Farrington Gurney
C of E Primary School

SEND Information Report 2026-27

A place where all can flourish, find fulfilment and live life in all its fullness.



SENCO: Catrin Geeson

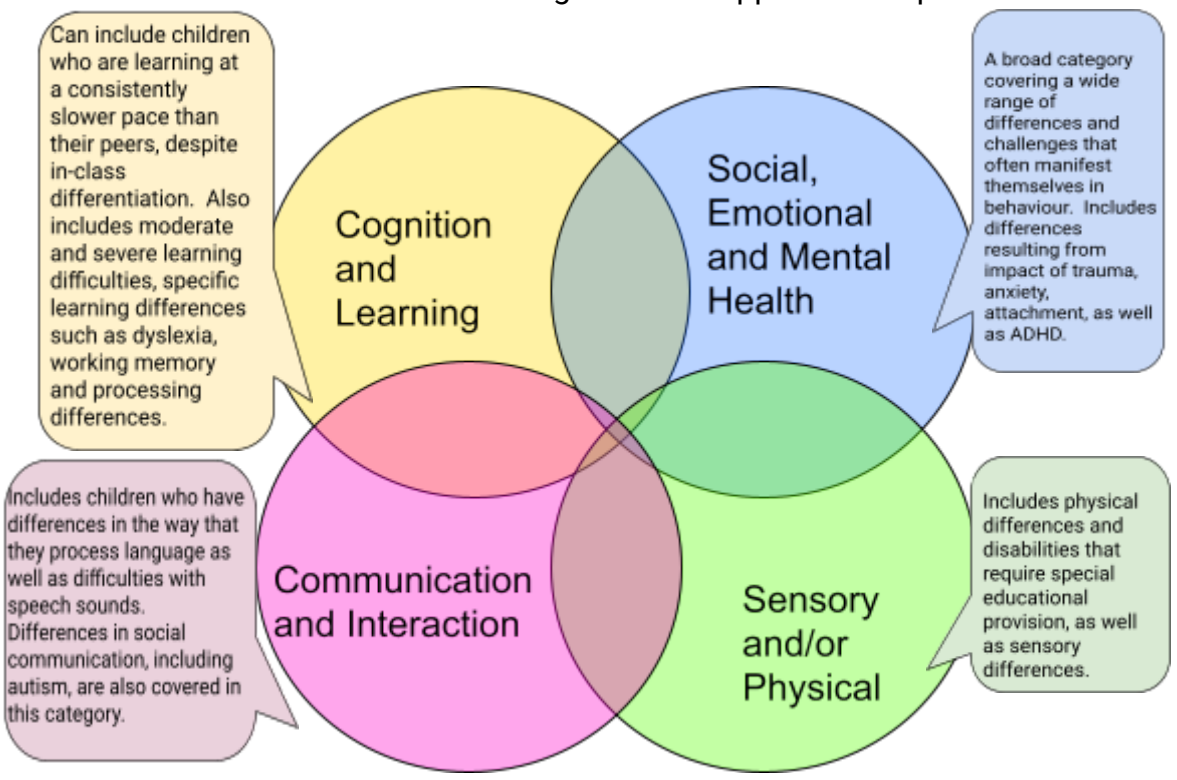
SEND Governor: Kevin Burnett

At Farrington Gurney Church of England Primary School we follow the principle that all children are entitled to an appropriate, broad and fulfilling education that enables them to fulfil their potential both in school and beyond into adulthood.

For all children, this starts with Quality First Teaching in the classroom, however for some children further adaptations and support are required that are additional to and/or different from that which is appropriate for the majority of their peers.

1. **What Special Educational Needs are provided for at Farrington Gurney CofE Primary School?**

We know that every child, regardless of gender, race, background or disability, has the right to equal access to a broad and balanced curriculum. We aim to address children's needs and support their development in the most appropriate way possible, celebrating effort as much as attainment. All four of the main SEND categories are supported and provided for in school.



2. **Which staff will support my child?**

Mrs Geeson is the school SENCO. She has worked for many years as a SENCO at different schools, is a trained Thrive Practitioner and has further training and experience across all areas of SEND. Mrs Geeson is responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND policy to ensure that all children get a consistent, high quality response to meeting their needs in school.
- Following a graduated response appropriate to the needs of the individual child.
- Ensure that parents are:
  Involved in supporting your child's learning

Kept informed about the support your child is getting
Involved in reviewing how they are progressing
Involved in planning ahead for them.

- Liaising with outside agencies that may be coming into school to help support your child's learning eg. Speech & Language Therapists, Occupational Therapists, Educational Psychologists etc.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood). Ensuring that there are records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND) to achieve their potential.
- Giving the class teacher support when writing SEN Support Plans (SSPs) that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within the school.

Your child's class teachers also have had training in many aspects of SEND, including ASD, and there is a continual cycle of reviewing training needs and providing this as needed. The class teachers are responsible for:

- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with support staff or the SENCO as necessary.
- Developing SEN Support Plans (SSPs) and sharing and reviewing these with parents at least 3 times a year and planning for future provision.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Executive Headteacher, Mr Snell, is responsible for

- Making sure that the school has an up to date SEND policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Understanding and monitoring the support given to children with SEND in the school

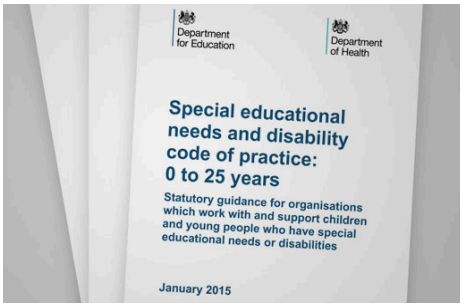
and being part of the process to ensure your child achieves his/her potential in school.
- Reporting to the full governing body.

We also have an experienced team of **teaching assistants** who work alongside the SENCO and class teachers to provide in-class support and a range of appropriate interventions, including Precision Teaching, Nessy, Active Literacy, Thrive and Lego Therapy.

3. What should I do if I think my child has SEN?

If you think your child has SEN, the first person you should talk to is their class teacher as they are the person who sees them day to day and will be able to give you the best insight into their behaviour and learning at school. All the staff at Farrington Gurney are friendly and eager to work with you to achieve the best outcomes for your child. You can speak to the teacher at drop off or pick up time to arrange a time to meet, call into the school office or send an email to them at *classname*@farrington.mnsp.org.uk. You will then meet with the class teacher, and agree together strengths and areas for development. The SENCO may also be involved at this stage if further advice and support is needed.

4. How are Special Educational Needs and Disabilities identified at school?



The SEND Code of Practice states that 'a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age.'

Children's current skills and levels of attainment are assessed on entry, and then regular formative (ongoing) and summative (at set times) assessments are undertaken by class teachers. Through this, class teachers are supported by the SENCO to identify children whose academic, behavioural or social progress is:
- significantly slower than that of their peers;
- failing to match or exceed previous rates of progress;
- widening any gaps in attainment, age-appropriate behaviours or social skills.

Slow progress and low attainment, challenging behaviour, or differences in behaviour patterns do not necessarily mean that a child has SEN, however they may be an indicator of underlying difficulties.

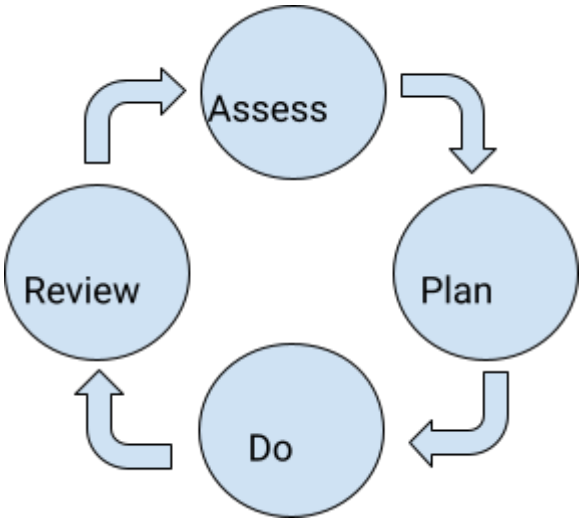
If any of the above indicators are identified, the school will arrange for a meeting with parents or carers to discuss concerns and any further assessments that the school considers would

be helpful. This may include arranging for more specialised tests from external professionals in order to plan targeted interventions and to use a benchmark to measure their impact.

The school can also work with parents to identify neurodiversity needs such as autism and ADHD. The SENCO and class teachers will meet with parents to discuss needs and then follow the BANES Neurodiversity Needs Led Approach.

5. **What will happen if my child does have SEN and how will their progress be measured?**

Where assessments have identified a child as having SEN, they will be added to the school SEND register. The school will then continue to take action to remove any barriers to learning and put in appropriate support. This will take the form of a four-part cycle, also known as the 'graduated approach.'



Assess: This will include formal and informal assessments, and aid identification of any specific difficulties and barriers as well as consultation with parents or carers and the child in an age-appropriate manner.

Plan: This will usually take the form of a school support plan, but may also include alternative plans such as Thrive plans (a social, emotional programme).

Do: The school will carry out the plan as agreed with staff, parents and the child (as appropriate).

Review: Any plans and interventions will be regularly reviewed by staff and parents or carers, with the child's voice being heard in an age-appropriate way. This may be through attendance at all or part of a meeting, or through separate consultation in a more relaxed and informal setting. Reviews will happen at least three times per year, or more if needed.

6. **How will I be involved in my child's education?**



Parents and carers working alongside the school is the most effective way to make a positive difference to children's progress. Shared approaches and goals will allow the child to feel safe and secure, knowing that all the adults are working together for the good of them. At Farrington Gurney Primary School, this is achieved by:

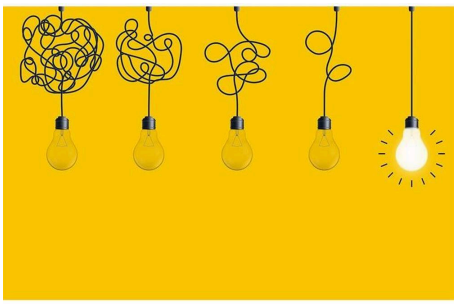
- Regular discussions with the class teacher. Reviews of support will happen three times a year in addition to, or alongside parents evenings, but parents and carers are encouraged not to wait for these times if there are emerging concerns or pressing questions but to approach the class teacher or SENCO so that any issues can be addressed in an efficient and timely manner.
- Attendance at any meetings with external professionals.
- Any other means of home-school communication as agreed as part of the graduated approach. This may be regular feedback, or home-school books for example.

7. **How will my child be involved in decisions about their education?**



The level of involvement will depend on your child's age and level of competence. We recognise that all children have their own preferred ways of communicating, so we will decide on a case-by-case basis, with your input. Examples of how we may seek your child's view include: attending meetings to discuss their progress and outcomes, prepare a presentation, written statement, video, drawing, etc., discuss their views with a member of staff who can act as a representative during the meeting or through a school One Page Profile.

8. **How will the SEND support be delivered?**



- Quality First Teaching is the first step in supporting children with SEND. The teachers at Farrington Gurney use strategies in their classrooms that enable the inclusion of children with SEND as far as possible whilst also offering additional support and scaffolds to all children.
- Individualised in-class strategies or support delivered by teachers and/or teaching assistants.
- Individual or small group interventions, usually delivered by trained teaching assistants.
- Interventions may also be delivered by appropriate external professionals where the need for this has been identified by school and agreed with parents or carers.
- Computer-based interventions that can be done in or out of the classroom.
- Adaptations to the learning environment, for example an individual workstation or wobble cushion.

The school also work alongside a range of external agencies where appropriate to ensure the best advice and support is available for children. Agencies that the school work with include:

Specialist Autism Support Service (SASS)
BANES Inclusion and SEND Team
CAMHS
Educational Psychology
Occupational Therapy
School Nursing Team
Paediatrician
Social Care team
Speech and Language Inclusion Partnership
Children Missing Education Team
Physiotherapy
Play therapy
Bath Area Play Project
Nurture Outreach Service

9. What arrangements will be in place to assess and review my child's progress?



All children have regular assessment points throughout the year in the autumn, spring and summer. The outcomes of these are reported to parents or carers at parents evenings and through the annual school report. Additionally for children with SEND, their progress towards their individual targets will be monitored and reviewed at least three times a year with the teacher, parents/carers and the SENCO where appropriate or requested. Many of the interventions used in school also have their own baseline assessments at the start allowing for more specific and numeric evaluation of the effectiveness of the programme. Ongoing

professional dialogue between staff and the SENCO also allows for immediate and ongoing evaluation of provision.

10. How does the school allocate funding to meet the needs of children with SEND?



All school budgets include money for supporting children with SEND. The SENCO and School Leaders decide on the allocation of the total budget for SEN in consultation with the school governors. Using information about all the SEND needs across the school, they decide what resources, training and support is needed. SEND funding is usually allocated to employ support staff, commission support and advice from outside specialists, or used to purchase resources and equipment.
Where a child has significant needs that cannot be met within the school SEND budget, the school will apply to the Local Authority for a Needs Assessment, which may lead to additional funding in the form of an Education Health Care Plan for individual children.

11. How will my child be included in activities outside the classroom, including school trips?



Activities and school trips are available to all students. Where appropriate, financial assistance via the school's Pupil Premium allocation or other sources is available to ensure access for all activities where payment is needed. Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service.

For all activities out of school, risk assessments are carried out and procedures are put in place to enable all children to participate. If it is decided that additional support is required to support a child, an additional staff member may be asked to accompany a child during the activity/trip, or other arrangements including differences in travel arrangements may be made in consultation with parents or carers.

12. How does the school support mental health and social and emotional development?

The school ethos of being a place where all can flourish, find fulfilment and live life in all its fullness is embedded in all aspects of school life. Differences are valued and celebrated, and wellbeing is supported through our PSHE scheme, Jigsaw, and the whole school Thrive approach. There is further provision for children where it is deemed appropriate in consultation with staff and parents or carers. This can include 1:1 Thrive support, inclusion in Nurture Groups, play therapy sessions, and the school is also able to refer to CAMHS if needed.

13. What support is available for transition between classes and settings?



Children with SEN are more vulnerable at key transition points in education, and these will be supported by strong communication between settings, whether that is classes within the school, or when moving to a new educational setting such as secondary school. It may be appropriate to arrange meetings with current and new staff and parents or carers, or arrange for additional visits to the new setting for the child. Where this is appropriate, these plans will be included in the graduated approach.

Induction for all Early Years children takes place in Term 6, and includes visits to school and an induction meeting for parents. The Reception teacher also visits pre-school settings to observe children and discuss their progress with pre-school staff. If needs have been identified by the pre-school setting, there may be Transition Support Funding allocated by the Local Authority to support them in school during their Reception year.

All children are introduced to the school gradually over a two week period so that every child has the maximum opportunity to form relationships and become accustomed to the school day. For the children who transfer mid-year, Academy procedures are followed (see Admissions policy on Midsomer Norton Partnership website).

If your child has an EHCP, any change of placement is discussed at their Annual Review meeting, and the Local Authority then will consult with schools as requested by parents or carers.

If a child transitions to school with external agency support already in place, the school will continue to liaise with them as appropriate to provide the best transition and subsequent support for the child.

14. Who can I contact for further information?

If you wish to discuss any aspect of your child's education, please contact:

- Your child's class teacher
- The SENCO – Mrs C Geeson
- Executive Headteacher – Mr J Snell
- The SEND governor – Mr K Burnett

The best way to get in touch is through the school office:
Telephone: 01761 452419
Email: office@farrington.mnsp.org.uk

If you would like free impartial, confidential advice or support, you can contact the Special Educational Needs and Disability Information, Advice and Support Service (SENDIAS).
https://sendiasbathnes.org.uk/get-touch/contact-us-webform