Staff receive ongoing professional development to ensure effective SEND practice. Training is provided both proactively through planned CPD and responsively to address specific emerging needs. Training topics may include:

- Speech, Language and Communication.
- Specific Learning Difficulties E.g. Dyslexia, Developmental Language Disorder (DLD), Dyscalculia.
- Autism Spectrum Conditions.
- ADHD
- Social, emotional, and mental health needs.
- Classroom practice.
- Hearing Impairment

Monitoring and Evaluation

SEND provision is regularly reviewed by the SENDCo, and proprietors to ensure effectiveness and compliance with statutory duties. Data on pupil progress, attendance, and engagement inform this process.

Concerns and Complaints

Parents who have concerns about SEND provision should:

1. Initially discuss the matter with the class teacher or SENDCo.
2. If unresolved, contact the Headteacher.
3. If still unsatisfied, follow the school's formal Complaints Policy.

The full Complaints Policy is available on the school website or upon request.

Local Offer

The Oldham Local Offer outlines the services and support available for children and young people with SEND in the local area. Information about the Oldham Local Offer is available at:

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

Review of the SEND Information Report

This report is approved by the Headteacher and Proprietors and made available to parents via the school website.

This report is reviewed annually to ensure it remains accurate and reflects current practice. It should be read in conjunction with the SEND Policy, Accessibility policy, Complaints Policy, Safeguarding policy, and the Admissions policy available on the school website or upon request.

Date of last review: September 2025

Next review due: September 2026