Special Educational Needs and Disability Policy

September 2026

Farnham Common Village Schools
Special Educational Needs and Disability Policy

School contact details	Farnham Common Infant school Beaconsfield Road Farnham Common Bucks SL2 3HS Tel: 01753 645899 office@farnhamcommon-inf.bucks.sch.uk Farnham Common Junior Sherbourne Walk Farnham Common Bucks SL2 3TZ Tel: 01753 642923 office@farnhamcommon-jun.bucks.sch.uk
Head teachers	Mr David Masters Tel: 01753 642923 dmasters@fcvs.co.uk Miss Juliet Wright Tel: 01753 645899 ~~jwright@fcvs.co.uk~~
SENDCo	Fi Miles fmiles@fcvs.co.uk
SEND Governors	Kate Churchouse kchurchouse@fcvs.co.uk

Farnham Village Schools are inclusive schools, and we believe that all children should be valued equally regardless of their ethnicity, attainment, difficulties, behaviour, gender, or background. Every child is entitled to a broad, balanced, relevant, and differentiated curriculum with progression and achievement. We acknowledge that all teachers are teachers of Special Needs. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age, and maturity.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to physical or sensory impairment, learning difficulties, social or emotional development, and/or factors in their environment, including the learning environment they experience in school.

Compliance

The school has regard to Part 3 of the Children and Families Act 2014, which provides the primary legislative framework underpinning the provision of special educational needs (SEN) and disabilities in England. The school will fulfil its duties under Part 3 of the Act and have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years, alongside other relevant legislation, statutory guidance and regulations. In doing so, the school will work to identify, assess and meet the needs of children and young people with SEN and disabilities, promote their participation in decisions about their education and support, and ensure that appropriate provision is made to enable them to achieve their potential.

This policy complies with the statutory requirement laid out in the SEND Code of practice 0-25 (January2015)
Equality Act 2010: advice for schools DfE Feb 2013
Schools SEN information report regulations 2014
Statutory guidance on supporting pupils at school with medical conditions
The National curriculum in England key stage 1 and 2 framework document Sept 2013
Teacher's standards 2012
Farnham Common Village Schools Accessibility Policy
Farnham Common Village Schools Confidentiality policy
Farnham Common Village Schools Safeguarding policy

This policy was created by the SENDCo and Head teachers in consultation with the Governing Body, and teachers.

Aims

To achieve the principles outlined in the SEND Code of Practice (2015) the Farnham Common Village Schools aim:

1. To foster an inclusive environment which accepts and nurtures the individual child, irrespective of the nature of their special educational needs; giving them access to the early learning goals and National Curriculum.

2. To ensure that educational provision is planned, differentiated, and effective in meeting the individual needs of children with special educational needs.

3. To provide specific input, matched to individual needs, in addition to differentiated classroom provision for those pupils recorded as having SEND.

4. To continually monitor the progress of all pupils, to identify needs as early as possible and to ensure appropriate support.

5. To build confidence in all pupils with SEND by making the curriculum enjoyable and building on their strengths.

6. To work in partnership and collaboratively with parents, child, and appropriate outside agencies.

7. To make effective provision for resource entitlement for children with SEND

A Definition of Special Educational Needs.

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her' (SEND Code of Practice)

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability which 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 or mainstream post 16 institutions.
- Is under compulsory school age and falls within the definition of the above descriptors or would do so if special education provision was not made for them. (Section 20 Children and Families Act 2014)

Identification of children who need support

The SEND code of Practice 2015 describes four broad categories of need. The purpose of identification is to work out what action the school needs to take. When planning, the schools consider the needs of the whole child not just the special educational needs. The four areas of need are:

Communication and Interaction

Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language, or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication; through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

Social, emotional, and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, emotionally-based school avoidance, self-harming, substance misuse, eating disorders or involve physical symptoms which are medically unexplained. Other children and young people may have diagnosed difficulties such as attention deficit disorder (ADD), autism spectrum condition (ASC) or attachment difficulties.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a difficulty which prevents or hinders them from making use of the educational facilities generally provided. These can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI), physical difficulty (PD) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

The schools also recognise that pupils may have needs which impact on progress and attainment that are **Not SEND**

- Disability (reasonable adjustment does not necessarily constitute SEN.)
- Attendance and Punctuality
- Health and welfare
- English as a second language
- Pupil premium children
- Being a 'looked after child' or a child adopted from the care system
- Being a child of serviceman/woman
- Behaviour as a need does not necessarily describe SEND but can be an underlying response to a need.

Identification of children who need SEN support

At Farnham Common Village Schools, we believe that early identification of special needs is very important to improve the long-term outcomes for the child. The earlier action is taken to support individuals, the more responsive a child is likely to be. Sometimes identification may have already taken place in previous settings or through professionals such as speech and language therapists, occupational therapists, paediatrician, physiotherapist, or medical practitioners. For other children it may take longer for their needs to become apparent.

To assist the teachers in early identification of children with special needs we use a variety of methods including:

- Information gained through meetings with the child's previous setting.
- Concerns raised by parents.
- Concerns raised by teachers or other members of staff about unusual behaviour or difficulties with certain areas of learning.
- Regular assessment and monitoring of children's progress against the National Curriculum and Foundation stage profile. Levels are recorded and checked every term. This clearly indicates children

who are achieving significantly lower than expected levels.

- Information gained through meeting with other professionals who might be in contact with the child. Sometimes this is due to children being referred by school and sometimes because the child is already receiving support through an EHC plan. These include the following:
- Educational Psychologist
- Speech and Language therapist
- Occupational Therapist - the school has a termly OT clinic where children's needs can be discussed
- Physiotherapist
- Specialist Teachers for children with Social communication difficulties
- Specialist Teachers from the Cognition and Learning team
- Specialist Teachers for Visual or Hearing impairment
- Outreach Teachers from the PRU (Pupil Referral Unit for children with behavioural difficulties)

Infant School

- The AET assessment framework is used to track the progress of children on the autistic spectrum who are working well below their age-related expectations

- Speech and language link assessments for children from nursery to year 2

- Little Wandle levels are assessed 6 weeks across the infants. Daily 1-1 tuition is given for all children who have not reached the expected level for their age group. Where assessments deem it appropriate, children will follow the Little Wandle SEND programme.

- Vocabulary understanding (BPVS)

- The Sandford Numeracy test which screens children making very slow progress with maths; alongside the Numbers Count program. It identifies areas of difficulty, and the intensive program provides activities to develop these skills.

- The Aston Index test which screens for Dyslexic type language difficulties can be used from year 2 onwards

Junior School

- Speech and language link assessments for children from year 3 to year 6

- Dyslexia Screener and portfolio

- Single Word spelling (HAST2)

- Single word reading (WRAT4)

- Phonological Processing test (CTOPP)

- Vocabulary understanding (BPVS)

- The Aston Index

The Graduated Approach

All teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from learning assistants.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special needs. At the Farnham Common Village schools, all class teachers differentiate work for all their pupils according to their individual level of need. Teachers will modify and adapt resources, activities, and environmental factors to enable all pupils to access the curriculum, regardless of their educational needs. Pupils who need further classroom support are given additional small group work and sometimes individual interventions. The Head teacher and leadership team regularly review the quality of teaching for all pupils by undertaking work scrutiny, lesson observations, and analysis of pupil progress.

SEND support

If these early interventions do not assist pupils in making expected progress some pupils may need 'additional to' or 'different from' learning experiences and these pupils under the Code of practice are known as needing SEND support.

Adequate progress can be defined in a number of ways. It might be progress that:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour.

When a teacher is concerned about a child's progress it is brought to the attention of the SENDCo. Discussions then take place between the teacher and SENDCo on the nature of the difficulties. Further assessments will sometimes need to be done to check specific difficulties. Starting with the desired outcomes for the child the meeting will determine the support that is required; if it can be provided by adapting the school's available resources, or whether additional or external support is required. A SEND support plan appropriate to the child's needs is written, with targets that are achievable and presented in small steps so that the child can experience success and is motivated to continue. The level of support is reviewed termly through a process of assessing the child's progress, planning for future learning, providing the necessary support, and measuring the impact of this, and considering whether changes need to be made. New targets are set as appropriate for the child's needs. The cycle is known as ASSESS/PLAN/DO/REVIEW. The Parents/carers are actively involved in discussions throughout this process

Children on SEND support need additional and different action to enable them to learn more effectively. This might involve providing different learning materials, special equipment, introducing more group or individual work, or staff training to introduce more effective strategies. This group also includes children who present with persistent emotional and behavioural difficulties, children with sensory or physical problems who continue to make little or no progress despite the provision of specialist equipment; and children with communication and or interaction difficulties who continue to make little or no progress. Children are likely to be following programs in a group or individually. For example, Numbers Count, Speech and language programs, Read Write Inc. 1-1, Precision teaching, Catch up Reading, Direct Phonics, Plus 1, Power of 2, Toe by Toe, Word Shark, Nessy Spelling, or programmes devised by the Occupational therapist or attending ELSA (Emotional Literacy Support) sessions.

EHCP plans

While the majority of children will have their special educational needs met under SEND support; some children may require assessment to determine whether it is necessary for the local authority to make provision through an EHCP (Education, Health, and Care Plan.) To obtain an EHC plan the school has to submit evidence that strategies and programmes implemented have been continued without success or with very slow progress, and that alternatives have been tried. It is also necessary to gain assessments from an Educational Psychologist or other appropriate agencies working with the child. Schools receive financial support for children with EHC plans enabling them to receive some individual 1-1 support throughout the week from the class teacher or an LSA, according to their need. They may also be visited by teachers from the Bucks SEND support teams, appropriate to their needs, who will advise teachers about programs of work, strategies and specialised equipment appropriate to the child. e.g. Specialist teachers for ASD, Visual impairment, speech, and communication. They may also need access to special or adapted equipment to help them make progress if they have a physical disability.

For those children who have an EHCP, a review involving parent/carers, professionals involved, teacher and SENDCo will be held at least once annually (twice annually for children in nursery) at the school to discuss outcomes, provision, and progress.

Criteria for exiting SEN support

When a child consistently meets the outcomes set on their Support Plan and are keeping up with age-appropriate expectations, they will stop SEND support but continue to be monitored carefully by the teacher to ensure they maintain progress.

Managing pupils needs on the SEND provision register

The SENDCo manages the SEND register which details all children who are receiving SEND support, have an EHCP or are being monitored. The SENDCo oversees each child's progress through discussion with class teachers, LSAs, parents and the pupils themselves. The SENDCo will also use pupil data to monitor pupil progress, attendance and to assess the effectiveness of interventions and SEND support.

Working in partnership with Parents/Carers

At Farnham Common Village Schools, we promote a culture of cooperation between parents/carers and school. We believe that children do their best when staff and parents/carers work together. Parents and carers have a unique knowledge of the child, and we encourage them to share this knowledge with the class teacher.

We keep parents informed at each stage of intervention and provide clear information relating to the education of children with special educational needs. The class teacher and/or SENDCo will meet with parents/carers on a termly basis.

Pupil Participation

Children are encouraged to share their opinions and views. The progress they have made is discussed with the child along with new targets.

Transition between year groups and to Junior school at the end of Year 2
Children with special needs, alongside others, who may be apprehensive about change, are prepared for transition to a new year group through frequent visits to the new class during the Summer term. In addition to this each child is given a transition book with photos of the new class and adults; made specifically with the individual child in mind. Similarly, children transferring to the Junior school make additional visits and take photos to make a book of their new school.

Roles and Responsibilities
Provision for pupils with SEND is a responsibility of all staff at Farnham Common infant School.

Head teachers
The Head teachers Miss Juliet Wright (infants) and Mr David Masters (Juniors) have overall responsibility for the implementation of and compliance with the SEND reforms. They ensure processes are in place for involving parents and children in reviewing provision planning for children identified as having special educational needs. They keep the Governors of the schools informed about the schools' special needs provision and liaise regularly with the SENDCo.

SEND Governors
The governor with responsibility for special educational needs is Kate Churchouse. She monitors the participation and progress of pupils with SEND. She meets termly with the SENDCo and report back to the governing body on the schools' success in meeting pupils' special educational needs.

SENDCo
The SENDCo, Fi Miles, oversees the day to day operation of each school's SEND policy in accordance with the SEND Code of Practice 2015, in liaison with the Head teachers. She oversees provision for children with special needs. She advises on the graduated approach to SEN support and the use of appropriate interventions and strategies. She liaises with outside agencies and other educational settings when appropriate. She ensures that SEND records are up to date and attends relevant inset and appropriate courses. She advises teaching and support staff on the teaching and assessment of children with special needs, and appropriate inset and continued professional development. She coordinates the transfer of SEND children to reception/Junior/ Secondary schools by liaising with the SENDCo and by arranging extra transition visits for vulnerable children prior to transfer.

Teachers
The teachers need to be clear about the desired outcomes from any SEND support, and to have high aspirations for every child; setting clear objectives for them to achieve. They liaise with the SENDCo to evaluate the quality and efficiency of support for children with SEND. They keep detailed accurate records about individual children. They meet with appropriate professionals as necessary to support the development of the children with identified SEN within their class. They involve parents and where appropriate children in the planning and reviewing process by seeking their views and providing regular updates. They attend relevant inset and courses.

Learning Support Assistants
Learning assistants need to be involved in the whole school approach to SEND and work in close partnership with the class teacher and the SENDCo. They carry out activities and programmes planned by the class teacher and keep records where requested. They effectively support those children with SEND in class, or by withdrawing individuals and small groups as required. They attend inset and courses when appropriate. They meet with parents and

appropriate professionals as necessary to support the educational development of the children with identified SEND in their care.

Parents
Parents ensure that their children attend school regularly. They inform the school of any concerns or problems. They support their child's learning at home and attend meetings arranged to discuss progress or determine next step provision for their child.

Facilities and Access
The DDA (Disability Discrimination Act) as amended by the SEN and disability act 2001 placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Details are included in the schools Accessibility Policy.

The school identifies barriers to learning through our ongoing monitoring and evaluation procedures. We aim to remove barriers by ensuring that:

- All teachers have high expectations for pupil's achievements in all curriculum areas.
- A rigorous, sequential approach developing literacy and numeracy skills.
- Careful assessment of progress in order to determine the most appropriate programme of support
- Carefully planned provision to meet individual needs.
- Carefully monitoring the impact of provision.
- High quality pastoral care to support all learning.
- Good use of time, staff, and resources.

The sites at Farnham Common Village Schools are level both inside and outside the building apart from ramped edges where required. In the infant school access into the building through the front door is via a ramp but requires moving over the door sill at the rear and into the nursery, but there is no step. The outside of the building is accessed by paved or tarmac paths. Both schools are accessible for wheelchairs.
The sites are served by large car parks which are set out in clearly marked bays. There are disabled parking spaces. The school's Accessibility Plan outlines clearly its intentions for Accessibility and action points.

When anticipating the arrival in school of a pupil necessitating particular adjustments to the curriculum; plans would be and have been made currently and in the past to accommodate the particular needs.

- Staff would be provided with training.
- Plans would be made to provide accessibility as the child moved through the school.
- Strategies would be put in place to ensure safety and accessibility for outdoor learning and Forest school.
- We would have regard for the SEN framework, the national Curriculum with its statement on inclusion and the support required for a pupil through their own care plan.
- Responses would be made to the needs of the individual child e.g. providing enlarged worksheets, adapting computer technology to suit the child by enlarging screens and keyboards, providing special writing desks, pencil grips or seating to ensure correct posture and purchasing special furniture.
- Strategies are already in place and would continue for pupils who may have life threatening allergies to ensure that they do not come into contact at lunch time or during lesson activities, with the product they are allergic to.

Farnham Common Village schools try to make all school visits and journeys inclusive by planning carefully for all children in advance, ensuring that locations visited are accessible. Risk assessments are carried out for all trips.

All children are welcome at after school activities and teachers and external providers are briefed about the individual needs of each child so that they can take part.

The Head teacher and the governing body are committed to having a high level of support from LSAs to ensure children are well catered for at all times during the school day, including lunch time and breaks.

The school has an open-door policy and parents, and carers are welcome at any time to discuss any concerns.

Staff development and training

We recognise the value of ongoing training and keep abreast of current practice and thinking by attending courses and taking part in In-service training. Teachers and LSAs working with a child with a specific SEND are also encouraged to attend training relevant to the child they are teaching. e.g. children with visual impairment or ASD. The SENDCo attends SENDCo network meetings to keep up to date with local and national updates in SEND.

Resources

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEND. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. As part of our normal budget planning, we determine how to use our resources to support the progress of pupils with SEND. We consider our 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. Our most valuable resources are our teachers and support assistants. LSAs will be deployed within class settings as appropriate to help the class teacher to support children's learning difficulties. Those children having EHC plans are likely to have proportionately more 1-1 adult support to help facilitate their learning outcomes. Additional support may also be provided by the SENDCo and members of the SLT.

Admissions Arrangements

We welcome children at the school irrespective of need- physical intellectual, social, and emotional, as long as we are confident that the school can provide a quality educational experience which is effective in meeting their particular needs, as well as the efficient use of the school's resources to meet the needs of all children in the school. This would be agreed upon in consultation with parents, outside agencies, the school, and the Local authority.

Dealing with Complaints

If a parent wishes to raise a complaint about the provision or the policy, they should in the first instance raise it with the SENDCo who will try to resolve the situation.

Any issues that remain unresolved at this stage will be managed according to the schools' complaint policy this is available on request from the school.

Bullying

The schools are highly inclusive and has no tolerance for bullying of any sort. The Anti Bullying Policy can be found on the school website. We feel as a school that children feel safe at school and know who to go to if they ever need help.

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