



Meadow View Farm School
excellence as standard

SEN Policy & Information Report

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Your SEN policy and information report should also set out the vision, values and broader aims of the school's arrangements for pupils with SEN and disabilities. You should expand this section to explain what the school's efforts to achieve the best outcomes for pupils with SEN and disabilities look like in practice.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Deborah

Hewitt. They will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Be the point of contact for external agencies, especially the local authority and its support services.

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The head teacher

The head teacher will:

- Work with the SENCO to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Sensory and/or physical needs, for example processing difficulties.

5.2 Identifying pupils with SEN and assessing their needs

At Meadow View Farm School, we appreciate that the children attending may have significant barriers to their learning due to a range of factors including their current needs and their previous experiences of the education system.

We have high expectations of each child accessing the provision and work hard to help them to make progress. If a child is making limited or no progress socially or academically, a meeting is held with necessary stakeholders including parents/carers, teachers and support staff to look at creating SMART targets which will help the child progress. If progress is still causing concern, we seek advice from appropriate professional agencies to help us to address the individual's barriers to learning. The Education, health care plan objectives are the basis around which further identification and assessment take place.

5.3 Consulting and involving pupils and parents

Each child has a termly personalised target - the new one is shared and the old one reviewed with parents and pupils at termly Pupil Review meetings. Parents and pupils have the opportunity to discuss this with the class teacher and make suggestions towards it.

Each child attending Meadow View Farm School has an Education, Health and Care Plan. This is reviewed annually. Parents are invited to formally record their views about their child's progress on a 'Parents' View Form' which is they can at the Annual Review Meeting.

Each pupil's voice is captured for this meeting also- filling out their own 'Pupil View Form' and then being invited to join the meeting to share their views around their progress.

With the meetings we ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We support our pupils and parents closely in the transition process. The main transition being when the pupils move from Key Stage 2 to a Key Stage 3 provision.

The Transition Review meetings held when the child is in Spring term of Year 5 involve meeting with parents and, where possible, a local authority SEN officer plus any other additional, external agencies involved previously with the child such as: Educational Psychologists, Autism Outreach etc. Within this meeting, the child's EHCP outcomes are reviewed and progress and areas for development established. It is also an opportunity to discuss appropriate future provisions.

The school's Family Support Worker (FSW) will then, if requested, support parents/carers when visiting provisions.

The SENCO, Head teacher and FSW will liaise with KS3 provisions as appropriate to ensure the most appropriate provision is named and that the child is supported through the transition process.

Depending on the child's specific needs, support staff from Meadow View Farm School can support each child when visiting their named KS3 provision. These vary in amount depending on the provision and the child's individual needs but we work hard to ensure that each child feels confident and secure about their impending move.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. There is an emphasis on social skills and peer interaction.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Emotion Coaching
- Brick by Brick Therapy
- One to one intervention with the Intervention Worker

- Drawing & Talking Intervention
- RML Phonics & reading intervention
- Personalised interventions to meet each child's specific SEMH needs.
- ELSA trained staff

Personalised Targets identify the short term, bespoke intervention for each child. Alongside this, they may take part in ongoing interventions such as: cooking, additional roles etc.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- High adult input and modelling of pro-social behaviours at ALL times
- Increased opportunities for outdoor learning to facilitate conversations and discussions and develop emotional literacy.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Meadow View Farm School prides itself on emulating a Mainstream school setting but with nurture group principles and on a smaller scale.

The staffing ratios range in each classroom to meet the needs of each child. We aim for staffing levels to decrease the longer the children are with us, due to the progress they will have made. There are no more than 9 children in each class, with a teacher leading and a high ratio of support staff to children. Support staff are trained in specific areas such as RML, Forest Schools, Brick by Brick Therapy and their skill sets are utilised throughout school.

The class teacher determines how support staff are used within the class setting to support individuals or small groups of children. The SENCO and Head teacher liaise with the Intervention Worker to determine who receives her support and the desired outcomes.

We work with a range of agencies to provide support for our pupils including CAMHs, Educational Psychologists, GPs, Pediatricians, speech and language therapists, occupational therapists, social workers etc.

5.9 Expertise and training of staff

Our SENCO has multiple years' experience in the role and has worked across all primary phases within a range of leadership roles.

In the last academic year, staff have been trained in Mirroring, Attachment awareness, Talk for Writing, RML Phonics, Drawing for Talking, Brick by Brick Therapy.

We use specialist staff for Brick by Brick Therapy, Drawing for Talking, RML Phonics and Reading, Forest Schools.

Our future focus is to have whole school Tier 2 ASD training, speech and language training input, training specifically relating to Dyslexia and Secondary Trauma.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for our pupils by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires and gaining pupil views
- Monitoring by the SENCO
- Holding annual reviews for all pupils

5.11 Enabling pupils with SEN to engage in enrichment & extra-curricular activities

All of our extra-curricular activities and school visits are available to all pupils if appropriate to their classes.

All pupils in Year 6 are encouraged to go on our residential trip. We work closely with parents/carers to make this a success whilst considering each child's individual needs.

All pupils are encouraged to take part in sports day, school plays/assemblies – such as carols around the Christmas tree, special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Risk assessments are made to ensure that all children are safe to take part in the activities.

5.12 Support for improving emotional and social development

All of the children attending Meadow View Farm school benefit from its attachment aware, nurturing ethos and Emotion Coaching approach due to their Social, Emotional, Mental Health needs and additional needs they may have also.

We provide support for pupils to improve their emotional and social development in the following ways:

- Within the class setting, opportunities are provided for modelling of pro-social behaviours.
- Opportunities for learning social skills are embedded within the daily routines and provision.
- Unstructured times are supported by consistent classroom staff to enable consistent approaches and consistent expectations and ensures that every aspect of the school day provides learning opportunities.
- Emotion Coaching helps to develop each child's emotional intelligence and emotional literacy and is a solution focused approach.

- Pupils are encouraged to be part of the school council. School council representatives change annually, and places are determined based on a democratic approach.
- A 'Feeling safe' questionnaire provides an opportunity for the pupils to share their views about feeling safe at Meadow View Farm School.

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

Meadow View Farm School works closely with external agencies in order to ensure we endeavor to meet each child's needs and work towards achieving their outcomes. We liaise closely with a range of agencies including social care, CAMHs, Educational Psychologists, Autism Outreach Services.

Effective working links are also maintained with:

- Community Health Service
- Children and Young People Services
- Family support and safeguarding
- Parent Partnership Service
- Youth Offending Service/ Youth Inclusion and Support Panel

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the head teacher in the first instance. They will then be referred to the school's complaints policy.

5.15 Contact details of support services for parents of pupils with SEN

There are a range of services available for parents/carers of children attending Meadow View Farm School. These vary depending on the child's and family's specific needs. The SENCO will work closely with the parents and seek advice from necessary professionals/agencies to establish the most appropriate services and provide details of these.

Parents/carers will also be directed to the Local Authority's Local Offer (see below). We currently have children attending from a number of local authorities.

Our school website: www.mvfs.org.uk also has the contact details of services Parents/carers may find useful.

5.17 Contact details for raising concerns

Katie Simpson- Head

Teacher Meadow View

Farm School Kirkby Road

Barwell

LE9 8FT

01455 840825

07808651105

Ryan Kilby – Director of Education - 07415317582

5.18 The local authority local offer

Our contribution to the local offer is our SEN Information Report which can be found on our school website here: www.mvfs.org.uk- SEN

Our local authority's local offer is published here:

Leicestershire Local Offer: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer>

Warwickshire Local Offer: <https://www.warwickshire.gov.uk/send>

Leicester City Local Offer: <https://families.leicester.gov.uk/send-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO, SEN Governor and head teacher annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions