



## - The School at Hackney City Farm –

### **Special Educational Needs and Disabilities Information**

We provide primarily for young people with a range of social, emotional and mental health difficulties. However, we recognise that students often have needs that cut across many areas of need and that these may change over time. We therefore routinely cater for students who have communication and interaction difficulties, or difficulties with cognition and learning and less commonly for young people who may have some sensory and/or physical needs.

### **Students with medical needs**

The school is committed to ensuring that students with medical conditions are properly supported in school so that they can:

- play a full and active role in school life
- access and enjoy the same opportunities at school as any other child, including school trips and physical education
- remain healthy and safe
- achieve their academic potential

The school supports students with medical needs so that they can participate in all aspects of school life, including school trips.

If a student has a medical need, they will have a Care Plan which is compiled in consultation with parents. The plan is discussed with all staff who are involved with the student.

All staff receive regular medical training delivered by appropriately trained staff.

Where necessary and in agreement with parents, medicines are administered in school but only with signed parental consent and with medicines in the original packaging.

What should a parent do if they think their child may have special educational needs?

Parents can contact the School Manager or Education Lead in the first instance to discuss the matter. If parents are concerned about a particular school subject, they should contact the subject tutor direct.

### **How will students be supported to be part of the school setting?**

All areas of the building are fully accessible for people with disabilities or limited mobility. We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services.

The School policy on Behaviour takes full account of the duties laid out in the Equality Act.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

For full information on our Equality Policy, see our website

### **How does the School address bullying?**

Our anti-bullying policy makes it clear that all our students have the right to feel safe from bullying. We have a robust and consistent approach to bullying outlined in the policy.

Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

For full information about how we deal with bullying, see our website.

### **How are students included in activities outside the classroom including educational visits?**

All students are eligible to participate in all activities, events and educational visits taking place in the School.

In supporting students with SEN, we adhere to the guidance detailed in the Equality Act 2010.

We provide additional support so that students can be as fully involved as possible. We will risk-assess and if possible, make the adaptations needed in order to meet individual needs.

The accessibility of venues and the ability for all students to take part in trips is carefully considered during the planning stages.

The school actively supports students with special educational needs and/or disabilities, including those with medical conditions, participating in extra-curricular activities, school trips and visits.

### **What support is there for students' overall well-being?**

The school's approach is one which is based on strong pastoral and inclusion support for students. Everything we do is based on this.

### **How do we support students to move between different phases of education?**

- Time is taken to ensure that the transitions can be made successfully.
- A programme of meetings and visits is organised and these will involve the young person and parents/carers as well as professionals. The programme will vary according to the particular needs of the student but will usually involve a visit to the new setting.
- Information is always transferred securely.
- During year 11, the School Manager and his team support all students with applications for college, apprenticeships or employment opportunities. Where necessary, students will be accompanied on visits and supported during this important transition.
- Every Key Stage 4 student has access to high quality careers advice, which is planned on a regular cycle.

## **Approaches to Teaching and Learning**

### **How is the curriculum matched to individual students' needs?**

- The whole approach at our school is based on an individually planned curriculum. Much learning takes place on a one to one.
- Each student's learning is planned by their class or subject teachers; it is differentiated to ensure the student's individual needs are fully met.
- Classes are generously staffed and there is additional teaching assistance available for all activities.
- We know the needs of our students very well and use data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills, we will take positive and proportionate action such as increased one to one targeted teaching.
- If appropriate, specialist resources may be given to the student e.g. writing slopes, coloured overlays, large print materials or notebooks.

### **How will parents know how their child is doing?**

We have an open-door policy and will always makes ourselves available to discuss your child's progress. We will also communicate with you frequently about the progress and achievement of your child.

### **What training do School staff have in teaching and supporting children and young people with SEND?**

All staff have regular training sessions on issues which are relevant for students with SEND.

All our tutors have received wide ranging relevant training in Autism, Speech and Language Difficulties, Literacy and Numeracy and Behaviour.

### **How will parents be involved in discussions about and planning for their child's education?**

We work very closely with parents/carers and listen to what they tell us about their children. We use that information to make sure everyone who works with a young person understands their needs.

### **How can the school help parent to support their child's learning?**

Tutors may suggest ways of supporting students' learning through phone calls or at meetings.

If outside agencies have been involved with a student, they may provide ideas and suggestions that can be used at school and at home.

### **What support can students receive while taking tests and exams?**

We provide access arrangements for tests and exams at all Key Stages, following the guidelines laid down by [JCO](#) (for KS3 and 4).

Access Arrangements allow students with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way we comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

## **Information about identification and assessment**

### **How does the School identify and assess students with SEND?**

- All students are continually assessed as part of day to day teaching and learning, with teachers' planning responding to this.
- Statements and Education, Health and Care Plans (EHCPs) are formally reviewed annually and all adults involved in the education of the child invited.
- All students are formally assessed at the end of Key Stage 4 (Functional Skills, GCSEs, BTECs and other Vocational Assessments).
- Tracking data is shared with parents and students.
- Tracking data includes progress in areas other than attainment – for instance where a student needs to make additional progress with attendance, wider development or social needs.

## **Teaching approaches**

Our tutors are responsible and accountable for the progress and development of the students in their class. High quality teaching of all students, including those with special educational needs, is an expectation.

Our school has been set up to meet the needs of young people with behaviour, emotional, social or mental health needs. All our lessons are therefore over staffed, resulting in the most part, students having one to one support in every lesson.

Students are supervised at all times during the day.

## **What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive specialised expertise. We are able to access advice from an Educational Psychologist, specialist staff at New Regent's College, Speech Therapists, CAMHs staff, Social Workers, Young Hackney and our local Safer Schools Officer

## **Review**

Reviewing provision is part of our everyday practice and takes place in response to every lesson. We are continuously assessing, responding to what our students and their parents tell us and adapting our provision based on this.

The School will provide an annual report for parents on their child's progress, as part of the normal reporting process.

## **Education Health and Care Assessments and Plans**

### Introduction to EHC Plans

For full information on the EHC process, please read Chapter 9 of the [SEND Code of Practice 0-25](#).

For those students with the highest level of need it may be appropriate for the school, parents or the young person themselves (if over 16) to request an Education, Health and Care (EHC) assessment.

Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents, and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information and are consulted about the content of the plan.

As part of the EHC assessment the School may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

### **Where can parents get support during an EHC assessment?**

[Hackney SENDIAGS](#) - Support for Parents- is a free and confidential service, offering support to parents and carers of children with special educational needs (SEN) and disabilities in Hackney.

### **Funding**

#### **How are the school's resources allocated and matched to students' special educational needs?**

- We receive our funding via New Regent's College. Funding follows the student.
- This funding is used for a wide range of purposes which support students with SEND, such as:
- Funding smaller classes and one to one support for students with significant special educational needs
- Purchasing appropriate resources such as differentiated materials for less able students or literacy materials
- Purchasing services such as Educational Psychology or Speech Therapists
- Paying for training
- Providing additional support and/or resources dependent on an individual's or cohort's needs

For students with a high level of need we will apply for additional funding via an EHC assessment to help individual needs further.

### **Complaints procedures**

If you need to complain about special educational needs

We value open communication, and our staff are readily available to discuss areas of concern. It is our aim that most concerns can be resolved through talking together and working towards a position of mutual understanding. However, we have a formal policy for dealing with more serious concerns and complaints if issues cannot be resolved through discussion. Please see our website for more information.