

The Roaches Farm School Network

SEN Policy 2020

Arrangements for assessing and reviewing pupils' progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

The vast majority of pupils who attend a Roaches Farm Schools have an Education, Health and Care Plan (EHCP). Each is a legal document that sets out a description of each pupil's needs (what he or she can and cannot do) and what needs to be done to meet those needs.

The Local Authority (LA) has a duty to review each pupil's statement or EHCP at least once a year. It can be reviewed more regularly if necessary. Each pupil will have an annual review meeting that is held every academic year in school.

The annual review looks at each pupil's progress against the aims set out in their EHCP to make sure that the provision and targets in the EHCP are up to date and relevant.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood

We offer work experience programmes to our year 11's and one day college placements to selected children. Children with more academic leanings focus solely on the study of their GCSE programmes.

For those pupils who would find it difficult to maintain positive behaviour in a college setting and also struggle to meet the requirements of a full academic curriculum we offer mechanics and construction courses at our vocational unit. Currently pupils in this category are working towards completing ASDAN certification. This then allows for not only experience in a vocational setting but also regular rewards to help build self-esteem and confidence. We are particularly committed to ensuring that our young people make successful careers which are suited to their strengths and we liaise closely with Connexions to establish career or study paths early in year 10.

The approach to teaching pupils with SEN

Children with moderate learning difficulties make slower progress than other children, while we have young people with severe dyslexia who are supported with the 'Beat Dyslexia' programme but still makes slower progress than others. We direct these children toward vocational study at college with a view to ensuring that they can become independent earners without needing to pursue academic study. Several children require significant

therapeutic work with trauma and this addressed by our school counsellor, Art psychotherapist and enhanced keyworking sessions delivered by TAs. The staff have received training in Autism to help their understanding of young with a diagnosis of Autism. Our children are judged to be socially competent upon referral (where an EHCP specifies BESD with traits or full diagnosis of Autism) but this degree of competence can vary so our staff to be appropriately focused on this area.

The kinds of SEN that are provided for:

The Roaches Farm School Network is a network of SEMH non-maintained, split site, approved residential special schools catering for children from a variety of backgrounds based on eight sites

- Upper School, which consist of Satis House, St Johns Hall, the Catskill Vocational Unit, 11-16 year olds
- Lower School which caters for 7-11 yr olds.
- Bradshaw Farm School
- Evergreen School
- Lower Pastures School
- Old Sam's Farm School
- Parkgate School
- Spring Valley School

Of the children currently accessing the schools, the vast majority have experienced rejection from a variety of educational environments or have encountered severe neglect or abuse in home life, which has led their local authority to seek safe living arrangements combined with an educational package. The children are referred to the school from local authorities spanning the country, who have previously struggled to place the child either through perceived obstacles set out by the child's statement or through the child's case history of broken placements and extreme challenging behaviour.

The majority of the children have suffered social deprivation and derive from areas with a high incidence of unemployment. Unemployment, substance abuse and societal alienation is a common theme in the background of children accessing the school. The children and their parents have become accustomed to limited involvement in dialogue between all stakeholders. The school aims to incorporate the voice of all stakeholders to the benefit of the child. Mechanisms such as home-visits, daily liaison and termly shared I.E.P reviews are aimed at ensuring everybody feels they have a role to play in the life of the child. The school's development of the SMS system over the last two years will offer parents the opportunity for live access to their child's progress and the ability to comment on the same.

Arrangements for consulting with parents and students and involving them in their education

We discuss pupil progress during thrice yearly IEP review. We provide a once yearly annual academic report. Our weekly report sent home to parents contains instructions for parents to access all statutory documentation from the school website. Our SMS system will soon provide live updates to parents. Our staff team update parents, carers and social workers on a weekly basis about their progress either by telephone or written report.

We have a very active community outreach programme. Our positive intervention worker takes children away from the timetable who are not resident, as residential children already have a mechanism in the house for key working sessions. The 'PSI' system allows day pupils an opportunity to have a rest from group working, enabling them to clear their minds. Daily phone liaison takes place with the families of children who are being integrated or for children who are perhaps struggling, or where special recognition needs to be handed on. Importantly, we have an IEP review day at the beginning of each term whereby our young people's targets are agreed with parents/carers and child. This takes place at the family home and opinions are shared through consultation and issues arising out of the school holidays in particular are gathered. We regularly clothe and feed our young people where families are struggling to make ends meet, and encourage parents to inform us of their needs when they have encountered financial trouble. We have an intimate and active relationship with our parents/carers whereby liaison takes place daily.

The review also helps the school consider whether the EHCP is still appropriate; plan to support each pupil's needs in the future, or to set new targets for the coming year. Parents/carers and pupils are fully involved in the annual review process which is person centred and puts the young person and their family at the heart of the decision making process. Other professionals or organisations including Health and Social Care involved with the young person are invited to the review and are included in the process.

How adaptations are made to the curriculum and the learning environment of pupils with SEN

All work is planned by the teacher who takes into account the robust assessments used to baseline the children. Work will be well differentiated and all barriers to learning will be taken into consideration.

There are regular staff meetings and 5 INSET training days each year, which will focus on an area of SEN, the curriculum or reflective group practise as part of the school's role as a therapeutic community. We ensure that children taking exams have special access arrangements applied to them to give them every opportunity to succeed.

Class sizes vary but are considerably reduced because of the needs of the pupils, being predominantly 6 per class and are staffed by experienced SEN teachers and trained TAs

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