



FARNEY CLOSE SCHOOL

SEND POLICY

Date last reviewed	May 2023
Review Due	May 2025

Approval Level	<input checked="" type="checkbox"/> Governing Body <input type="checkbox"/> Principal to Determine
Signed	
Role	Governor
Date Approved	

Statement and Vision

As a Day and Residential Independent Special School our aim at Farney Close, is to ensure that our children and young people reach their full potential in education and personal development by receiving the highest standards of teaching and care.

At Farney Close School we believe that:

- The children and young people in our care are entitled to access a broad, balanced, relevant and high-quality curriculum that meets their needs
- Our children/young people can raise their attainment and aspirations in all aspects of life and that children/young people should be given the opportunity to fulfil their potential and wherever possible find a pathway into further education, employment and/or apprenticeships
- Our children/young people all of whom have Education, Health and Care Plans (EHCP) require a high level of support and guidance to ensure that they can access learning, communicate their personal needs and be an active part of their wider community successfully
- We ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with barriers to learning

Our school offers an idyllic setting that caters for a range of children/young people with a variety of special educational needs such as social, emotional and mental health difficulties (SEMH), social communication and autistic spectrum conditions and associated complex needs. Farney Close Charity strives to realise every individuals potential to develop into a content, secure, well-adjusted and skilled young person to make a positive contribution to society and live as independent a life as possible.

Definition of Special Educational Needs or Disability (SEND)

A child or young person is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these children.

It is important to note that all staff have a responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment. If there is a concern, a referral to the SENCO should accompany a structured and well differentiated teaching program.

The SEND Code of Practice 2014 provides guidance on the duties of schools, local authorities and others working with children who have SEND must have regard. The Code sets out four broad areas of SEND:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction
- Sensory and/or Physical Needs

The Equality Act 2010 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Farney Close School caters for specific cohorts of young people, who meet our admissions criteria and moral purpose. We consider these to primarily include, (but are not strictly limited to):

- Social, emotional and mental health difficulties
- Social communication difficulties
- Autistic spectrum conditions and associated complex needs.
- In addition, we have a number of children and young people who have experienced or display traits associated with trauma, neglect, loss and attachment issues.

This does not preclude up from considering applications regarding young people who may lack formal diagnosis or 'category' or need, but ensure this is well balanced in terms of our capacity and capability to meet need

We expect that students who join our school will already have or be in the process of receiving an EHCP which makes the responsibilities of all professionals and providers clear

Farney Close will act within the EHCP expectations for each student or call an emergency review where they feel there are additional provisions to be considered or a reduction in provision is to be recommended

This policy is informed by the statutory and non-statutory guidance listed below:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE May 2014, last updated June 2018
- SEND Code of Practice 0 -25 Years (January 2015), last updated May 2015 □ Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting children and young people at school with medical conditions (December 2015), last updated August 2017
- Equality Act 2010, last updated June 2015 □ Education and Inspections Act 2006
- 'Excellence for all children' DfEE 1997 □ School Standards and Framework Act 1998
- Human Rights Act 1998 □ SEN Code of Practice 2015 □ SEN and Disability Act 2001
- Every Child Matters 2003 □ Children and Families Act 2014
- Aiming High for Disabled Children 2007 □ Lamb Inquiry review of SEN 2009
- Education act 2011
- A good education for all (Ofsted) 2012
- Ofsted Common Inspection Framework 2015 □ Children and Families Act 2014
- These are our children (also referred to as the Lenehan Review) 2017

In order to make appropriate continued provision, that takes account of a curriculum that is fit for purpose, the appropriate use of resources and the effective deployment of staff, Farney Close will:

- Provide a caring, respectful and nurturing environment in which all staff and children/young people feel safe and able to learn
- Ensure we provide a well-managed establishment through which staff work with commitment and enthusiasm towards excellent outcomes for each child/young person

- Offer an engaging, stimulating and/or personalised curriculum, (including an extra-curricular offer) which encourages every child/young person to achieve to their highest potential socially and academically
- Provide a personal support plan for Education called the 'Student Passport' to identify and recommend strategies to support individual educational needs
- Provide a behaviour support plan for each young person that details how to support them to manage their responses, behaviours and become increasingly independent in doing so
- Share information between our teams effectively and efficiently to ensure it impacts positively on our young people
- Where it becomes apparent that needs have changed, communicate these in a timely and effective manner to key stakeholders in order to plan early support
- Work in partnership with parents, carers, Local Authorities, other professionals and agencies to critical information in shared, plans are well considered and together we ensure that our children and young people are given the greatest opportunity to succeed
- Support the development of our children/young people's awareness and understanding of moral, social, cultural and spiritual values so that they can make a positive contribution to their society and ensure they are able to make independent and informed decisions
- Carry out a baseline review of each young person and their emerging needs within the first six weeks of a placement
- Monitor attainment and progress and identify children/young people who are not making expected progress and ensure that appropriate interventions are planned and provided
- Continually review and ensure that appropriate provision is made to meet the needs identified in the individuals Education, Health and Care Plan and/or based on the assessment findings
- Ensure appropriate resources and curriculum are made available to support the identified needs
- Ensure that parents/carers and funding bodies have appropriate, relevant and informative information through regular reporting procedures
- As a Charitable Trust with a moral purpose, ensure that resources are used with the combined principles of value for money and coupled with our intention to positively impact on student outcomes
- Ensure the child and young person's voice in their educational and care programmes is heard through inviting them to participate in developing plans and provision as individuals and/or student representatives
- Ensure the child and young person's needs are monitored and managed through our SENCO and our team.
- Provide therapeutic interventions in line with identified needs on the statement/Education, Health and Care Plan and/or initial assessment and the agreed terms of individual placement contracts
- Provide regular termly reports on progress to students and their families
- Carry out Post Admission and Annual reviews identifying progress, attainment, objectives and future programmes
- Ensure that every student who has the potential to pass formal qualifications is given the opportunity to do so, either here or through partnership working

- Ensure that students with SEND and/or EHCP are not excluded from opportunities that their mainstream peers will experience, purely by the nature of their SEND e.g. work experience
- Thoroughly consider applications for admissions into the school on merits of suitability within our specialism
- Ensure the appropriate and impactful use of pupil premium funding for individual students in line with an outcomes based approach
- Not engage in 'gaming' or 'off rolling' of SEND children or young people on our school roll, due to exam pressures

Farney Close Policies Associated with our SEND Offer are:

Curriculum

Teaching and Learning

Equal Opportunities

Admissions

Assessment, Recording and Reporting

Use of Physically Interventions Policy

Work related learning policy

Pupil Passports

Access Arrangements

Sources of Further Information

Equality Act 2010

2005 Children and Families Act 2014

Code of Practice 2014,

2015 S 109 Ofsted regulations