

Special Educational Needs and Disabilities Policy 2025-2026

SENDCo: Mrs Vicky Harrison

Tel: 01858 464744

Email: office@dsatfarndonfields.org

SEND Governor: Pauline Craig

Prepared by:	School SENDCo	Reviewed:	January 2026
Approved by:	Advisory Board	Next review date:	January 2027

This policy does not have a fixed review date. It is assessed annually to ensure it remains accurate and up to date. In addition, it is reviewed as needed in response to changes in law, guidance or organisational practice.

Summary

- **Our commitment:** Every child can thrive. We identify needs early and provide the right support at the right time.
- **How support works:** We follow a 4-step cycle—**Assess → Plan → Do → Review (APDR)**—with you and your child involved at every stage.
- **Communication:** You'll be invited to at least **three SEND reviews per year**. You can contact the **SENDCo** via the school office any time.
- **Working with specialists:** With your agreement, we bring in specialist professionals when needed.
- **If needs are high:** Together, we may request an **Education, Health and Care (EHC) needs assessment** from the Local Authority (LA).
- **Local Offer:** Information on services, processes and EHCPs is on **Leicestershire's Local Offer**: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>
- **Other support:** See our **Safeguarding, Anti-Bullying, Accessibility, Medical Conditions** and **Complaints** policies on the school website.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- School SEND Information Report regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions
- The National Curriculum in England
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

The process of developing the draft of this policy was initially carried out by the Affinity TSA SENDCo Leadership Development Group. It was then finalised by the SENDCo in consultation with SEND Governor, parents, pupils and staff at the school.

The SENDCo at **Farndon Fields** is a qualified Teacher and member of the SLT.

Aims

At **Farndon Fields** we are committed to using our best endeavours to provide an appropriate and high-quality education for **all** children which enables them to

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

Objectives

To achieve this aim we will:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination, and create an environment where all children can be happy, flourish and feel safe.
2. We will respond to learners in ways which take account of their varied needs and life experiences, doing everything we can to meet a child's SEND.
3. We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision to improve long term outcomes.
4. Work in close partnership with parents to achieve these aims. We are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this.
5. Support pupils themselves to participate in discussions, where possible, and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.

7. Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
8. Appoint a qualified Special Needs Coordinator who will have responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The head teacher, SENDCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25 (2015)

Identification of Special Educational Needs and Disabilities

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of **all** pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Broad areas of need as outlined in the SEND Code of Practice (2015)

These four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category. In practice, individual children or young people often demonstrate aspects of difficulty across a range of these areas and their needs may change over time.

- Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The purpose of identification is to work out what action the school needs to take. At Farndon Fields Primary School, the needs of the whole child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEND:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child with a parent in the armed forces

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

The graduated approach to SEND support

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place, if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment over two terms or cycles. The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength. They may implement an initial concerns plan, where specific short term targets supported by short term support or interventions, with aim of addressing any potential needs and closing any emerging gaps.

Where a pupil's needs are persistent and targets on an initial concerns plan are not met despite support and intervention, the class teacher will discuss this with the SENDCo. At this meeting the potential requirement for additional assessments will be ascertained. Parents will be invited to attend a meeting and share their perspective. Where appropriate, the child's views will also be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs on an ongoing basis, the child will then be placed on the school SEND register at 'SEND Support'. The parents will be informed if the school is making special educational provision for a child. The class teacher always

remains responsible and accountable for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils who may have SEND.

Working together, the SENDCo, class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge. This SEND support will take the form of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised. This process helps to develop a growing understanding of the pupils needs and of what support will be most beneficial to ensure they make good progress. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of the child.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENDCo where needed, will revise the support considering the pupil's progress and development and the cycle will begin again.

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists, along with the child's class teacher and where appropriate, the child. Specialist agencies will only be contacted where parents are in agreement. It is the SENDCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded, shared and fully understood by parents, teaching staff and, where appropriate, the child. The involvement of specialists and anything that was discussed or agreed, will be recorded and shared with the parents and teaching staff supporting the child.

Examples of specialist agencies used by and that are available to be used by the school

- Educational Psychologists – EPIC and Local Authority
- Speech and language therapists – EPIC and NHS
- Child and Adolescent Mental Health Services (CAMHS)

- Education Inclusion Service specialist teachers
- Early Years Inclusion and Childcare services
- Specialist teachers for children with hearing and vision impairment, including multi-Sensory impairment, and for those with a physical disability
- Occupational therapists and Physiotherapists
- Autism Outreach Service
- Birkett House and Oakfield specialist school outreach workers
- Inclusion Service

In some cases, there is a charge for accessing specialist agency support; funding for which will be deducted from the school's notional SEND budget and will be monitored by the SENDCo and Head teacher.

Where pupils are made subject to an EHC plan, the school will work in close partnership with any specialist agencies named on the Plan to provide support and specialist advice.

The Local Authority Education Health and Care Plan process

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider requesting an Education, Health and Care assessment from the Local Authority. To inform this decision, the SENDCo will have close regard to the local authority's criteria for funding through an EHC Plan assessment. This can be found on the Leicestershire County Council Local Offer website along with information on the EHC plan coordinated assessment process. This will be shared in full with parents to ensure they are confident and clear about the process and how they are involved in it.

Leicestershire's Local Offer can be found at:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Removing pupils from the SEND register

In consultation with parents, a child will be considered for removal from the SEND register where he/she has made sustained good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained
- SEND Support is no longer required to ensure this progress is sustained.

Supporting parents/carers of children with SEND

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way.
- The SENDCo will be available for meeting by appointment through the school office.
- Publishing about how the school implements the SEND Policy on the school website following the information set out in the SEND information report regulations (2014) and as part of the school's contribution to the Local Offer.
- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity. These may be raised either by the class teacher or the parents themselves.
- Class teachers will invite parents of pupils with SEND in their class at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of, or in addition to, parents' evening meetings and may be supported by the SENDCo.
- The school will ensure that teaching staff are supported to manage these conversations as part of their professional development.
- Offering support and guidance to parents regarding ways to help with their child's learning and development at home.
- Ensuring that records detailing the outcomes, action and support agreed in discussions are kept and shared with all the appropriate school staff and parents.
- Signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and any additional Local Authority services.
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan or to ensure a smooth and successful transition into the school or to next phase of education.
- Seeking parents' views through periodic questionnaires and considering adjustments to practice in the light of responses.

Supporting pupil voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confidently. We want them to be able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights and become increasingly able to make informed decisions about their learning and future.

How the school will do this:

- Self-knowledge is the first step towards effective self-advocacy so, with parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them. They will be encouraged to have the confidence to voice their concerns, hopes and aspirations, which is captured annually in a One Page Profile.
- Wherever possible and in an age-appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress and are as fully involved as possible in making decisions about any future support and provision.
- All staff will actively listen to and address any concerns raised by children themselves.
- Pupils with SEND are encouraged to stand for election to the School Council and other key representative roles.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, or by preparing a statement to be shared at the meeting.
- Seeking pupils' views through regular questionnaires/group interview activities undertaken by the SENDCo and/or SEND Governor, considering adjustments to keep in the light of analysis.

Supporting pupils at school with medical conditions

At Farndon Fields, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their

special educational provision where the SEND Code of Practice (2015) is followed. Arrangements in place in school to support pupils at school with medical conditions are detailed with the school's policy for supporting pupils with Medical Conditions.

Monitoring and evaluation of SEND

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through scrutiny of data related to the achievement of pupils with SEND, work scrutiny, observations conducted by the SENDCo, the Senior Leadership Team and subject leads, and sampling of parent and pupil questionnaires. The school's SEND Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant ISDR data as part of the Governing body's process of monitoring the effectiveness of the school's SEND Policy.

Training

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends SENDCo Network meetings to keep up to date with local and national updates in SEND.

Funding for SEND and allocation of resources

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. Within this, there is a notional amount of money to help make special educational provision to meet children's SEND needs. This is called the 'notional SEND budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 (notionally 15 hours) worth of special educational provision to meet a child's SEND. Most children with SEND need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEND needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding, also known as Element 3, to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local

authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil.

The school may also be able to access Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of the Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

Each term, in consultation with the head teacher and SENDCo, class teachers will map the targeted provision in place for pupils on the SEND register. This targeted provision is outlined on individual class provision maps and APDaR (Assess Plan Do Review) documents.

Roles and responsibilities

SENDCo

The key responsibilities of the SENDCo are taken from the SEND 0-25 Code of Practice (2015) and include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Advisory Board and Head teacher

The Advisory board will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually and any changes to the information

occurring during the year will be updated as soon as possible. A member of the Advisory Board is appointed to have specific oversight of the school's arrangements for SEND and disability and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. The Headteacher, SENDCo and governing body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The Head teacher will ensure that the SENDCo has sufficient time and resources to carry out her functions. This will include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Storing and managing information

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely stored digitally. Hard copies of documents will be placed in a locked cabinet when not in use.

Accessibility

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils. For further details, please refer to our Accessibility Plan.

Dealing with Complaints

Any complaints concerning SEND should be made in accordance with the school's Complaints Policy and a summary of that is as follows:

Stage 1 – Informal concern raised with a staff member: In the first instance it is hoped that the complainant will be able to discuss the issue with the relevant member of school staff, usually the class teacher or possibly the SENDCo

Stage 2 – Formal complaint (about the school) to the Headteacher: The complainant may still be dissatisfied with the way the complaint was handled at Stage 1 and or wish to pursue their initial complaint further.

Stage 3: Formal complaint to the Chair of the Advisory Board: If the complaint cannot be resolved at Stage 2 the complainant may take their complaint to the Chair of the School's Advisory Board.

Stage 4 – Formal complaint to the Complaints Appeal Panel: The complainant needs to write to the Clerk to the Advisory Board within 10 school days of the date of the letter notifying them of the outcome of Stage 3 and notify that they wish their complaint to be heard by the complaints appeal panel.

For further information, please refer to the School's Complaint Policy which can be found on our school website, or you can request a copy from the school office.

To make a complaint regarding a concern you have with relation to the Local Authority please follow one of the two options below:

If your child has an Education Health and Care Plan (EHCP) please contact your named Case Work Officer. Contact details can be found on correspondence regarding your child's EHCP. Alternatively, complaints can be directed to the Local Authority via their complaint's procedures.

Bullying

At Farndon Fields we do everything we can to mitigate the risk of bullying of vulnerable learners in our school. The schools Leadership Team are available for children to discuss problems they are having and support in resolving issues, in addition the school has an Emotional Literacy Support Assistant (ELSA) who meets with children on a regular basis to support their emotional needs. Please refer to our anti-bullying policy for further information.