



Enriching children's lives through practical learning and outdoor activities

SEND Policy V2.0

At 'Flourish at The Farm' it is our belief that all children have an equal right to a full and well-rounded education which will enable them to 'Learn without Limits'. We provide a setting where everyone is valued, trusted, and works collaboratively to achieve this. We are committed to providing relevant and challenging learning experiences for all our pupils that allow them the opportunities to achieve and meet the highest of standards.

This SEND policy details how we do our best to ensure the necessary provision is made for any child who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that practitioners are able to identify and provide for those children with special educational needs, allowing them to join in all provision activities together with their peers.

'Flourish at The Farm' has a named Director with lead responsibility for SEND – Ben Kruze, Education Director. Together with the Provision staff, SEND departments and Council representatives, they ensure this SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the provision.

Through all teaching and learning we ensure that the provision meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that at 'Flourish at The Farm' we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.

- To ensure a high level of staff expertise to meet pupil need, through well targeted, continuing professional development.
- To ensure support for pupils with medical conditions to enable full inclusion in all provision activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable full access to all elements of the provision curriculum.
- To work in cooperation with and establish productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Practitioners use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and our teaching and support staff ensure that work is differentiated appropriately. They use assessment to inform the next stage of learning. The different learning styles of children are taken into account.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation but there may be times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation around the site.

What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

The provision recognises that the needs of high achieving children should also be catered for and that they are recognised as having a 'special educational need'.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Practitioners respond to children's needs by:

- providing support for children who need help with communication, language and literacy.
- planning to develop children's understanding through the use of all available senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Identification and Assessment

Provision for children with special educational needs is a matter for the whole organisation. The directors and all other members of staff, particularly daily practitioners and teaching assistants have important day-to-day responsibilities.

The provision will assess each child's current levels of attainment on entry in order to ensure we build on the patterns of learning and experience already established during their pre-provision years. If a child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting.

The practitioners will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on actions needed to support the child within the class.
- Identify and understand any learning difficulties.

Ongoing observation and assessments will provide regular feedback about a child's achievements and experiences and will form the basis for planning the next steps for their learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

SEND Provision

Monitoring of all children is carried out through regular pupil progress meetings. These meetings involve the directors, Flourish practitioners and the relevant school/council contact. Progress of all children is discussed and any children with whom we have concerns are highlighted.

Adequate progress is identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better 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.

Within these meetings it may be concluded that a child requires help over and above that which is normally available within a particular class or subject. When any concern is initially noticed it is the responsibility of the practitioners to take steps to address the issue.

Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. The practitioners, after discussion with the relevant school/council contact, will then provide class-based interventions that are additional to those provided as part of the provision's differentiated curriculum and the child will be given individual learning targets.

These targets will be monitored by the practitioners and teaching assistants within the class and reviewed regularly during parents evening by the teacher with the parents and child, as appropriate. Should any additional meetings be necessary or the SCHOOL/COUNCIL REPRESENTATIVE need to be included then this will be arranged.

After initial discussions with the SCHOOL/COUNCIL REPRESENTATIVE, the child's practitioners will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

In order to help children with special educational needs, the provision uses a 'graduated response'. This may see us using specialist expertise if we feel that our interventions are still not having an impact on a child. The provision may record the steps taken to meet the needs of individual children through the use of a Learning Passport and the practitioners, with support of the SCHOOL/COUNCIL REPRESENTATIVE, will have responsibility for ensuring that records are kept and available when needed.

We monitor closely for the following signs that require further intervention/ adaptation to the Flourish at The Farm curriculum:

- Makes little or no progress, even when teaching approaches are targeted, particularly within a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the provision.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.

- Has communication and / or interaction difficulties and continues to make little or no progress.

The Nature of Intervention

The SCHOOL/COUNCIL REPRESENTATIVE and the practitioners will decide on the action needed to help a child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Small group or individual support; which may involve small groups of children being withdrawn from class to work with a teaching assistant during the provision day or an invitation to attend an intervention club before/after provision, e.g. Early Bird Clubs.
- Additional time for practitioners/support staff to devise/administer the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

Reporting

Strategies employed to enable the child to progress will be recorded within a report which will include:

- A profile.
- Short term 'Flourish' targets set for the child.
- The teaching strategies that work most effectively.
- The types of support and provision which is most effective for the child.
- How the targets will help the child to be successful in their learning.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. Children with special educational needs often have a unique knowledge of their own needs and views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs and subsequent reviews. At all stages of the special needs process, the provision keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents have access to this SEND Policy and the SEND Information Report via the provision website and can contact the SCHOOL/COUNCIL REPRESENTATIVE via the provision email address.

Each child's Registered School, Council Representative and Flourish practitioners are jointly responsible for:

- Overseeing the day-to-day implementation of the provision's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with and advising fellow practitioners.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the continual professional development of staff.
- Coordinating and developing provision-based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the provision's SEND Support Register.
- Liaising with local secondary provisions so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

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