

SEND Policy

Review September 2027

Dedham Therapy Farm CIC will support and make provision for individuals with special educational needs and disabilities (SEND). This policy sets out how we identify, support, review and make reasonable adjustments for Farm Assistants who may require additional or different support to access therapeutic interventions. This policy is in line with the following key statutory policies: Children and Families Act 2014; SEND Code of Practice: 0 to 25 years; Equality Act 2010.

Definition of SEND and legal framework

Whilst Dedham Therapy Farm CIC is not an education provider, it recognises the principles set out in the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years and the Equality Act 2010. The organisation supports children and young people accessing therapeutic interventions by identifying needs, planning appropriate support, making reasonable adjustments and working collaboratively with families, education providers, health professionals, local authorities and other relevant agencies where appropriate.

Dedham Therapy Farm CIC aims to promote inclusion, participation, dignity, choice and positive outcomes for Farm Assistants with SEND or disabilities.

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 them. This includes needs that affect communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical development. Dedham Therapy Farm CIC uses this definition to inform how it identifies support needs, removes barriers to participation and makes reasonable adjustments for Farm Assistants accessing therapeutic provision.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Roles and responsibilities

Directors' responsibilities

Help to raise awareness of SEND issues at Directors meetings and team meetings.

Monitor the quality and effectiveness of SEND and disability provision within the company and update the team of this.

Work with the whole team to determine the development of the SEND policy and provision in the company.

Advise on the deployment of the company's budget and other resources to meet Farm Assistant needs effectively

SEND Lead and SENCO position

The named SEND Lead for Dedham Therapy Farm CIC is the Lead Occupational Therapist. Dedham Therapy Farm CIC does not have a SENCO because it is not a school, nursery or education provider and therefore does not hold the statutory SENCO role required in educational settings. Instead, responsibility for SEND coordination sits with the Lead Occupational Therapist, supported by Directors, Occupational Therapists and Occupational Therapy Assistants.

The SEND Lead oversees identification of needs, reasonable adjustments, liaison with families and external professionals, planning of support, review of progress and escalation of concerns where further specialist advice may be required.

Work with the Occupational Therapy Staff and Directors to determine the strategic development of the SEND policy and provision within Dedham Therapy Farm CIC

Have overall responsibility for the provision and progress of Farm Assistants with SEN and/or a disability

Liaise with health professionals and education providers to ensure that the company meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Gather information through the referral and initial assessment process on the needs of Farm Assistant

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that Farm Assistants with SEND receive appropriate support and high-quality sessions

Occupational Therapists' and Occupational Therapy Assistants' responsibilities

Occupational Therapist

The progress and development of every Farm Assistant on their caseload

Working closely with any Occupational Therapy Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to therapy sessions.

Working with the Lead Occupational Therapist to review initially assess each Farm Assistants and decide on any changes to provision.

Be the point of contact for external agencies, especially the local authority and its support services

Occupational Therapy Assistants

The progress and development of every Farm Assistant on their caseload

Working closely with any Occupational Therapists or specialist staff to plan and assess the impact of support and interventions and how they can be linked to therapy sessions.

Working with the Lead Occupational Therapist to review each Farm Assistants and share any changes required to intervention plans.

Be the point of contact for external agencies, regarding their own caseload.

Areas of support

Dedham Therapy Farm CIC currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, ADHD, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder/ADHD

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

Graduated approach: Assess, Plan, Do, Review

Dedham Therapy Farm CIC uses a graduated approach, informed by the SEND Code of Practice, to understand each Farm Assistant's needs, interests, strengths and goals. Support is planned, delivered and reviewed through an Assess, Plan, Do, Review cycle.

Assess: Every Farm Assistant has an initial assessment with an Occupational Therapist at point of referral. The assessment gathers supporting information to ensure a complete understanding of the child's needs.

PLAN: Goals are agreed with the child or young person, their parent/carer and support network, taking account of any EHCP, referral information, professional advice and the Farm Assistant's views where appropriate. Activities and interventions are planned to support agreed outcomes and participation.

DO: Children/young people attend weekly sessions and take part in meaningful and purposeful activities that are specifically planned to enable them to reach their goals.

REVIEW: Progress is reviewed at least half termly to track outcomes, highlight successes and identify where additional or different support may be required. Ongoing session observations and progress notes inform reviews and any changes to provision.

The Assess> Plan> Do > Review process can be completed on a weekly basis after each session when there is a reduction in engagement or progress. Staff liaise with Farm Assistants, their parents/carer and support network to gather feedback on how best to support.

Dedham Therapy Farm CIC access process is:

REFERRAL > INITIAL ASSESSMENT > SESSIONS> REVIEW

Staff continually consult with parent, family, carers, for any concerns following our feedback policy.

We will use the referral process and Initial Assessment to understand whether a Farm Assistant has SEND, a disability, an EHCP, additional support needs or barriers to participation. These conversations will make sure that:

Everyone develops a good understanding of the Farm Assistants areas of strength and difficulty

We take into account the parents' concerns

Dedham Therapy Farm CIC staff have an understanding of each Farm assistants needs.

Initial Assessment and progress reports will be shared with Farm Assistant and the person who made the referral

All staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the Farm Assistants progress.

Reasonable adjustments and access arrangements

Dedham Therapy Farm CIC will make reasonable adjustments in line with the Equality Act 2010 to reduce barriers, prevent disadvantage and support access to therapeutic sessions. Adjustments are based on individual need and may include adapted activities, visual supports, additional processing time, 1:1 support, adjusted staffing, adapted resources, recommended aids, environmental changes and liaison with families or external professionals.

Differentiating sessions to ensure all pupils are able to access them, for example, by grouping, 1:1 work, content of session, use of visuals where appropriate.

Adapting our resources and staffing

Using recommended aids.

Differentiating sessions, for example, giving longer processing times, reading instructions aloud.

Staff training and CPD

Therapists are expected to maintain their own CPD files and undertake training relevant to their role, caseload and the needs of Farm Assistants. Staff supervision and appraisal will be used to identify training needs. Staff will be expected to keep up to date with individual support strategies, reasonable adjustments, safeguarding expectations and relevant SEND guidance.

Dedham Therapy Farm CIC is guided by the SEND Code of Practice: 0 to 25 years.

We evaluate the effectiveness of provision for Farm Assistant with SEN by:

- Reviewing Farm Assistants individual progress towards their goals half termly

- Monitoring by the Lead OT and Directors

- Holding half termly reviews for all Farm Assistants.

- Consulting with Farm Assistants and their support network their progress

We provide support for Farm Assistants to improve their emotional and social development in the following ways:

Farm Assistants are encouraged to work alongside other Farm Assistants, using a gradual approach where necessary to build friendships and develop social skills.

We have a zero tolerance approach to bullying.

Farm Assistants and their families will be encouraged to contribute to decisions about support, goals and reviews so that provision reflects the child or young person's needs, views and aspirations wherever appropriate.

Use of the therapeutic approach to develop emotional literacy skills and emotion regulation skills.

Dedham Therapy Farm CIC welcomes collaboration with health professionals, local authorities, agencies and education providers to support joined-up planning and appropriate provision. Information will only be shared with appropriate consent from a parent/carer or the Farm Assistant where age, understanding or capacity allows, unless there is a safeguarding concern or another lawful basis for sharing. Therapists will consult relevant professionals where this is needed to ensure therapeutic intervention is appropriate and responsive to the Farm Assistant's needs.

Complaints about SEND provision

Complaints about SEND provision at Dedham Therapy Farm CIC should be raised with the Lead Occupational Therapist in the first instance. If the concern is not resolved, the complaint will be managed in line with the organisation's complaints policy.

Links to related policies

[Behaviour Policy](#)

[Attendance Policy](#)

EDI Policy

[Complaints Policy](#)