



## - The School at Hackney City Farm-

### Special Educational Needs Policy

All children and young people with special educational needs or disabilities (SEN) should be able to reach their full potential in school. They should also be supported to make a successful transition into adulthood, whether into employment, further or higher education or training.' (DfE 2013)

#### 1 Introduction

1.1 This policy refers to children and young people with special educational needs (SEN) and disabilities including why and how Hackney City Farm KS3&4 Education Provision works with them. The guiding principle informing this policy is ensuring that children and young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.

1.2 The Education Act 1996 states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.

1.3 The Disability Discrimination Act (DDA) 1995 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus, the legal definition of disability is not the same as the definition of special educational needs

1.4 It is therefore possible to be disabled under the DDA and not have SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN. As advised in the SEN Code of Practice, DfES 2001, the school accepts that a medical diagnosis may mean that a child is disabled but is not necessarily SEN. The school will always consider the child's educational needs rather than a medical diagnosis or disability.

1.5 Pupils with SEN and/or disabilities enrolled at Hackney City Farm could have difficulties with one or more of:

- Cognition and Learning
- Communication and Interaction
- Behaviour, Emotional and Social
- Sensory and/or Physical

## 2 **Aims**

### 2.1 The aims of this policy are:

to ensure that Hackney city Farm complies with the requirements of the Education Act 1996, Disability Discrimination Act 1995 and 2005, the SEN Regulations, the SEN Code of Practice 2001 and other statutory guidance and are implemented effectively within the school.

to ensure that every pupil with special educational needs and/or disabilities has maximum opportunity to achieve the five Every Child Matters outcome

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

## 3 **Objectives of the governing body in making provision for pupils with SEN**

- Do its best to ensure that the necessary provision is made for any pupil who has SEN.
- Determine the role of the SENCO in relation to the leadership and management of the school.
- Determine the key responsibilities of the SENCO and monitor the effectiveness of the SENCO in undertaking those responsibilities.
- Make sure that all staff are aware of the importance of identifying and making provision for pupils with SEN.
- Make sure that parents are notified of a decision by the School that SEN provision is being made for their child.
- Make sure that pupils with SEN and/or disabilities join in the activities of the school together with pupils who do not have SEN or disabilities, so far as is reasonably practical and compatible with the pupil receiving the SEN provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.

- Make sure that, where the 'responsible person' - Adrian Johnson, has been informed by the LA that a pupil has SEN, those needs are made known to all who are likely to teach or support them in their learning.
- Ensure that all staff are aware of the SEN and Disability policy of the school and work appropriately with all SEN and disabled children.
- Have regard to the SEN Code of Practice when carrying out its duties toward all pupils with SEN.
- Report to parents on the implementation of the School's SEN and Disability policy.
- Consult the LA and governing bodies of other local schools, when it seems to be necessary or desirable so as to co-ordinate SEN provision in the local area.

#### **4 Implementation**

4.1 The School has regard to all the requirements of the SEN Code of Practice (2001). The SEN Code promotes a common and graduated approach to identifying, assessing and providing for pupils' special educational needs. The approach is a model of action and intervention to help children who have SEN make, at the very least, adequate progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

4.2 The focus of the graduated response is always on improving teaching and learning. Teachers are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each pupil and the way they teach. So, all teachers will consider several options and choose from a range of activities to identify the most appropriate ways to help each pupil learn. This is one way of personalising teaching and learning.

#### **5 Co-ordination of the School's special educational provision**

5.1 In the first instance Adrian Johnson will co-ordinate the day to day provision of education for pupils with special educational needs. Where appropriate advice will be sought from the LA Assessment and monitoring team and Inclusion Team.

5.2 A list of all support teams with responsibility for areas within SEN can be found in the school's handbook and the appendix of this policy.

#### **6 The arrangements for co-ordinating the provision of education for pupils with special educational needs at The School at Hackney City Farm**

##### **6.1 Identification and Assessment**

SEN information is passed on to Hackney City farm from referring agencies and used to inform provision for the student

The school manager or senior teacher will attend Annual Reviews of pupils with statements of SEN naming the School.

Teaching and mentors identify pupils causing concern who may require additional support through their day-to-day dealings with them.  
Parents are encouraged to contact the school manager or senior teacher if they have concerns about the progress of their child.

## 6.2 SEN Provision

All teachers at Hackney City Farm KS3&4 Education Provision are teachers of pupils with SEN. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils.

## 6.3 Numeracy

The numeracy co-ordinator works on overall curriculum development and produces individualised differentiated learning programmes for each student. Where appropriate numeracy is taught on 1:1 basis

## 6.4 Literacy

The Literacy Co-ordinator works on whole school initiatives to improve literacy. This includes will also include the development of individual learning programmes. Where appropriate lessons are taught 1:1

## 6.5 Provision for sensory and/or physical needs

Support from LA Inclusion team

Provision of appropriate ICT systems for writing where statement has identified a need  
Medicines management and administration as set out in separate Medicines policy.

## 6.6 Provision for Communication and Interaction Difficulties

Speech and Language form LA specialist team

Self-esteem workshops via drama specialists

## 6.7 Support for Behavioural, Emotional and Social Difficulties

Outside agency support co-ordinated by School Manager

SEAL (Social and Emotional Aspects of Learning) within the curriculum.

Anger management workshops through drama specialist and external agencies

Learning Mentors

Counselling.

Therapeutic sessions working with farm animals coordinated by School Manager

6.8 Access arrangements for examinations are organised jointly by the Literacy and Numeracy co-ordinators. This can include 25% extra time, and/or provision of reader and /or scribe.

## 7 **Procedures used by the school for working with SEN pupils**

7.1 The procedures follow the SEN Code of Practice.

7.2 The graduated response to meeting individual needs starts once it is decided that a pupil may have SEN and immediately any SEN provision is made for that pupil. The key test is where the pupil is not making at least adequate progress or is unable to access the curriculum. The School Manager will inform the pupil's parents as the school starts making provision and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.

7.3 Once a pupil is identified as having SEN the additional or different provision could be further assessment, additional or different curriculum materials or a different way of teaching and it might sometimes but not always be additional adult support.

7.4 The student's progress is carefully reviewed and increasing, or different support is put in place. Outside advice may be sought.

7.6 Strategies and interventions used are recorded in an Individual Learning Plan (ILP). ILPs are a teaching and planning tool. They are working documents for all teaching staff and mentors, recording key short-term targets and strategies for an individual pupil that are different from those in place for the rest of the group.

7.7 ILPs will focus on up to three or four key individual targets that will help meet the individual pupil's needs and priorities. The pupil's strengths and successes should underpin the targets set and the strategies used. Targets will relate to key areas in communication, literacy, mathematics or aspects of behaviour or physical skills. Sometimes strategies will be cross-curricular and sometimes subject specific. Success and/or exit criteria will also be included and pupil outcomes will be recorded and reviewed. Parents will be invited to an ILP Review meeting at least once a year.

## 8. **Staffing Arrangements:**

8.1 Different aspects of special educational needs provision are supported by Learning Mentors, Specialist Teachers, health professionals and Youth services as appropriate.

### 8.2 **The School Manager, Adrian Johnson is responsible for:**

- overseeing the day-to-day operation of the school's SEN policy;
- liaising with and advising teachers;
- managing the learning mentors
- coordinating provision for pupils with special educational needs;
- overseeing the records on all pupils with SEN;
- liaising with parents of pupils with SEN;
- contributing to the in-service training of staff; and
- liaising with external agencies, including educational psychology services, Connexions, medical and social services and voluntary bodies

[List below is from The Education (Special Educational Needs Co-ordinators) (England) Regulations 2008. All maintained mainstream schools must comply with these Regulations. Academies and all schools in Wales are not required to comply with the Regulations but may find the list a helpful aide memoire.]

(a) in relation to each of the registered pupils whom the School Manager considers may have SEN, informing a parent of the pupil that this may be the case as soon as is Reasonably practicable

(b) In relation to each of the registered pupils who have SEN:

- Identifying the pupil's SEN;
- co-ordinating the making of SEN provision for the pupil which meets those needs;
- monitoring the effectiveness of any SEN provision made for the pupil;
- securing relevant services for the pupil where necessary;
- ensuring that records of the pupil's SEN and the SEN provision made to meet those needs are maintained and kept up to date;
- liaising with and providing information to a parent of the pupil on a regular basis about that pupil's SEN and the SEN provision being made for those needs;
- ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEN and the SEN provision made to meet those needs is conveyed to the governing body or (as the case may be) the proprietor of that school or institution; and
- promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities

(c) Selecting, supervising and training all staff who work with pupils who have SEN

(d) Advising teachers at the School about differentiated teaching methods appropriate for individual pupils with SEN

(e) Contributing to in-service training for teachers at the School to assist them to carry out the tasks referred to in paragraph (b); and

(f) preparing and reviewing the information required to be published by the governing body on an annual basis.

8.3 School staff working specifically with pupils with SEN and/or disabilities have specific responsibilities for:

specialist knowledge in the areas of basic literacy and numeracy;  
have expertise in working with vulnerable children and those with severe emotional and behavioural difficulties;

8.4 Differentiated work may be provided where this is appropriate, and all members of the teaching staff are available to give advice and help where this is requested.

8.5 All staff in the School have a responsibility to understand the needs of, and work with the SEN and disabled pupils in their classes and to follow and contribute to their ILP's

## 9 Facilities

Hackney City Farm has access to

- Outdoor open spaces- fields and parkland
- Annexe medical room
- 1:1 provision in farmyard classroom
- Farmyard facilities, supervised access to animals
- Disabled toilets.

## 10 Admission Arrangements

10.1 See School policy/general admission arrangements

This school does not discriminate against disabled pupils or prospective pupils on the grounds of disability

This school does not discriminate against disabled children;

- In the arrangements they make for determining admission to the school
- In the terms on which they offer to admit a disabled child to the school;
- By refusing or deliberately omitting to accept an application for admission.

Hackney City Farm admits pupils with SEN but without a statement. We admit pupils with already identified SEN, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with SEN, but without statements, are treated as fairly as all other applicants for admission.

The School does not refuse to admit children in or outside the normal referral process based on their poor behaviour, whether such behaviour is identified as a SEN. The School does not refuse to admit a child thought to be potentially disruptive, or to exhibit challenging behaviour, on the grounds that the pupil should first be assessed for SEN.

## 11 Resources allocated to and amongst pupils with SEN

- Mentors allocated to students across the curriculum.
- Off-site activities including work experience for selected pupils in Key Stage 4.
- Purchase and maintenance of specialist software where appropriate
- Additional resources allocated where appropriate
- Purchase of specialist equipment for individuals (e.g. Alpha Smart computers) where appropriate

- Deployment of central staff in line with statements.
- Learning Mentor individual support.
- Waves of Intervention supported by outside agencies and LA

## 12 **How SEN pupils' needs are determined and reviewed**

12.1 Identification of particular individual needs of pupils is a collaborative process between the school staff, the School Manager, pupil and parents with additional expertise provided as and when appropriate from the School's attached Educational Psychologist, Behaviour support Team, the CAMHS team, speech and language therapy, occupational therapy, physiotherapy and medical and nursing services.

12.2 Needs and provision for pupils with statements of SEN is determined by the LA and are met through resources provided directly by the LA and from school resources.

12.3 School ILPs are reviewed at least twice a year. Statutory reviews of statements take place at least annually or more frequently if the statement so requires. Interim or early reviews of statements are called where the school identifies a pupil who is at serious risk of disaffection or exclusion and it is suspected that the existing provision may no longer be appropriate.

## 13 **Arrangements for providing access to a balanced and broadly based curriculum for pupils with SEN and/or disabilities**

13.1 Pupils with SEN and/or disabilities do not follow a different curriculum to other pupils. Where appropriate, reasonable steps are taken to modify the curriculum for pupils with SEN and reasonable adjustments are made for disabled pupils.

- The School Manager helps pupils access the curriculum by:
  - Helping pupils improve their literacy and numeracy skills. Supporting pupils in lessons.
  - Helping staff develop differentiated schemes of work.
  - Providing staff with alternative and appropriate teaching strategies and approaches.
  - Offering secure daily transportation to and from the provision

## 14 **Monitoring, Evaluation and Review**

14.1 How the governing body evaluates the success of the education which is provided for SEN children

- School Improvement plan presented at Governors' Meetings.
- SEN policy reviewed on an annual basis
- SEN Student progress monitored and measured against starting point

14.2 In addition the governing body will monitor the work of the School Manager through:

- Considering reports that reflect the activities of the School Manager and any current issues;
- Considering reports from the Provision manger
- Having regular discussions between the SEN governor (or SEN committee) and the School Manager.
- Inviting the Provision manger to attend meetings at regular intervals to report in person.

**15 Arrangements made by the governing body relating to treatment of complaints from parents of pupils with SEN concerning the provision made at the school**

Any complaints should in the first instance be directed to the School Manager. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the headteacher he/she has the right to refer the matter to the governing body.

**16 Arrangements made for In-service training**

The School Manager will advise teachers and mentors of relevant training available from LA and other agencies. The School Manager will keep records of SEN training undertaken by staff

**17 External Support Services**

The School uses the services of an educational psychologist for pupils who are demonstrating significant difficulties.

**18 The use made of teachers from outside the school**

The School Manager involves other outside agencies including Social Services (see Child Protection Policy), Education Welfare Officer, School Nurse, Speech and Language and Occupational Therapy, CAMHS, Young Hackney, The Assessment and monitoring Team and The Inclusion Team. The School Manager has regular meetings with the Attendance Officer, the school nurse, the careers personal adviser and professionals associated with the referring body.

Pupils with either a hearing, sight or speech impairment have access to specialist teachers who come in and work with them and their teachers

**19 The role played by parents of children with SEN**

19.1 The School will ensure that parents and pupils are involved in decisions about what SEN provision should be made. The school recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the pupils and their parents will

be heard and incorporated into the planning to meet their needs.

The overriding aim is to have a productive partnership with parents –

- The School Manager ensures that parents are kept informed of the work done with their child and copies of individual plans are sent home.
- Parents are encouraged to contact the School Manager if there are concerns, they wish to discuss.
- Parents are invited to contribute to review processes.
- All contact with parents is recorded.
- Parents are identified for support from adult learning classes within the Extended School