



# FARNEY CLOSE SCHOOL

## SEND AIMS POLICY

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<b>Role</b>	<b>Principal</b>
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Farney Close School acknowledges its duty of care to safeguard, protect and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice. This knowledge has informed the writing of this policy.

## **Aims of the Specialist Educational Support Department**

### **How do the school's aims relate to this subject?**

The school's aims policy enables the Specialist Educational Support Department to achieve its central aim, which is

*"Taking account of an individual student's ability, they will be given the very best opportunity to achieve the highest possible level of attainment and development."*

Our department seeks to engage with young people to gain their trust and confidence in order to fully assess their strengths and needs. We believe it is essential to involve the young persons in this process and discuss and explain our findings to them, in order to gain their full cooperation. This information is disseminated to all staff engaged in face to face working with young people so that they are able to adapt their practice to meet the presenting needs of the individual young person.

The department support young people and staff to build young people's self-esteem using their strengths and interests to enhance their learning and social engagements. Some will require individual specialist input as well as the use of strategies and support in the classroom and in social situations.

### **How will The Specialist Educational Support Department develop a student's personal and collective values?**

Our department provides a quiet 'safe' space where students can face their difficulties without embarrassment. The department is also geared to multisensory learning with many visual, auditory and kinaesthetic learning opportunities.

Young people's work is praised and celebrated. It is displayed in the department and around the school. Individual support programmes are structured very carefully in order to provide 'quick wins' for young people. As they gain self-confidence, students are supported to develop a growth mindset encouraging them to try new ideas and be less afraid of making mistakes.

### **How many sessions will be provided for students who need Specialist Support?**

Young people are offered individual or small group sessions depending on their need. This is usually between thirty minutes to ninety minutes each week; delivered in blocks of 12 lessons over a term. In exceptional circumstances a daily programme of individual support can be provided by specialist staff, working together with teaching assistants and members of the care team, using additional sessions in Tutor Time. Speech and Language Therapy support will be provided in 1:1 or group settings and duration will vary from thirty minutes to hour long sessions depending on the need of the individual or group. The Highly Specialist Speech and Language therapist and Occupational therapist may also work alongside a tutor group to target a specific need for all pupils. These are typically for a half term [six weeks].

## **How does Specialist Educational Support monitor and evaluate performance?**

Each young person has an assessment of literacy and maths ability prior to starting the school. This is used to inform a new pupil report which identifies baseline of strengths and needs. Individual EHCP intended outcomes are used to inform this process as well as information and concerns from previous educational placements.

Assessments are repeated annually for all pupils from Years 5 to Year 10 as an indication of progress against their baseline. This also identifies pupils who require additional support. Where additional individual or small group support is required, a long-term plan is generated identifying intended outcomes for specialist intervention. As a result of this assessment young people may also be referred by the SENCO for a standardised and or dynamic speech and language assessment or sensory assessment.

The long-term plan is used to generate specific objectives, often directly linked to EHCP outcomes.-Outcomes or objectives are specific, measurable, achievable, and relevant to the immediate presenting need. Interventions are planned for a twelve week block. They are reviewed after six weeks and at the end of the block. Feedback is given verbally to young people at the end of each individual or small group session so that young people are aware of their ongoing progress. Young people and their parents and carers receive the intervention plan at the start of the block of work and an evaluation of progress at the end of the programme. This is also available to all face-to-face staff working with young people via the school's intranet.

This process is on-going and is monitored in a number of different ways, via:

1. Ongoing teacher assessments as part of the whole school assessment and monitoring process.
2. Dynamic assessments and tasks for young people where standardised assessments are not appropriate.
3. Informal observation of language, social emotional and executive functioning in a range of environments and under different requirements take place continually as we engage with young people in class, at lunch and during breaks.
4. Discussion and liaison with teaching and social care staff. Referrals may come from care and education staff in order to address a particular issue not observed in prior assessments.
5. Discussion and feedback with young persons and their parents and carers.

## **Differentiation**

Individual and small group support is tailored to the individual needs. Staff are able to respond immediately to reduce or increase level of challenge required within the session using their professional judgement and a range of equipment and multisensory materials. Feedback is continuous and immediate for the young person.

Within the department, young people have the space to explore and become confident in developing strategies individualised for them; but the core aim is that these will be transferred to their wider learning and participation. The Code of Practise identifies that all teachers are SEND teachers. The SEND department supports all staff in selecting individualised strategies, equipment and materials to ensure that they are equipped to support the specific needs of young people through quality first teaching and effective emotional relation techniques. This is achieved through training, advisory support and dissemination of up-to-date information on young people's needs.

Every young person has an individual Pupil Passport prepared by SEND department which is written with the young person and identifies their needs, preferred support strategies and key information from their EHCP. This document is to assist all face-to-face staff with providing appropriate support within their area. Passports are distributed to all staff via e mail and stored in young person's confidential file on the school intranet, ensuring staff easy access to the young person's view on how they prefer to be supported alongside their statutory EHCP provision

## **What are the Cross-curricular Links?**

The department aims to develop transferable skills and strategies with young people which can be applied in any subject discipline. Where appropriate to the young person, we will liaise with subject teachers to develop subject specific vocabulary and writing techniques within their individual program of work.

Some young people work individually and / or in small groups with the Speech and Language Therapist or specialist teacher on aspects of the curriculum – for example, vocabulary knowledge (subject specific language) phonological processing skills, phonological memory, working memory strategies, narrative skills, expository discourse, higher order language, executive functioning and social emotional regulation. The therapy programme also includes ideas and strategies for the classroom and for individual support in class (See Appendix 2 for SALT Assess Plan Do Review Cycle).

The department supports young people preparing for external examinations. These include:

1. Study Skills
2. Comprehension and writing skills
3. Interpreting examination vocabulary
4. Assessment and application for Examination access arrangements

The Departmental provision encourages connectivity between educational and residential care through regular liaison with staff and provide support for on house programmes to meet our young people's broader targets.

### **How does Specialist Education compliment other areas within the school?**

This department develops essential literacy, numeracy, emotional regulation and communication skills in our young people. Young persons are then able to access the curriculum more confidently and consequently are able to gradually build up a range of strategies to tackle academic and practical subjects.

We aim to ensure that each young person is able to achieve their potential in all aspects of their life and liaise closely with education and care staff to provide consistent role modelling and feedback relating to positive learning and behaviour.

We have a flexible approach to our service delivery and sometimes work on specific subject areas when young people are finding vocabulary concepts or instruction particularly difficult. We also support young people in making personalised revision materials in preparation for final examinations.

The SEND department liaises with staff to collate information on usual ways of working to provide evidence in support of examination access arrangements. The SENCO and assessor will complete standardised testing in key areas for pupils in Year 9 to provide further evidence for these applications.

The SEND team supports young people and in exploring potential careers and works closely with an Independent Careers Advisor and Post 16 team to help young people understand their options as they prepare to move on from school to college. Individual support is provided to complete applications, prepare for interviews and access open days. Staff work with young people, their link workers and parent and carers to ensure clarity for all involved in the transition process.