

# SEN policy and information report

Bale's Farm C.I.C



<b>Approved by:</b>	Alison Bosworth	<b>Date:</b> 10 <sup>th</sup> June 2021
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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
- Bale's Farm will offer a therapeutic outdoor learning provision for children between the ages of 5 and 19 with the aim to re-engage and re-inspire them with learning. We will particularly identify those children who are currently not attending school, have no school placement, are home schooled or whose current placement is not working for them.
- The provision is based at a smallholding in Dacombe, we will have a range of indoor and outdoor spaces to use and there will be a variety of animals including pigs, goats, chickens, ducks, rabbits and guinea pigs.  
All the young people will be working at their own ability and we will be focusing on having small groups of children to encourage and enable social interaction.
- Our ethos is to provide a safe, calming and welcoming environment to help young people realise and reach their full potential.
- The practical nature of the programme also puts core subjects into context; maths and science become useful to the activities and the results are tangible. The farm will also provide an opportunity to learn practical life skills, develop independence whilst teaching the importance of responsibility. Our young people will also be given the chance to undertake a range of ASDAN qualifications in (including but not limited to) - gardening, personal life skills, English, maths and animal care and welfare.
- In our allotment area the children can engage in land work, learning and understanding the process of growing their own fruit and veg.
- The children will also have the opportunity on a daily basis to feed the animals, take them for walks, cuddle with them and learn all about them – their diet, their habitat, how they grow etc. There will be elements of traditional Forest School too, we will be using the land that we are based on to go on nature walks, build dens, go stream/pond dipping, cooking on a campfire and learning about how to conserve the environment.
- Children will also be able to take part in a variety of nature inspired crafts, ideas, experiments and games.
- Many of these activities will aid the foundation blocks for reinforcing the need to share, providing a sense of fairness, encouraging giving and receiving and engaging in positive social interactions.
- Our staff (including a teacher with 15 years' SEN experience) are well versed in a variety of communication methods including British sign language, Makaton and PECS as well as using visual aids and gestures to support the spoken word, we will ensure we offer the correct support to each individual.
- And of course, we will have our assistance dogs - Bale, Grace and Arthur on hand all the time to provide that bit of canine companionship and animal assisted therapy.

## **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

This policy also complies with our funding agreement and articles of association.

## **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 the 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**

Alternative Provision: Bale's Farm Outdoor Learning

The SENCO is Charlotte Haley, Bale's Farm, Normans, Dacombe, Newton Abbot, TQ12 4ST, 01803 875280

They will:

- Work with the Director and DSL 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 with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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 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 headteacher**

The headteacher will:

- Work with the SENCO and DSL to determine the strategic development of the SEN policy and provision within 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

Bale's Farm currently provides additional and/or different provision for a range of needs, including:

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

### 5.2 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure 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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### 5.3 Assessing and reviewing pupils' progress towards outcomes

All our pupils have an end of day report following every session at Bale's Farm and they are uploaded to Basecamp (our online management platform) which parents and other care givers can access. We liaise with everyone involved in the care as and when is needed and keep lines of communication so that we can support the young people how they require. We have a team meeting before and after every session where we will discuss each child's progress.

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

The class or subject 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 or 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.

## **5.4 Supporting pupils moving between phases and preparing for adulthood**

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.

All pupils are offered transition sessions and each one is planned to the individual needs of the child. Information is shared with other care givers and/or settings only when consented to by the relevant person unless it is a safeguarding concern.

## **5.5 Our approach to teaching pupils with SEN**

We are a predominantly outdoor learning based centre and each child is on a bespoke curriculum based on their individual needs.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

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

## **5.6 Additional support for learning**

Teaching assistants will support pupils on a 1:1 basis.

## **5.7 Expertise and training of staff**

Our SENCO has 15 experience in this role and has worked in a number of roles in Primary and Secondary SEN provisions.

They are allocated 6 hours a week to manage SEN provision.

We have a team of 9 teaching assistants, including 5 higher level teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Autism Awareness, Mental Health Awareness, PREVENT, Transition, Animal Assisted Therapy, Animal Care and Welfare.

We use specialist staff for Animal Care and Welfare, Animal Assisted Therapy, Forest School activities, Gardening and the delivery of ASDAN.

## **5.8 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

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

## **5.9 Support for improving emotional and social development**

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

- Pupils with SEN are encouraged to be part of the peer group and to engage in lone working as well as in group work to form bonds and build relationships
- Pupils with SEN are also encouraged to be part of Bale's Farm club to promote teamwork/building friendships and interacting with others
- All pupils are given time to feedback on how we can best support them and are encouraged to share whatever information they would like to entrusting that we will deal with the information the way it needs to be

We have a zero tolerance approach to bullying.

## **5.10 Working with other agencies**

We work closely with other agencies in the local area to provide opportunities such as apprenticeships, Supported Internships and work experience. We work closely with many schools to ensure that we can offer what the young person may need. We also work with local authorities to ensure we are meeting the criteria in order to offer the provision we have here.

## **5.11 Complaints about SEN provision**

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

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **5.12 Contact details of support services for parents of pupils with SEN**

Bale's Farm has a family practitioner on staff who has links with other organisations to ensure we can offer a wholesome approach to support and learning.

No Limits Café

The Rees Foundation

The Esteem Team

<http://fis.torbay.gov.uk/kb5/torbay/fsd/advice.page?id=DV6CqHnfGtU>

Devon County Council 0-25

Torbay Council SEND

## **5.17 Contact details for raising concerns**

Charlotte Haley – 01803 875280 or [charlotte@balesfarm.org](mailto:charlotte@balesfarm.org)

Sean Davey – 01803 875280 or [sean@balesbuddies.org](mailto:sean@balesbuddies.org)

Alison Bosworth – 01803 875280 or [alison@balesfarm.org](mailto:alison@balesfarm.org)

## **5.18 The local authority local offer**

Our contribution to the local offer is: An Alternative provision for ages 5-19 with SEN

Our local authority's local offer is published here: <https://www.torbay.gov.uk/schools-and-learning/send/local-offer/>

## 6. Monitoring arrangements

This policy and information report will be reviewed by Alison Bosworth - Director **every year**. 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

- Child Protection and Safeguarding
- Behaviour
- Equality information and objectives