



Poplar Farm School Special Educational Needs Policy

Article 3 - The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 31 - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Poplar Farm uses the definition for **Special Educational Needs and Disability from the Code of Practice (2015)**:

SEND: 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 him or her.

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there can be an overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Statutory Framework

This document has been updated and developed in line with Department for Education’s legislation and guidance; The Children and Families Act 2014, The Special Educational Needs Code of Practice 2015, supporting pupils at school with medical conditions 2010, and the Equality Act 2010. This policy will have regard to this guidance when meeting this requirement.

<http://www.legislation.gov.uk/ukpga/2014/6/contents>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Where children have a disability, the requirement of the Equality Act, 2010 will apply. Where children have an identified special need, the SEND Code of Practice, 2015 will apply. All staff has a duty of care to follow and co-operate with the requirements of this policy. This policy will be reviewed with the Head of school and in consultation with the Academy’s Governing Body.

The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

A 'young person' in this context is a person over compulsory school age and under 25. Compulsory school age ends on the last Friday of June in the academic year in which they become 16. For ease of reference, young people are referred to in this Code of Practice as 'over 16'. This policy will use definitions and terminology in line with the Code of Practice 2015.

All teachers are teachers of pupils with special educational needs; it is a whole school issue that therefore requires a whole school approach.

Introduction

- This policy outlines the nature and management of SEND at Poplar Farm School.
- It reflects the consensus of opinion of the whole teaching staff and the Governing Body.
- The Special Needs and Disabilities Coordinator (SENDCo) is Miss Bowden. She can be contacted directly in school during term time.
- Miss Bowden has the NASENCo Award and is part of the school's SLT.

The School Context

Poplar Farm School serves a wide urban and rural area. The school is well maintained with a safe environment. Most children enter the school having experienced some form of pre-school provision. Pupils enter school with a range of attainment; most pupils come from a rural background with some variation in ethnicity. When compared with the national average of children with SEND in state funded primary schools, the percentage of pupils with SEND at Poplar Farm School is currently just above the national average. The percentage of pupils speaking English as an additional language is low. Overall, pupils come to school well motivated; they work hard and make the most of their educational experiences.

Most parents are supportive and eager to work in close partnership with the school. The school takes great pride in meeting the individual needs of all pupils.

The local environment is used to broaden and enrich the quality of pupils' educational experiences, with visits further afield to extend pupils' understanding of the wider environment

Beliefs

Every pupil in the school has an entitlement to personal, social and intellectual achievement. All pupils are entitled to the opportunity to achieve their potential in learning. Every pupil is unique as regards their characteristics, interests, abilities, motivation and learning needs. It is the role of the school to take this diversity of need into account in its delivery of the curriculum. Those children with Special Educational

Needs should have access to high quality and appropriate education.

Key Principles of Inclusion

All children are educable and should be equally valued whether or not they have SEND. Inclusion is most likely to be achieved when their diversity is recognised and regarded positively. All staff are responsible for inclusion. Children are entitled to receive a broad, balanced and relevant curriculum. We recognise that appropriate advice, support and resources are required to achieve this for some pupils in the mainstream curriculum. All children and their parents are entitled to be treated with respect and have their views considered. All arrangements should protect and enhance the dignity of those involved.

Our values and vision for SEND at Poplar

The aim of Inclusion at Poplar Farm School is to consider the structure, teaching approaches, pupil grouping and use of support so that they respond to the needs of all pupils. Special educational provision at Poplar is underpinned by high quality first teaching.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.

Poplar Farm School is dedicated to providing exceptional learning experiences for all students where there are no limits to achievements. We provide inspirational teaching and support to all pupils to become superb learners and good citizens. This is done within a harmonious, diverse and safe environment where all members of the school community are valued and respected. We celebrate excellence and take pride in ourselves, our school and our community.

Definition of SEND provision/SEND support

Area of Need	Definition	Examples
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.	Speech & Language and Communication Needs (SLCN), Developmental Language Disorder (DLD), Autism Spectrum Condition (ASC) including Asperger's Syndrome.
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia.
Social, Emotional and Mental Health Difficulties	Children and young people may experience a wide range of social, emotional and mental health difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging or disturbing behaviour. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.	Mental Health Difficulties (anxiety, depression, selfharming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD).
Sensory and/or Physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with will require specialist support and/or equipment to access their learning.	Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD).

Poplar Farm School supports pupils with a broad range of SEND including:

- Developmental Language Disorder
- Speech, Language and Communication Needs
- Specific numeracy difficulties
- Autistic Spectrum Conditions
- Moderate Learning Difficulties
- Vision impairment
- Dyspraxia
- PEG feeding
- Children with Physical Disabilities
- ADHD
- Dyslexia

All staff commitments:

- Be committed to maximising inclusion and minimising exclusion plan for diversity.
- Work to develop appropriate environments for all pupils and adopt appropriate teaching methods and approaches.
- Take care to have appropriate pupil groupings.
- Support all pupils with identified needs.
- Delivering quality first teaching.
- Engage in a programme of Continued Professional Development (CPD) in areas of SEND.

The Role of the Governing Body:

- Do its best to ensure the necessary provision is made for any pupil who has special educational or disability needs.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, pupils who have special educational needs.
- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical.
- If required, report to parents/carers on the implementation of Poplar Farm School's policy for pupils with SEND.
- Have regard to the Code of Practice when carrying out its duties toward pupils with SEND.
- Create a climate of inclusion and diversity celebration at Poplar Farm School.
- Ensure that parents/carers are consulted and notified by the school that SEND provision is made for the child.
- Ensure that the governing body is involved in developing and monitoring the Poplar Farm School's SEND policy.
- Ensure governors are up-to-date and knowledgeable about the school's SEND provision.

The Headteacher of Poplar Farm School will:

- Have overall responsibility for the provision for students with Special Educational Needs and Disabilities.
- Keep the Governing Body fully informed.
- Work closely with the SLT, SENCO and the pastoral support team.

The role of the SENDCO:

- Manage the identification and co-ordination of students with additional needs within the four main areas set out in the Code of Practice.
- Be responsible for referrals to external agencies.
- Attend and contribute to Annual Review for students with Educational Health Care Plans (EHCPs).
- Use a wide range of data sources to ensure that students require additional support are provided for appropriately.
- Co-ordinate the provision for students with SEND.
- Maintain the Inclusion Register and oversee the records of all students with SEND.
- Liaise with parents/carers and external agencies.
- Collaborate with colleagues to develop effective SEND good practice.
- Contribute to CPD planning in SEND areas.
- Oversee the effectiveness of Teaching Assistants using evidence and research to develop practice.

Access to a Broad and Balanced Curriculum - Staff Responsibilities:

- Ensure that appropriate curriculum resources are available for pupils with SEND.
- All pupils should receive a broad and balanced curriculum that recognises their different talents and addresses the specific nature of their special needs. In deciding on curriculum access the views of parents and pupils should be taken into account.
- Pupils should receive a balanced curriculum; this should include a right to all areas of the curriculum alongside the consolidation of basic skills. It should aim to develop more independent learners, extend opportunities for pupils to extend their experience and knowledge outside their immediate world and prepare for adulthood. Alternative curricular arrangements will be monitored to ensure effectiveness, usefulness and relevance.
- Pupils with SEND of all abilities should access learning opportunities that meet both their own needs and those of their peers. The curriculum should address individual learning patterns and interests considering their age, cognitive, social and emotional levels of functioning. Individual progress should be monitored and pupils' own views about learning opportunities should be taken into account.
- The curriculum arrangements of all pupils including those with SEND should be seen as having equal value.
- Pupils should have a suitably differentiated curriculum that is planned and well taught and in which their self-esteem is supported and developed. Planning should take into account their interest and motivation.
- Staff are committed to providing rich learning experiences to ensure exceptional levels of progress for students with SEND is achieved.

Curriculum Access - Curriculum Leaders:

- Ensure that activities are planned and delivered in such a way that pupils with SEND are able to make measurable progress, relative to their existing knowledge and skills.
- Ensure that staff has knowledge of and a willingness to use the widest possible range of teaching strategies and styles to enable all pupils to have access to the curriculum. There should be flexibility in approaches to teaching all aspects of the curriculum.
- To make all staff aware of their responsibility to address the range of SEND in their school.
- Seek to ensure the curriculum is relevant and meaningful to all pupils.
- Endeavour to provide a broad and balanced curriculum that takes into account the holistic developmental needs of the whole child.
- Be sensitive to the needs of all pupils and ensure that their achievements are valued.
- Ensure that pupils have access to appropriate support.
- Ensure all pupils have equal opportunities for praise and rewards.
- Ensure an appropriate learning environment for children with SEND.
- Provide access and support for staff development in order to meet the full range of SEND so that the staff team understand and value the needs and learning styles of pupils with SEND.

Teaching Assistants will:

- Support pupils with SEND in whole class lessons, in small group work and in one to one session depending on need.
- Provide individual or group programmes of work to meet the needs of students with SEND.
- Contribute to reviewing the targets set out in Pupil Passports and IEPs.
- Contribute to the reports for Annual Reviews for students with EHCPs and attend annual review meetings when appropriate.
- Report regularly to the SENCO or class teacher on pupil progress or curriculum matters.
- Develop their practice by drawing upon research such as, 'Making Best Use of Teaching Assistants' Education Endowment Foundation.

Additional Arrangements:

- Provision is the same as for all Poplar Farm students but can also be inclusive of:
- KS2 to KS3 transition support (including liaison with secondary schools, school visits in Year 6 and Transition Programme during Year 6).
- Individually targeted Teaching Assistant support in mainstream lessons.
- On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review).
- Exam Access Arrangements.

The Graduated Approach

SEND support at Poplar Farm is implemented and regularly reviewed using the 'graduated approach', outlined below.

The team will be involved at every stage of this process:

1. **Assess:** the class/subject teacher and SENDCO should clearly analyse a pupil's needs before identifying him/her as needing SEN support
2. **Plan:** the class/subject teacher and SENDCO should agree the support to be put in place. Parents must also be notified and consulted. The support will usually be set out in a school-based SEN support plan
3. **Do:** the class/subject teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, differentiated teaching.
4. **Review:** the class/subject teacher and SENDCO should review the effectiveness of the support regularly and agree any changes where needed.

The quality of teaching for pupils with SEND, and the progress made by pupils is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. The SENDCO, in tandem with the Headteacher, will discuss any patterns in the identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEND is built into the whole school approach on assessment.

Identifying Special Educational Needs

- School-aged children are defined as having SEND if they have a significantly greater difficulty in learning than the majority of children of their age, which calls for additional to or different from, the educational provision that is provided for all children of the same year group.
- This is beyond the differentiated and learning arrangements that are normally provided as part of high quality personalised teaching.
- If the above criteria has been met and despite having extra interventions provided by the class teacher, the child is still not making expected progress, then in consultation with parents a decision to place them on the SEND register may be taken.
- The purpose of identification is to determine what action we as a school need to take to meet the child's needs.
- Identification, as set out in the Code of Practice (2015) involves considering the needs of the whole child, which will include not just special educational needs of the child.
- As a school we acknowledge that many pupils during their time at primary school may experience difficulties, long or short term and we will endeavour to support these children.
- Parents/carers' views and the child's view form a key part in identification.

Working with External Partners

Pupil referrals through the SENDCO are tracked carefully. If it is felt the support is not having an impact and concerns remain, the student may then be referred to an external agency who can provide further specialist support. All referrals are discussed with families.

Areas of Need

The needs of pupils with SEND usually fall into one of the following categories:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Four broad areas of need:

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Speech, Language and Communication Difficulties (SLCN)

A speech, language and communication need can present itself in many ways. For example:

- Poor memory
- Finding the correct word to use
- Understanding everything that is said
- Coping with time
- Organising themselves
- Reading and spelling

A referral to the Speech and Language team (SALT) aims to improve the pupils' understanding and expressions of language. Students' literacy skills are also developed and improved.

The SALT also offers other types of less-intensive provision for identified mainstream pupils at Poplar Students with an Education Health Care Plan (EHCP) which shows that there is a large discrepancy between their verbal ability (very low) and their non-verbal ability (average and above).

In addition, there are particular "markers" which indicate Developmental Language Disorder such as poor phonological processing, word-finding difficulties and errors on word endings such as tenses.

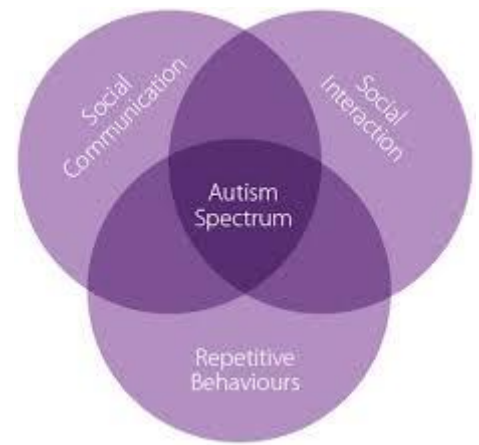
Students will usually have difficulties with literacy and the language of Maths and may have difficulties in several of the following areas:

- Understanding what is being said.
- Expressing themselves in sensible sentences.
- Finding the right words to use.
- Understanding social language e.g. nuances, idioms, facial expression.
- Processing language quickly enough in lessons (they will often hear the first instruction and miss out on the following ones).
- Co-ordination of the muscles needed for speech so that they can be indistinct when talking.
- Memory which affects organisation of books and equipment for lessons.

Autism Spectrum Condition

Autism Spectrum Condition is a developmental disorder affecting social relationships, social communication and social imagination/flexibility. The term 'Triad of Impairment' is used to describe the main features all people with autism.

Autism is conceptualised as a spectrum. At one end we have “classic” autism: profound learning disabilities, little or no verbal communication. At the other end, we have Asperger’s syndrome: IQ is average or high.



Children with ASC, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and rigidity of thought, which can impact on how they relate to others.

Asperger Syndrome

While Asperger Syndrome is regarded by some as a condition separate from autism, it is helpful to see it as part of a continuum of autism where the pupil can have a higher cognitive ability. While the child with Asperger Syndrome acquires speech that is complex and grammatical, communication misconceptions can remain.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Moderate Learning Difficulties (MLD)

For a child with MLD, the general level of academic attainment is significantly below that of peers, although not as far below as that for pupils with severe learning difficulties or profound and multiple learning difficulties. There may be difficulty acquiring basic literacy and numeracy skills, speech and language difficulties and poorly developed personal and social skills. Emotional and behavioural difficulties may be evident.

Dyslexia

The school favours the definition of dyslexia from Sir Jim Rose’s report in 2009 ‘Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties:’

“Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Attention Deficit Hyperactivity Disorder (ADHD)

This term has emerged from attempts to clarify and define symptoms previously known as hyperactivity. If lack of attention is more evident than over activity then the term attention deficit disorder (ADD) is used.

Treatments include modifications to the diet, medication and/or behaviour therapy. The school normally draws on multidisciplinary help including Educational Psychologists and, when referred, a member of the CAMHS team.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Dyspraxia

Dyspraxia (or apraxia) is a motor impairment in which a person is unable to perform voluntary, purposive movements although they are neither paralysed nor have a defect muscle condition. Motor development may be delayed in children with severe or moderate learning difficulties. It may be permanently impaired in children with certain physical disabilities such as cerebral palsy.

Education and Health Care plans (EHCPs)

There are currently students at Poplar Farm School with more complex needs who have an Education Health Care Plan in place. These students may need additional provision, which is set out in an Education Health Care Plan.

Requesting EHCP needs assessment

Most pupils with special educational needs or disabilities can be supported by the school. Education and health care assessments are for young people with more complex needs. School adheres to the local authority's guidance on requesting an EHCP.

https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/family.page?familychannel=2_1_10_1

Who can ask for an assessment?

You can make a request for an EHCP assessment if you're:

- The child's parent. Download the form from the website above.
- A young person over the aged 16 to 25.
- Someone acting on behalf of a school or post-16 institution.

Pupils with Education, Health and Care Plans

Our team aims to provide specialist support for all students who have special educational needs and/or disabilities. This is a whole school shared vision and responsibility in line with the Code of Practice where, 'Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, SENDCO and learning support team, and all other members of staff have important operational responsibilities.'

We have students with a wide range of needs:

- Cognition and learning needs
- Social, emotional and mental health needs •
- Speech, language and communication needs
- Physical disability
- Sensory impairment

Students may be supported in a number of ways, depending on the severity of their needs. We offer support in lessons from Teaching Assistants and also 1:1 or small group work to improve literacy, communication and social skills.

We also have specialist teaching assistances who deliver Wave 1 and Wave 2 interventions 1:1 or in smaller groups. As a team we work closely with professionals from outside school, including the Educational Psychology Service, WTT and SALT.

Teaching Assistants are attached to Year groups where they have developed the skills base and subject knowledge in that particular subject area. This is essential when differentiating tasks for individual and group needs in the classroom. Teaching Assistants are aware of pupil needs and collaborate with the teacher over how to support inclusive learning.

The annual review process takes place once a year. Pupil needs are audited termly and provision mapped according to need.

Annual Review

The Education Health Care Plan must be reviewed at least once a year. The review considers the child's progress towards targets set by the school after the Statement was made, and agrees new targets for the following year. As well as involved professionals, parents/carers are invited to the review and they may bring

a friend, adviser or named person with them. The review is normally held at Poplar Farm School. The LA decides whether it is necessary to change the child's EHCP.

Managing Medical Conditions of children

- The school recognises that pupils at the school with medical conditions should be properly supported so that they have full access to education, including school trips and PE activities. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.
- Some pupils may also have Special Educational Needs (SEN) and may have an EHC Plan which brings together health and social needs as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- Further information can be found in the LCC School Administration Handbook section 20, Schools Health and Safety document, and the DFE's Supporting pupils at school with Medical Conditions.

SEND Support

SEND Support is characterised by the need for a higher level of involvement and support that will be sustained and substantial. It is at this point that external services, both LEA-based and outside agencies, will have deeper involvement. The triggers for SEND Support would be:

- A pupil continues to make little or no progress in areas of difficulty.
- A pupil is working at levels substantially below what is expected.
- A pupil continues to have difficulties in literacy and/or numeracy.
- A pupil has social, emotional or mental health difficulties substantially affecting their own learning or that of the class/group.
- A pupil has sensory or physical needs requiring specialist equipment, advice, or support from a service/agency.
- A pupil has a continuing communication or interaction difficulties that prevents social relationships and impedes learning.

Our Approach to Involving Parents/Carers

Partnership with Parents/Carers Partnership between parents/carers, children and school will be fostered.

Parents/carers are invited to discuss and participate in the review of their child's learning. Parents/Carers of all children will be kept informed of progress at all stages and their opinions and advice will be sought along with those of the child.

The Structured Conversation - Pupils with SEND

The conversation we have with parents/carers and students can be more efficient if we apply a structure. This is called "The Structured Conversation". The purpose of the structured conversation is to:

- Establish an effective relationship between parent and the key teacher.
- Allow the parent an opportunity to share their concerns and, together, agree their aspirations for their child.

- Set clear goals and targets for learning and improvement in wider outcomes.
- Determine activities which will contribute to the achievement of those targets.
- Identify the responsibilities of the parent, the pupil and the school.
- Agree the date and time of the next meeting.
- Clarify the most effective means of communication between meetings. We are committed to working alongside parents/carers as they are our key stakeholders. Pupil and parent voice are central to the assess, plan, do, review process.
- The pupil and parent voice with EHCP's are captured ahead of and during Annual Reviews to review outcomes and set new goals. The structured conversation is scheduled with parents three times a year to review shorter term outcomes informed by the Annual Review, forming the basis of the Pupil Passport.

Record keeping, Monitoring and Data Management

Pupil Passports and IEP's

A Pupil Passport is a summary document about a student. Although there is no legal requirement to use a pupil passport, they are considered to be good practice. Pupil Passports and IEP's at Poplar will be drawn up by the class teacher and reviewed by the SENDCO.

Three targets will be set drawn from targets set at the last annual review. The targets will be Specific Measurable, Agreed Upon, Realistic and Time Based (SMART) targets and set in consultation with the parent and the student.

Poplar Farm encourages parental/carer involvement in this process and will meet to review their child's progress at least three times per year. Two of which are face to face. Pupil Passports and IEP's will be a way of implementing, tracking, monitoring and reviewing targets set and progress towards these targets made.

SEND Register

All students with an EHCP or IEP on the Inclusion Register have a Pupil Passport that describes their strengths and difficulties. All student with SEND Support Needs will be placed on the SEND Register.

The SEND Register is updated at least six times a year by the SENDCO.

Criteria for exiting the SEN Register

If following the additional support, the child makes 'good' or 'accelerated' progress and is on track to reach age related expectations and Parents, School, Specialist Agencies and the Child agree, the child may be removed from the SEN Register but will be closely monitored within the class.

Admission Arrangements for Pupils with SEND or a

- Poplar Farm strives to be fully inclusive. All children are welcome, including those with special educational needs and disabilities. Children who meet the admission criteria will be admitted to school providing the appropriate level of facilities is available to meet their individual needs.
- School's Admission Policy can be found on our website.
- All pupils, including those with SEND, will be expected to follow the School Behaviour policy.
- All policies are available to parents on request.

Supporting Transition

- Transitions are carefully planned whether they are from class-class, key stage – key stage or school to school.
- When children move classes the SENDCO ensures that the receiving class teacher has the relevant information and the child is given opportunities to visit the new class and a social script will be written if necessary.
- When Year 6 children move on to Secondary school, the receiving school SENDCO is invited to a review meeting in the summer term to ensure they are aware of any needs, and to meet the child and parents. Arrangements can be made for extra adult supported visits to the new school, if required.
- If the need arises, key children are invited to join a Transition Group run by the pastoral TA in the summer term.
- When any of our children leave school, all SEND records are sent on to the new school with the child's official record card. The SENDCO may contact the receiving school's SENDCO to implement a transition programme and ensure continuity of support if required.

SEND Staff Training

Continuing Professional Development is run at Poplar Farm School for all staff. Training on areas of SEND are delivered as part of the CPD. In addition, staff training is delivered by external professionals as and when required. This can include input from the advisory team on visual, hearing, and physical needs.

Data Protection

- SEND documents are kept in individual folders in a locked cupboard in the Staff Room.
- All documents are passed on to a child's new school or kept safely for a period of time following LEA guidelines.
- Education Health Care plans are confidential. Access to EHCPs is limited and disclosure is only allowed with parental consent or other specific circumstances.

Accessibility

Following the Special Educational Needs and Disability Regulations 2014 we have written an Accessibility Plan (Appendix 2)

At Poplar Farm we seek to develop an inclusive curriculum that promotes positive, confident attitudes by:

- Providing a physical environment that promotes access to the curriculum, activities, trips and clubs
- Providing children with appropriate support to access the curriculum, activities, trips and clubs and identifying and striving to remove any barriers to learning.
- Celebrating and rewarding all efforts that all our children make.
- Responding to children's learning styles through groupings and flexible teaching approaches.

- Providing accessible curricular materials
- Involving pupils and their parents in decisions about their learning.
- We will do our best to anticipate what a child may need and make reasonable adjustments, including the provision of auxiliary aids, services and physical alterations to the environment to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. For example: We currently have a number of ramps fitted around school, a disabled toilet, adjustable height changing bed and provision of ICT equipment to aid recording.
- We will not directly or indirectly discriminate against, harass or victimise a child with a disability.
- If requested, communications with parents who have a disability will be provided in their preferred format.
- For further information see Equality Act 2010.

Complaints about SEND provision

In the first instance, complaints should be addressed to the SENDCO. If the complainant remains dissatisfied, complaints should then be made to Mrs Hodson, Headteacher or the Chair of Governors. This does not include issues arising from Local Authorities decisions around assessment or not issuing an ECHP.

Bullying

- Poplar Farm School School takes the issue of bullying seriously. It is vital if there is any suspicion of bullying taking place that we consider all aspects.
- Bullying is defined **the** repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.
- Children are encouraged to inform an adult if any incident occurs in school.
- See Anti Bullying Policy for further information. (Appendix 6)

Appendices

Appendix 1: SEND Concerns Form

Appendix 2: Accessibility Plan

The implementation of this policy is the responsibility of the Head Teacher and all Teaching and Classroom Support Staff.

Acceptance of this policy includes a commitment to implementing it in full.

This policy was adopted on:	September 2018
Review Cycle:	Annual
This policy was subsequently reviewed on:	November 2019
	September 2020