Farnham and Rickling Primary Schools SEND Information Report

(2025-2026)

We want everyone to be the best they can be at Farnham and Rickling Primary Schools.

Our SEND Information Report booklet is a guide for children and parents to our provision for children with Special Educational Needs and/or Disabilities (we have shortened this to SEND). It lets you know how we can help your child learn at our school without too much jargon. We update this every year, so please check this is our latest version.

Our primary schools offer mainstream provision and is part of the Local Offer for education from Essex. We recommend that you access the Local Offer website at http://www.essexlocaloffer.org.uk/ for more information on all areas.

Who are the best people to talk to in our schools about my child's learning needs or SEND?

Your child's class teacher should be your first port of call.

You can make an appointment with us or catch us for a few moments at a convenient time: you don't need to wait for parents evening. You can also email us directly if you don't come into school very often. Our email contact details are at the back of this booklet.

The teacher wants to talk to me, does this mean my child has Special Educational Needs?

If we have concerns about your child, we will want to meet with you too. We believe that working together and helping children early on gives the best outcome. This does not automatically mean that your child will have Special Educational Needs or a disability. It might be that a few cycles of targeted support (we call this Graduated Response) just gives your child the boost they need, or it may give us the opportunity to further assess your child to get the right level of support needed.

How will the class teacher help my child?

As class teachers, we are all responsible for monitoring and checking the progress of all children in our class and making sure that we offer high quality teaching provision for all children. Our universal offer forms the foundation of support available to all pupils, including those with special educational needs and/or disabilities (SEND). Quality First Teaching underpins this provision, ensuring that lessons are carefully planned, differentiated, and inclusive so that every child can access the curriculum. Staff use ongoing assessment and adaptive strategies to identify and address barriers to learning at the earliest opportunity. If your child needs more targeted support, we can help your child by making sure our provision matches their need through a 'One Plan' approach. We track the progress of each child from their own starting point and personalised goals as well as using national data comparisons

Who is the SENCO?

Miss Burrows – Rickling

Mrs Greenwood – Farnham

Both hold additional responsibility to co-ordinate our provision in each school, help the other teachers with your child's needs, ask for help and support from other agencies and to manage record keeping.

If your child is transferring from another school or provider, the SENCO may ask you about the provision you child has had so far and speak to the SENCO from your child's previous provision or school to ensure we have the correct resources in place.

Mrs Bratley (Headteacher) and Mrs Mayle (SEND Governor) monitor the schools' SEND policy and procedures.

How will we support your child with identified special needs starting at school?

We aim to ensure that every child with SEND is welcomed, valued, and supported to thrive. Our approach meets both our statutory and legal duties to promote equality of opportunity, eliminate discrimination, and foster inclusion for all pupils.

If your child is transferring from another school or provider, the SENCO will ask you about the provision your child has had so far and speak to the SENCO from your current setting to ensure we have the correct resources in place. You will be invited to visit the school with your child to meet your child's key worker or teacher. We offer transition visits to help your child settle.

How is extra support allocated to children?

We are fortunate that every class has access to the additional support of a Teaching Assistant to help deliver High Quality provision alongside the class teacher. Extra support is allocated by need and measurable impact. Your child may receive targeted intervention through small group work or one-to-one work during the school day for a fixed period.

We receive ring fenced funding to support SEND in school as part of our budget. Some of this is used to employ teaching assistants, educational resources and training. This may be used to run specific skills interventions.

Unless a child has a funded EHCP (Education Health Care Plan) with a recommendation for a Learning Support Assistant, we may not fund additional adult support.

What support can I expect for my child at Farnham and Rickling?

Parents can expect a warm, inclusive, and nurturing environment where every child, including those with Special Educational Needs and Disabilities (SEND), is valued and supported. The Federation use adaptive teaching to respond to each child's individual needs, with regular input from the Special Educational Needs Coordinator (SENCO) and where appropriate, external specialists. Parents can expect open communication and partnership in decision-making, ensuring that progress and well-being are regularly reviewed. The school's Christian ethos underpins a caring community where all children are encouraged to thrive academically, socially, and spiritually.

High Quality Teaching/Provision for All Children (HQT/HQP)

This starts by talking to your child about what works for them and supporting their metacognition- helping them learn how to learn. This might mean we adapt our resources, teaching style or provision. Making these adjustments may be all that is needed. Alongside our class teaching, all children are offered Muddy Puddle learning, Forest School sessions, educational visits and swimming is also offered to children in in Year 1 to 4 at Grange Paddocks.

Not all children receive a formal diagnosis of need from a specialist, or there is a waiting period before a diagnosis is formalised. We will endeavour to support your child with best practice and interventions where needed in accordance with the *Provision Guidance* or *Early Guidance* from Essex County Council. We will do this whether your child has received a diagnosis or not. Staff receive regular training to support them in their role.

Additional School/Setting Intervention and Support (ASIS)

Characteristics we look for to determine this might include a slow rate of learning and development even with additional support. We might see children attaining at a level significantly below age-related expectations expected outcomes and there is evidence of an increasing gap between them and their peers. We assess all children Y1 and above termly using NFER (reading), Rising Stars (spelling and grammar) and NFER (Maths assessments). Some children are on our support system Lexia which automatically assesses them as they complete the sections. Some children are automatically assessed as they complete our online reading and support system Lexia. We might also carry out some additional assessments of your child's learning: AFALs- A early literacy intervention, YARC - a type of reading assessment, Little Wandle- a phonics assessment to support our work.

Sometimes this might mean we write a One Plan with your child. You might have heard of this type of plan being called an IEP previously.

A One Plan breaks down the area of need into smaller, measurable steps (outcomes) and details strategies we intend to use to support your child. We know this works best when parents are involved, so you will be invited in to talk about this. A plan typically runs for a term and then we review what happened.

The class teacher writes the One Plan alongside your child. They might seek advice from other people alongside your input too. We want to talk to one of these people, we will ask for permission first. You might find we discuss with you, strategies for giving your child the tools to work independently, or that adults are used to help your child access learning. It might include small group work or individual intervention that targets specific skills before or during the school day.

Support may be provided by the class teacher or teaching assistant in the classroom. Occasionally, children may access their learning outside the main classroom with a teaching assistant under the guidance of the class teacher.

Alongside High-Quality Teaching, the class teacher may wish to involve:

- Other staff in the school
- People who visit the school from a specialist provider e.g. Learning Support Service teachers, Speech Therapist, Educational Psychologist, School Nurse, Dietician, Occupational or Physiotherapists, Health Visitors

Sometimes a child may be supported through a One Plan for a longer time; a few cycles can help bridge the learning need. If the class teacher feels that your child's needs will be met by High Quality Teaching and no longer needs a One Plan they will talk to you about this. We will continue to monitor your child carefully.

What if the ASIS is not working?

Occasionally, High Quality Teaching, and School Intervention and Support provided on a One plan are not enough alone. If a child is not making progress, we will talk to you and seek your permission to get other people involved to help with further assessment or diagnosis. Our SENCO can arrange access to educational psychologists for assessment and advice for the Specialist Education Team. You may be asked to contact your GP where a medical need is having an

impact on learning. Please be aware, there may be a wait between referral and assessment.

If you want to talk to outside agencies, their contact details are at the back of the booklet.

What is an Education Health Care Plan?

An Education Health Care Plan (EHCP) is for some children who have High Needs.

Characteristics of High Needs may be defined as: significant and persistent learning difficulties despite access to appropriate learning opportunities and support; the provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available to mainstream early years' providers, schools and post-16 institutions. Children may have life-long learning difficulties or disabilities, across several areas of development, and will require more targeted and specialist intervention.

We (or you) can request that the Local Authority carry out a statutory assessment of your child's needs to see if an EHCP appropriate. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer on the Essex website https://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Special-Educational-Needs.aspx. The LA will consider the assessment and evidence provided and determine whether they will proceed with an EHCP. Not every request leads to an EHCP.

The EHCP puts in place longer and shorter-term plans of educational and aspirational goals for your child. It states the provision that we must offer your child and a budget may be attached to this to fund additional staff, resources or adaptations. The plan is reviewed annually by the LA and may not always be renewed. In school, the actions identified in the EHCP is administered by continuing One Plans at school.

How accessible is the setting? Farnham:

There are two sets of standard toilets and one single toilet facilities on site for the children, one staff toilet and one disabled toilet in the School Hall. For more information, please view our Accessibility Plan which can be found on our website policies page. Disabled parking is marked daily by use of a cone for drop off and pick up.

Rickling:

There are four sets of standard toilet facilities plus individual staff toilets. We do have a fully disabled access toilet accessed outside our Hall area. For more information about this, you can view our Accessibility Plan which can be found on our website policies page.

We have one room for intervention and support groups to work, with other learning areas utilised as necessary e.g. Learning Centre.

Disabled parking is available on request.

Who provides services to children with SEN at Farnham and Rickling?

- Class Teachers
- Teaching Assistants working within the guidance of the class teacher to support groups, individuals as required.'

Outside Agencies may include

- Educational Welfare
- Educational Psychology Service
- Parent Partnership Service (to support families through the SEN processes and procedures)
- School Nursing and Health Visiting Team

Directory of useful contacts

SENCO: Miss Burrows – admin@rickling.essex.sch.uk /
Mrs Greenwood admin@farnham.essex.sch.uk
Headteacher: Mrs Tracey Bratley – head.farnrick@farnham.essex.sch.uk
SEND Governor: Mrs Kathryn Mayle – kmayle@rickling.essex.sch.uk

Other agencies:

Essex Local Offer http://www.essexlocaloffer.org.uk/category/education/

Essex Child and Family Wellbeing Services

http://www.virgincare.co.uk/service-hub/essex-0-19/

Theresa Duke (School Nursing Team) 01799 562928

Ordinarily Available: https://schools.essex.gov.uk/pupils/SEND/Pages/Ordinarily-Available.aspx

Families in Focus: https://www.familiesinfocusessex.org.uk/

The Bridge Newsletter: https://pages.news.essex.gov.uk/pages/the-bridge-send

Glossary of terms: https://www.essexproviderhub.org/children-s-services/children-s-services-market-position-statement/market-introduction/glossary/

The Educational Psychology helpline - Tel: 01245 433 293 (The helpline is open every Monday afternoon during term time from 1pm to 5pm and you can talk to an educational psychologist for advice.)

SENDIASS http://www.essexlocaloffer.org.uk/send-iass-children-and-young-peoples-page/ The **Essex SENDIASS** is a confidential and impartial information, advice and support service on issues related to special educational needs and disability.
SEN Tribunal Service Tel: 01325 392 760
ERIC (Continence Advice) https://www.eric.org.uk/
National Autistic Society http://www.autism.org.uk