



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 School is a mainstream school, which makes provision for pupils with SEND, in line with current legislative requirements, (SEND Code of Practice 2015, Equality Act 2010). At Poplar Farm School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils - whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability, but this policy covers all these pupils.

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions*

Many children and young people who have SEN 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 children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally 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/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>

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.

All teachers are teachers of pupils with special educational needs; it is a whole school matter 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 the whole teaching staff and the Local School Board.
- The Special Needs and Disabilities Coordinator (SENDCo) is Miss Mason. She can be contacted directly in school during term time.
- Miss Mason holds the NASENCO Award and is part of the school's Senior Leadership Team.

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 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 in line with national average. The percentage of pupils speaking English as an additional language is above national average. 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.

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).
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, self-harming, 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	Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory

	<p>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.</p>	<p>Impairment (MSI), Physical Disability (PD).</p>
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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 Local School Board:

- 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.
- Ensure that a pupil with SEND is represented in roles within the school community, such as school councils and sporting events.
- 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 role of the Headteacher:

- To have overall responsibility for the provision for students with Special Educational Needs and Disabilities.
- Keep the Local School Board fully informed.
- Work closely with the Senior Leadership Team, SENDCO 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.
- 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 SEND register and oversee the records of all students with SEND.
- Liaise with parents/carers and external agencies.
- Liaise and collaboratively work with the Assistant SENDCO.
- 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.

The role of class teachers:

- 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 considered.
- 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 considered.
- 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 consider their interest and motivation.
- Staff are committed to providing rich learning experiences to ensure exceptional levels of progress for students with SEND is achieved.

The role of subject leaders:

- Ensure that activities are planned and delivered in such a way that pupils with SEND can 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.

- Seek to ensure the curriculum is relevant and meaningful to all pupils.
- Endeavour to provide a broad and balanced curriculum that considers the holistic developmental needs of the whole child.
- Be sensitive to the needs of all pupils and ensure that their achievements are valued.
- Provide access and support for staff development 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 sessions 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 SENDCO 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 daily. 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 a teacher has concerns about a child in their class, they will speak to the parents, previous teaching and/or SENDCO to ascertain if there have been any previous concerns or any reason why the child may not be performing as expected.
- All children at Poplar Farm have their progress carefully monitored by the class teacher and by the Wider Leadership Team, termly. Discussions will take place about why a child has not made progress and interventions will be put in place to support learning if necessary. If following intervention, no progress has been made then further assessment may take place.
- If the above criteria have 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.
- 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/carer's 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. These may include:

- Speech and Language Therapy
- Educational Psychologist
- Working Together Team
- Specialist Teaching Team
- Occupational Therapy

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, which can be found here:

<https://professionals.lincolnshire.gov.uk/homepage/67/ehc-hub>

Who can ask for an assessment?

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

- The child's parent. To apply for an EHCP, you must use the EHCP Hub. Details can be found by clicking the link above.
- A young person over the age 16.
- Someone acting on behalf of a school or post-16 institution.

Pupils with Education, Health and Care Plans

Our school 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 (2015) 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 Headteacher, 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

Pupils may be supported in a number of ways, depending on the severity of their needs. We offer support in lessons from Teaching Assistants and 1:1 or small group work to improve literacy, communication and social skills. Teaching Assistants are aware of pupil needs and collaborate with the teacher over how to support inclusive learning.

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 plan 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.

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.

Record Keeping, Monitoring and Data Management

SEND Register

In line with the school's SEND pathway, pupils on the SEND register will either have an EHCP or Individual Education Plan (IEP). Pupils with physical disabilities or conditions will have an Individual Care Plan (ICP)/

- EHCP trackers are reviewed three times per year and document the progress made towards a child's EHCP outcomes.
- IEPs are updated three times per year by the class teacher and reviewed by the SENDCO. Targets will be set three times per year. The targets will be Specific, Measurable, Agreed Upon, Realistic and Time Based (SMART) and set in consultation with the parent and the pupil.
- Poplar Farm encourages Parental/Carer involvement in this process and will meet to review their child's progress at least three times per year.
- Individual Care Plans are updated once per year or whenever a change needs to be made.
- The SEND Register is updated three times a year in conjunction with the school's assessment planner by the SENDCO.

Criteria for exiting the SEND 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 SEND Register but will be closely monitored within the class.

Admission Arrangements for Pupils with SEND

- 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 Relationships and Behaviour policy.

Supporting Transition

- Transitions are carefully planned whether they are from class to class, key stage to 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 transition booklet will be provided if necessary.
- When Year 6 children move on to Secondary school, the receiving school SENDCO will receive relevant information.
- 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 Local Authority advisory team on visual, hearing, and physical needs.

Data Protection

- SEND documents are kept in secure files.
- 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 EHCP.

Bullying

- Poplar Farm 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 as 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.

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
	September 2021
	September 2022
	September 2023
	September 2024