



Policy Name	SEND and Disability
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Old Farm School

Live, laugh, learn!

This SEN and Disability Policy will undergo annual consultation with school staff, parents and carers. Once each consultation period is over, the Proprietor will be asked to approve it. The policy can be found on our school website and hard copies are also available on request.

SENDCO:

Our current Special Needs Co-ordinator is Emma Overy-Gibson. She liaises with our pupils, parents and families, teaching and non-teaching staff, the Head Teacher and external agencies to monitor the smooth running of special needs provision within our school and to ensure that the needs of all of our pupils are being met. She can be contacted via the school office by telephoning: 01287 677178 or by emailing: farmschool@farmschool.co.uk

Mission

Learning is for everyone (LIFE) is our pledge, and at Old Farm School we strive to uphold the right of all of our pupils to have access to a broad and balanced curriculum, where their individual needs are being met, in a safe, orderly, and supportively challenging environment, inspiring them to learn, excel and grow to be proud of their achievements

Vision

Old Farm School aims to provide a transparent and consistent approach to supporting all pupils identified as having additional educational needs and disabilities.

Values

- A safe and orderly school environment for all
- A focus on all pupils
- The offer of a tailored curriculum to engage, stimulate, support and challenge
- Empowering Leadership at all levels and permeate the need for Teamwork throughout Old Farm School and all partners, we work with
- All of our partners satisfaction and support

Guiding Principles

1. The safety, education, and welfare of our pupils and our staff, are our priorities, and this must be reflected in our actions and our facilities.
2. A safe, supportive environment which nurtures teaching and learning and understands the holistic approach of positive outcomes

3. Excellent teachers, quality advice and support are the foundation to positive outcomes. All educators are accountable for the quality of work provided to children and young people and they must be committed to the continuous improvement of that work.
4. All educators and staff must be continuous learners. They must be disciplined people, with disciplined thought and disciplined action.
5. The purpose of the Old Farm School is to ensure that each of our pupils develops the capacity to think, reason and accept one another. All pupils must develop those understandings, skills, and habits of the mind which make it possible to participate fully in the life of a diverse society and culture.
6. The focus of all Old Farm School activities must be on providing our pupils with quality experiences which engages them in meaningful learning.
7. Every pupil must be understood, encouraged and supported to surpass their current level of learning for life. Differentiation should be made to ensure that each pupil's individual needs are met, therefore every attempt has to be made to match their diverse style of learning and varying levels.
8. All resources (time, people, space, information, budget, and technology) must be used effectively, efficiently, and continuously evaluated to improve the quality of education provided for our pupils
9. A home/school/community partnership with open communication is essential in providing each pupil with the support needed to be successful.
10. Each parent or carer is a welcomed partner with Old Farm School in providing a quality education to his/her child. Partnership input into every aspect of what we do as a school is absolutely essential to everyone's success.

Aims:

The objectives of our policy are to:

Organise our activities to ensure that all pupils are included in the life of the school and make good progress

Work with parents sharing information on pupils' progress, outcomes and their individual needs

Continuously develop our ways of working to provide the highest quality of provision for all pupils within the resources available

Meet the requirements of legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, the Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2019, Supporting pupils at school with medical conditions 2014.

Facilitate a pupil's learning by identifying his/her needs and ensuring provision is matched to support each individual's attainment and well-being

To take into account the views, wishes and feelings of pupils

Respond to pupils flexibly according to the nature of their difficulties and personalise their learning so that they can learn in a way that best suits their needs

Support pupils learning in a nurturing environment

This policy outlines the strategies and approaches that the school will take in order to meet these objectives. The procedures set out will be monitored and reviewed each year in order to build on best practice at Old Farm School.

We are a pro-active school and believe in the importance of rigorous scrutiny followed by immediate intervention as supported by our Inclusion triangle (see appendix 1)

Inclusion Triangle

The purpose of the Inclusion Triangle is to ensure that no pupil is left behind! It is there to support the individual needs of our pupils, and to help staff to coordinate a plan on how best to move forward, allowing us to continuously assess, plan, do and review, in order to achieve targeted outcomes. This also allows us to identify and implement any necessary additional support and interventions to secure the best possible results, and ascertain that all needs are being met.

Trust, relationships, a nurture culture and having a specialist knowledge of the pupils in our care is what the Inclusion Triangle is based upon. The Inclusion Triangle is a 3-tiered approach and should represent the population of our school community. Our pupils can be transient in all three tiers but are ultimately kept within the triangle aiming towards our targeted outcomes.

ALL INFORMATION IS DOCUMENTED IN PUPIL CURRICULUM PLANS – these feed into Individual Curriculum Plan, annual Reviews, PEPs, LAC review, school reports and Risk Assessments.

Tier 1	
What it looks like:	<ul style="list-style-type: none"> ➤ Curriculum (diet for life – Learning Is For Everyone) ➤ Learning for life ➤ Confidence in life ➤ Preparation for working life
Purpose:	<ul style="list-style-type: none"> ➤ Narrow the gap ➤ Support pupils in making progress ➤ Prepare our pupils for life beyond Old Farm School
Pupil profile:	<ul style="list-style-type: none"> ➤ Able to access small groups with teachers, instructors and learning support
Outcomes:	<ul style="list-style-type: none"> ➤ Progress tracked using OFS criteria which is linked to national expectations and progression guidance ➤ Progress Check Points (PCPs) – completed with supporting evidenced ➤ RAG rating (Weekly behaviour, safety and attendance analysis)

Tier 2	
What it looks like:	<ul style="list-style-type: none"> ➤ 1:1 ➤ Small groups ➤ Threaded through curriculum areas ➤ Whole school activities ➤ Extra-curricular
Purpose:	<ul style="list-style-type: none"> ➤ In-school interventions to support the pupil's specific needs ➤ Support engagement in school life
Pupil profile:	<ul style="list-style-type: none"> ➤ Through weekly analysis of behaviour, safety and attendance the pupil will be supported either in lesson or taken out discreetly with the aim of removing barriers to learning and supporting their wellbeing.
Outcomes:	<ul style="list-style-type: none"> ➤ Progress tracked on pupils individual starting points (see pupil Progress Profiles and SCPs)
Tier 3	
What it looks like:	<ul style="list-style-type: none"> ➤ Positive Re-engagement Programme
Purpose	<ul style="list-style-type: none"> ➤ To engage pupil in learning – inside or outside the classroom ➤ Increase their engagement through a phased reintegration into learning
Pupil profile	<ul style="list-style-type: none"> ➤ Attendance below 80% ➤ Negative behaviour ➤ In-school interventions tracked and evidenced ➤ External agency involvement ➤ Hard to reach pupil
Outcomes	<ul style="list-style-type: none"> ➤ Potential reintegration timetable (reviewed weekly and back to ft education asap) ➤ Work Related Learning (L1 and L2 courses) combined with 1: 1 teaching ➤ Combination interventions and p/t timetable resulting in f/t timetable ➤ B,S and A analysis - weekly

Annual Assessment Protocol

Baseline Assessment
<p>PASS (x 2 assessment in academic year)</p> <p>SNAP (L)</p> <p>Aston Index (language assessment)</p> <p>Non-Verbal Reasoning- Digital</p> <p>Progress in Maths (online)</p> <p>Emotional Literacy</p> <p>Measures of Children's Mental Health & Psychological Wellbeing*</p> <p>Assessments to be complete during the <u>2-week induction</u> window and all information documented and collated by school SENCO, who will then inform all necessary staff of the findings for each pupil in a report which will support all teaching and learning and highlight any targets which should be set in the pupils Individual Care Plan (ICP). Additionally, completion of a pupil risk assessment that will be a working document throughout.</p> <p>*To be used throughout the school year as part of the SEN Coordination of the school. All information to be in Pupil Curriculum Plan. All targets for IEPs to be set from the assessments and cater for both primary and secondary needs.</p>
1st ½ term
<p>Subject progress data into tracker and ICP</p> <p>RAG rating average – mentors</p> <p>- Attendance</p> <p>- Behaviour</p> <ul style="list-style-type: none">• Interventions applied and evaluated – up-dates into ICP• Parental/carer up-dated on progress (weekly mentor up-dates and progress update)
2nd ½ term
<p>Subject progress data into tracker and ICP</p> <p>RAG rating average – mentors</p> <p>- Attendance</p> <p>- Behaviour</p> <p>Re-assessment</p> <p>Single Word Spelling Test</p> <ul style="list-style-type: none">• Interventions applied and evaluated – up-dates into ICP• Parental/carer up-dated on progress (weekly mentor up-dates and home visit)

- IEP review

3rd ½ term

Subject progress data into tracker and ICP

RAG rating average – mentors

- Attendance

- Behaviour

Re- assessment

RA/SA

PASS

- Interventions applied and evaluated – up-dates into ICP
- Parental/carer up-dated on progress (weekly mentor up-dates and progress update)

4th ½ term

Subject progress data into tracker and ICP

RAG rating average – mentors

- Attendance

- Behaviour

Re-assessment

RA/SA

- Interventions applied and evaluated – up-dates into pupil progress passport
- Parental/carer up-dated on progress (weekly mentor up-dates and progress update)
- IEP review

5th ½ term

Subject progress data into tracker and ICP

RAG rating average – mentors

- Attendance

- Behaviour

- Interventions applied and evaluated – up-dates into ICP
- Parental/carer up-dated on progress (weekly mentor up-dates and progress update)

6th ½ term
Subject progress data into tracker and ICP RAG rating average – mentors - Attendance - Behaviour Re-assessment RA/SA <ul style="list-style-type: none"> ● Interventions applied and evaluated – up-dates into ICP ● Parental/carer up-dated on progress (weekly mentor up-dates and progress update)
Final report to parents/carers and child/young person
Subject progress stipulating the progress made academically, attendance and participation throughout the year in the subject, challenging targets for the pupil to work toward. No shocks for pupils and parents – open communication throughout the year. Interventions throughout the year – up-dates and progress
Annual reviews
- Pupil Curriculum Plan -IEP (to included) and review
Annual (SEN) Progress Report from Head Teacher
<ul style="list-style-type: none"> ✓ External Examination Results ✓ Progress made by pupils attending the school ✓ Pace of progress of pupils attending the school ✓ Feedback from pupil, parents and visitors to the school ✓ Targets for the new school year 2020-2021

If there are any complaints these can be made directly to the Head teacher Steve Graham, or formally in writing for the attention of: Bill Ashton (Proprietor), Old Farm School, Stankhouse Farm, Brotton, Saltburn TS12 2TZ.