



SEN Policy

Yew Tree Farm School
Bredgar and Wormshill Light Railway
Swanton Street
Sittingbourne
ME9 8AT

Date - 23/01/24

Reviewed by - Stephen Grix

Next review date - 23/01/25

How we support children and young people with special educational needs or disabilities. Our Vision

Yew Tree Farm School aims to create flexible individualised programmes of learning support for children and young people who, for a variety of reasons, are unable to access mainstream education or other specialist settings. From the point of referral, we focus on the S.E.N.D of the learner and on family support, in order to provide the most effective and appropriate educational intervention.

Working closely with the local authorities, behaviour partnerships and local schools/academies we provide programmes of work to ensure outcomes that are in accordance with the individual needs of each learner.

We specialise in education placements of young people with S.E.N.D. including (but not limited to) Autistic Spectrum Condition, social emotional and mental health. challenging behaviour and mental health issues.

Yew Tree Farm School will consult and adhere to the statutory guidance in relation to the Special educational needs and disability code of practice: 0 to 25 years (2014).

How will Yew Tree Farm School assess my child/young person's needs when they start?

Upon referral to Yew Tree Farm School, the Head Teacher will liaise with the relevant practitioners to organise a meeting with parents, teachers and possibly the child/ young person to plan and timetable the correct support for your child/young person.

Upon starting at Yew Tree Farm School, initial assessment will take place where your child's needs will be looked at and information from your child's previous school will be used to help plan for your child/young person's start at Yew Tree Farm School.

How will Yew Tree Farm School support my child/young person?

- The Head Teacher and SENCO will oversee all support and progress of any child/young person at Yew Tree Farm School.
- All learners at Yew Tree Farm School are linked to a class teacher who will oversee, plan and work with them.
- The class teacher will set out Individual Educational Targets or Person Centered Education Plans to set out the support your child/young person is receiving. These contain specific targets that make it easier to track progress.

Class sizes are kept small with high levels of adult support.

- If your child/young person has an Educational Health and Care plan (EHCP), teachers will use the specified outcomes to help create targets and to inform day to day planning.
- The Head Teacher will ensure that reports and reviews of EHCP are carried out in a timely manner and follow the correct procedure.
- Yew Tree Farm School works collaboratively with local authority provisions (speech and language, CAMHS, Doctors, and Social Workers etc.) and will ensure timely access to learners if and when needed.

- All Yew Tree Farm School learners will have access to a differentiated timetable that meets their needs.

Who will explain my child's needs and progress to me?

- Your child/young person's teacher will meet with you at our parents evening to discuss your child/young person's needs, support and progress.

- Termly updates on your child/young person's progress and targets will be sent to you.

Teachers and the Head Teacher are always available to discuss your child/young person's progress.

- Yearly EHCP meetings will be held where progress will be shared.

How does the Executive Board get involved and what are their responsibilities?

- The Head Teacher reports to the Executive Board every term to inform them about the progress of the learners at Yew Tree Farm School.

- The Executive Board agrees priorities that support the special educational needs of our learners with the overall aim that all learners receive the support they need to make progress.

How do teachers match the curriculum to an individual child's needs?

- Using the initial and on-going assessment, work in class is adapted at an appropriate level so that all learners are able to access it according to their specific needs.

- The benefit of this type of personalised approach is that all children can access the learning at their level.

View our Curriculum Policy for more details.

How is the decision made about what type and how much support my child will receive?

- The class teacher and Head Teacher will discuss the child/young person's needs and what support would be appropriate.

- At Yew Tree Farm School learners are provided with 1:1 support if needed. Often this may be a combination depending on the circumstances of the child/young person at different times. All learners are encouraged to attend and participate in small group work sessions if able.

How can you help me support my child/young person's learning?

- Their teacher and Head Teacher can offer advice and practical ways that you can help your child/young person at home.

- The class teacher will provide a home/school communication book, emails/phone calls.

- The school will work with you to implement targets and outcomes set out on your child/young persons EHCP and will attend the formal meeting that takes place to review these plans.

- Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.

- If a teacher needs to discuss an issue with you, it will be done privately and strategies to support your child/young person will be offered.

How do you measure my child's progress?

- Maintained schools measure children/young people's progress in learning against national age related expectations. As a school we recognise that due to our learners' needs, they may not be able to make the same expected progress as a pupil without those needs of the same age. At Yew Tree

Farm School we use a number of different methods to allow us to show progress that better suits our learners' needs.

- At primary we use an assessment tool called BSquared (engagement steps/progression steps). These targets are broken down into smaller steps and tutors/teachers use these steps to build a bigger picture of the young person's learning and achievements.

- Tutor/teacher observations form part of our assessment process.

More formal assessments are completed termly.

Refer to our Assessment policy for more details.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- The school entrances are staffed with adults who greet and welcome learners. This ensures a smooth transition between home and school each day.

- Children/young people are offered healthy snacks throughout the day and always have access to fruit.

- The teacher has overall responsibility for the pastoral, medical and social care of the child/young person they support. If further support is required they will liaise with the Head Teacher for further support and advice. This may involve working alongside outside agencies such as Health and Social Services, and/or Behavioural Support Services.

- Children/young people with eating difficulties are encouraged in school to try different types of food. If necessary children are supported during lunchtime. Children/young people are not rushed to eat their food.

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site, this can be found on our website.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear behaviour policy that is followed by staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning.

- The attendance of every child/young person is monitored on a daily basis by the Head Teacher.

- All Yew Tree Farm School staff are trained in TEAM TEACH which is a behavioural management approach that involves de-escalation techniques and holds that are designed to be used to keep our learners safe.

- If a TEAM TEACH hold has had to be used with a learner, parents are informed and the details written up on CPOMS.

View our Behaviour Policy for more details.

How will my child be able to contribute their views?

- We value and celebrate each child/young person's views on all aspects of school life. This is usually carried out through collating learners' views during our frequent class discussions.

- All learners with EHCP's will be given the opportunity to give their views and will be supported by their teacher to do so. All learners are invited to EHCP reviews.

What specialist services are available or accessed by the school?

- We work closely with external agencies that we feel are relevant to individual children and young people's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech and Language Therapist, Occupational Therapist, Educational Psychologist, Behaviour Support Service, Child and Adolescent Mental Health Service (CAMHS), SENDIAS and Social Services.

What training have the staff at Yew Tree Farm School, had or currently having?

- All staff are TEAM TEACH trained
- All staff have taken part in Safeguarding training
- All staff have taken part in a number of training programs that include but are not limited to, Autism Awareness Training, Attachment and Trauma, ADHD, Mental Health Awareness, Anxiety and Behavioural Management.
- The Head Teacher and SENCO have all undertaken Designated Safeguarding Lead training.

How accessible is the school environment?

Please refer to our Accessibility Plan for up to date information.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children/young people to visit the school prior to starting with us.
- We often facilitate a phased transition for our learners either entering or leaving our school. This helps learners acclimatise to their new surroundings.
- We write social stories with children/young people to help explain and prepare them for any major transition.
 - We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
 - If your child/young person has a EHCP (or Statement of Educational Needs) and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

How are parents involved in school life?

- We have parents evenings during which parents are invited to offer their comments and opinions.
- Parents are always welcome to visit the school.
- Parents are asked to complete an end of year questionnaire, where their views and opinions are sought.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be the Head Teacher to share your concerns
- You could arrange to meet with your child's/young person's teacher at school
- SENDIAS is an organisation that provides independent advice and support for families

This policy has due regard to all relevant legislation, including, but not limited to the following:

- Children and Families Act 2014
- SEN Code of Practice 2015

- Equality Act 2010
- Schools Admissions Code, DFE 2014