The Federation of Farnham and Rickling

SEND POLICY

Updated by SENDCo: 13.11.25

Approved By Governors: 13.11.25

Policy To Be Reviewed: Annually

Through faith and nurture, we thrive.

'Life in all its fullness.' John 10:10

Be Loving/Be Respectful/Be Responsible/Be Positive/Be You

Farnham and Rickling C of E Primary Schools
Special Educational Needs Policy

Section 1 - Basic information about the school's special educational provision.

- The objectives of the school's SEND Policy
- The name of the school's SENDCo or teacher responsible for the day-to-day operation of the SEND Policy including the arrangements for co-ordinating provision for pupils with SEN
- Admission arrangements
- Any SEND specialism and any special units
- Any special facilities which increase access to the school by pupils with SEN

Section 2 – Information about the school's policies for identification, assessment and provision for all pupils with SEND.

- The allocation of resources to and amongst pupils with SEN
- Identification and assessment arrangements; and review procedures
- Arrangements for providing access for pupils with SEND to a balanced and broadly-based curriculum, including the National Curriculum.
- How children with special educational needs are integrated within the school.
- Criteria for evaluating the success of the school's SEND policy.
- Arrangements for considering complaints about special educational provision within the school.

Section 3 - Information about the school's staffing policies and partnership with bodies beyond the school.

- The school's arrangement for SEND in-service training.
- The teachers to follow the SEND pathway document.
- The teachers to use the Essex Provision Guidance for further help and support.
- Use made of teachers and facilities from outside the school, including supports services.
- Arrangements for partnership with parents.
- Links with other mainstream schools and special schools, including arrangements when pupils change or leave school.
- Links with the health and social services, educational welfare services and any voluntary organisations.

Abbreviations used

LEA	-	Local Education Authority
SEND	-	Special Education Needs
SENDCo	-	Special Education Needs Co-ordinator
LSA	-	Learning Support Assistant

School aims

To provide a stable and caring environment in which pupils can:

- Learn and develop to their full potential within all aspects of school life
- Work with others co-operatively
- Contribute to the ethos of the school constructively
- Gain success

- Build their self-confidence
- For all staff to acknowledge and accept their responsibility for the educational, emotional and social needs of each individual pupil.

Section 1: Basic information about the school's special educational provision.

Objectives of the schools' SEND Policy.

- To identify any children with a specific need in any area whether long term or short term, in line with the SEND Code of Practise and Every Child Matters and to follow procedures and guidelines (including TACSS and CAF)
- The teachers to follow the SEND Pathway Document
- The teachers to use the Essex Provision Guidance for further help and support.
- To help children develop a positive self-image,
- To encourage children to integrate with their peers.
- To help each child experience success by providing realistic, achievable targets.
- To involve parents in all aspects of their child's development.
- To provide an adapted curriculum within the structure of the classroom.
- To provide help for specific problems, using support services where appropriate.
- To standardise arrangements for the systematic recording of the assessment, teaching and learning processes.
- To provide a basis for monitoring and continuity through the school.

SEND and the role of the class teacher within the school's SEND Policy

Within Farnham and Rickling C of E Primary Schools all teachers have a duty to meet the needs of all pupils, including those with SEND through:

- Differentiating the curriculum and varying teaching styles to meet the needs of all pupils
- Assessing pupils needs and consulting with the SENDCo, then together to place pupils on 'SEND support', or a One Plan with SMART targets, involving pupils and parents
- Ensure that a current provision map details targeted interventions for pupils on a 'SEND Support' or a One Plan'.
- Providing appropriate resources to support the pupils in achieving success and attaining skills
- Timetabling time within the school day for pupils to focus on their individual targets, either 1-1 or within a small group with the correct level of adult support.
- Class teachers to identify group and induvial interventions and ensure this is consistently carried out, monitoring progress carefully.
- Retaining the responsibility for the content of the task, the resources, the safety of the pupil when the pupil is working away from the main classroom area with LSA/TA.

The SENDCO (Miss Zoe Burrows – Rickling and Jessica Greenwood- Farnham) is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with special educational needs including overseeing all One Plan Meetings, and Annual Reviews, and when required ensuring that all paperwork and assessments are in place for a Statutory Assessment of Special Educational Needs.
- Liaising with and advising class teachers (see also **SEND and the role of the class teacher within the school's SEND Policy** above)
- Managing and advising learning support assistants, including training on delivering and monitoring programmes
- Liaising with parents over their child's SEND needs and provision, including explaining the assessment process, terminology used and involvement of any outside agencies, attending parental meetings as required.

- Ensuring that the records of all children with special educational needs are regularly updated
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health
- and social services, and voluntary bodies.
- Supporting staff in researching appropriate resources.
- Updating all SEND manuals and introducing these to staff
- Updating the school's SEND Policy.

Admission arrangements

In addition to the admission arrangements outlined in the school's admission policy, the following procedures will operate for pupils with a SEND:

Where children entering the school have already been identified as having special educational needs, the Head-teacher, SENDCo and child's class teacher should:

- Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.

- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.

- Use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.

- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experience and that the outcomes of such assessments form the basis for planning the next steps of the child's learning.

- Involve the parents in developing and implementing a joint learning approach at home and school.

Specialist provision

The school does not employ any specialist teachers but values the support and advice of specialist outside agencies whose services are requested as and when necessary. Children may be seen by outside specialists in school time (e.g. Speech and Language Therapists) and good communication is essential to ensure relevant programmes are followed in school where appropriate. Children who have an Education, Health & Care Needs Plan Assessment (EHCNA) may receive extra external support, depending on the nature of their needs. Parental consent is requested before a child is seen by an outside specialist when the arrangements are made by the SENDCo or Class teacher.

Special facilities to increase access

The school ethos is founded on full access and integration for all pupils subject to the availability of funding for the necessary changes to the school to accommodate pupils with disabilities.

Section 2 – Information about the school's policies for identification, assessment and provision for all pupils with SEN.

Allocation of resources to and amongst pupils with SEN

Practical resources are shared within the school and new resources are bought whenever possible. New resources are purchased through the school's delegated budget as required.

Human resources within the school are deployed according to children's needs. By working together it is hoped that each child's individual special educational needs will be addressed and clearly monitored. Our human resources include class teachers, SENDCo, the Head-teacher, learning support assistants, parents and governors.

Identification and assessment

In Farnham and Rickling C of E Primary Schools, we aim to identify pupils with SEND and to ensure that support is made available through provision mapping. The identification of pupils with SEND is the responsibility of the class teacher, LSA and SENDCo, who will use the following 'SEND Pathway' in conjunction with their knowledge and understanding of their pupils to highlight areas of need. This process involves the identification of the pupil's strengths as well as their needs. The class teacher will consult with the SENDCo.
The school will endeavour to develop the full potential of all pupils with SEND along-side their peers, in line with Government and LEA guidelines.

Definition of Special Education Needs:

- Pupils who are working at National Curriculum Levels significantly below those designated for their Key Stage and year group in English and Maths using SATS results, Sonar and the results from non-statutory SATS (years 3, 4 and 5) are used for determining individual National Curriculum levels.
- Pupils identified by outside agencies, e.g. General Practitioner, Speech and Language Therapist, Educational psychologist.
- Pupils requiring greater attention than the majority of their peers in the classroom due to their learning difficulties.
- Pupils requiring greater attention than the majority of their peers in the classroom due to their behavioural and/or emotional difficulties.
- Pupils with physical impairments
- Pupils with sensory impairments
- Pupils with speech and language difficulties, assessed using SALF and SPLAT
- Pupils with severe or multiple difficulties

The SENDCo and Staff at Farnham and Rickling C of E Primary Schools request and welcome advice and support from outside agencies, ie: Speech and Language Therapist, Educational Psychologist, Occupational Therapist and incorporate any recommendations received in the class provision map.
The SENDCo and Staff at Farnham C of E Primary School follow the Essex LEA descriptors of SEND and their procedures for placing a pupil on 'SEND One Plan Support' or for requesting Statutory Assessment for a Statement for SEN.

Integration of children with special educational needs

The school will endeavour to develop the full potential of all children with special educational needs alongside their peers, in line with Government and LEA guide-lines. Children with special educational needs may also receive extra support from a Learning Support Assistant (LSA), either within the class or in a small group situation. All children within the school will be made aware that some children's needs may differ from theirs. An atmosphere of tolerance and co-operation will be promoted. Children with special educational needs will be integrated into mainstream and into the life of the school as a whole.

Evaluation of the success of the school's SEND policy.

We will demonstrate the effective implementation of our policy in the following ways:

- Provision mapping
- Realistic targets where appropriate which ensure success and encourages a positive self-image.
- Termly review of targets for pupils on to show achievements 'SEND' support' to aid 'next step' planning.
- Pupil and parent comments on targets and achievements.

- The numbers of children who are taken off 'SEND support.'
- Effective monitoring of children whose baseline assessment results were low, to ensure they are appropriately placed on 'SEND support' if necessary

Annual evaluation of:

- Analysis of standardised test results, using 'Sonar'
- Evidence of progress through curriculum-based assessments

Regular evaluation of:

- Level of parental involvement, which will be encouraged and recorded through regular review meetings
- Parents'/carers' views – do they feel secure that their child's needs are being addressed and that wherever possible, progress is being made?
- Pupils' views 'All About Me'– do they feel that they have achieved the targets, that their targets were appropriate to their needs?

Arrangements for complaints

The ethos of our SEND policy encourages teachers, parents and children to work together. In the first instance the parents/carers should make an appointment to discuss their complaint with the class teacher. The class teacher may discuss the issue with the SENDCo. In some cases, it may be necessary to involve the Headteacher. If the concern cannot be met within school, it will be referred to the LEA.

Section 3 - Information about the school's staffing policies and partnership with bodies beyond the school.

SEND in-service training

Learning Support Assistants attend courses provided by county and other educational establishments, whenever possible and appropriate. In particular, the SENDCo will be kept up to date with current practise and shall advise staff as appropriate.

Use of teachers, facilities and support services outside school

The school values the support and advice of many outside agencies and in particular the Educational Psychologist, Speech and Language Therapists, Occupational Therapists, the School Nurse, the Specialist Teacher Teams and the Family Support Service. The expertise of these agencies is essential in order for the school to provide the most appropriate level of support for children with special educational needs. Advice will be sought, where appropriate, to ensure that a pupil's particular needs can be met effectively.

Partnership with parents

Parental support is invaluable when addressing a child's individual educational needs. Regular review meetings ensure that both the school and parents are working together in the best interests of the child and allow for concerns to be discussed. This 'partnership' will extend to whichever other organisations are involved with the child's needs.

Links with other schools, including transfer and transition

Communication with pre-school groups ensures early identification of potential special educational needs. Discussions take place with secondary schools and documentation is passed on to allow for continuity of provision. Secondary school SENDCOs are encouraged to meet any year 6 children with a Statement prior to transfer and are invited to attend the final review meetings. School staff will arrange extra visits for pupils with SEND to their

chosen secondary school if this is considered in the pupil's best interest.

Links with health, social services, education, welfare and voluntary organisations

The school recognises the importance of all agencies working together for the benefit of the child. Relevant bodies will be contacted and involved when and where appropriate. The SENDCO attends meetings of a local SEND Cluster Group, which meet to discuss SEND provision and enables support and resources to be shared. The SENDCO and Class teachers have regular meetings with the Educational Psychologist and value the support and advice received from all outside agencies, which is included in the targets on and interventions and outlined on the SEND provision map.

Useful Websites/Links

Websites:

- https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- https://schools.essex.gov.uk/special-educational-needs-and-disabilities-send/send-services-and-support
- https://the-federation-of-farnham-and-rickling-primary-schools.secure-primarysite.net/school-information-for-send/