



The Sunflower Federation
SEN /
Special Educational Needs
Policy

FGB 20.3.2025

(Due to be reviewed 2027)

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SEN POLICY

The Sunflower Federation provides 'Opportunities for All'.

MISSION - Provide the best possible practice to develop individuals' **potential**.

VISION - All members of our community **benefit** from our work.

VALUE - Provide flexible, **individually** tailored opportunities **to learn and be proud**.

AIM - Individuals are able **to use the skills** they learn.

We are dedicated to enable all students to discover their potential for learning. Our students, regardless of their background, are at the centre of our school community. They learn about the importance of respect and tolerance throughout their school life. We value individuality and celebrate the difference as being flexible and child centred is the key to maximise positive impact of our work. We prepare our students to life beyond their school years.

The Sunflower Federation is a unique school community that strongly believes that synergy and co-operation within the wider school community brings the best outcome for all its members, students as well as to the staff.

The Sunflower Federation aims -

- To provide the students with outstanding teaching and learning.
- To establish a school community that operates as one.
- To establish working practices, systems and processes that are united in their principles and purpose.
- To ensure the best use of resources, knowledge and skills across the school community.
- To celebrate the individuality of our schools.

Purpose of the SEN policy

- To ensure that all pupils at the Sunflower Federations' schools, receive appropriate educational provision.
- To ensure that all pupils at The Sunflower Federation are not discriminated against on the grounds of educational needs.
- To ensure accessibility of provision for all pupils, staff, other members of the school community and visitors. Both schools are fully wheelchair accessible.

This policy is written in line with the requirements of:

- Children and Families Act 2014 SEN Code of Practice 2014 and updated version of 2015
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies: Behaviour Support Policy, Equal Opportunities Policy, Safeguarding Policy, Teaching and Learning Policy and Complaints Procedure.

Definition of SEN

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 or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age;
or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2015, p15)

Definition of disability

Many children and young people who have SEN may also 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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2015, p16)

Needs of pupils with profound, severe and complex needs can be summarized as follows:

- A severe developmental delay or severe learning difficulty
- An uneven profile of abilities with the majority of abilities within the severe learning difficulties level.
- Prediction of a high level of dependency throughout his/her life.
- Severe under-functioning in most aspects of school and social life, with some abilities at a higher level.
- Requirement for multi-agency input from both Health and Social Services with access to after-school respite care.

Children with complex needs will have:

- An uneven profile with higher levels of attainment and functioning in some curricular areas.
- These pupils will have 'complex' needs which are the result of two or more combinations of need in addition to cognition and learning (i.e. physical, sensory, medical, communication and interaction etc) and will experience considerable difficulty in accessing mainstream school.

A child has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which either prevents or hinders the child from making use of the facilities of a kind provided for children of the same age in schools within the area of the Local Education Authority.
- c) Is under five and falls within the definition at (a) or (b) above or would do if special educational provision was not made for the child.
- d) We further acknowledge that our students may have additional needs due to one or more of the following impairments:
 - hearing
 - visual
 - physical
 - emotional and behavioural
 - specific learning difficulties (for example ASD)
 - communication
 - medical (this would include pupils with epilepsy, degenerative and respiratory conditions)

All our pupils have Special Educational Needs as defined in the 1993 Education Act.

Breakspeare School caters for students with severe and profound learning difficulties.

Students can remain at the school until a suitable leaving date after their 19th birthday. As the majority of students go on to attend a course at a further education college the usual leaving date is at the end of the summer term, for a September start at college. Where students move on to day centres or health establishments, the student could leave at the end of the term in which they are 19. Any student can leave school once the statutory school leaving age has been reached.

A new student can be admitted to Breakspeare School at any age, between 3 – 19.

Meadow Wood School is a primary school which offers placements for students with physical and neurological impairments from early years, age 3, up to age of 10/11 (year 6). Students' attainment varies from below and at National Curriculum levels. The students' transition to their secondary placement is carefully tailored: students may transfer to SLD, PNI or other settings that meet their educational and physical needs.

A new student can be admitted to Meadow Wood School at any age, between 3 – 11.

Principles

We at the Sunflower Federation believe that each pupil has individual and unique needs and plan accordingly for all pupils to achieve their full potential. The Governors and staff are committed to ensuring that every pupil admitted to the school will receive the best possible education to enable them to meet their full potential whilst keeping pupils safe and ensuring their wellbeing.

The Sunflower Federation promotes an ethos which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Our federation will promote a culture of awareness, tolerance and inclusion. The schools of the federation provide their pupils with strategies for dealing with their needs in a supportive environment.

The Sunflower Federation School believes all students should have meaningful access to the curriculum that meets their educational needs and prepare them to the next stage in their lives.

The Special Educational Needs (SEN) Policy will embrace, the principles of the Equality, Curriculum & Assessment and Teaching and Learning and Accessibility policies and guidance.

Our aims are to;

- Assess and identify individual learning needs at an early stage to formulate the basis of an Individual Education Programme (IEP).
- Make our teaching stimulating, focused and challenging, taking account of the age, gender disability, interest, experiences and identified learning needs of our pupils.
- Rigorously maintain equality of opportunity for all our pupils with regard to individual needs, gender, race, creed and class.
- Promote ideas of citizenship through fostering respect and dignity amongst all members of the school community.
- Work in partnership with parents in the education of their children.
- Allocate staffing and resources to meet the differing individual needs.
- Collaborate with other professionals to provide a multi-disciplinary approach in addressing our pupil's needs.
- Encourage our pupils to participate in the planning, recording and evaluation of their learning programme, thus taking a degree of responsibility for their own education.
- Monitor and evaluate pupil progress in the light of Individual Education Plans and refine and build upon them.

- Require every member of staff to understand that they have a part to play in the education of all pupils in our school.
- Differentiate the curriculum appropriately.
- Provide guidance and support for all staff.
- Ensure that the staff become more aware of their responsibilities for the education of all pupils in the light of a whole school policy for Special Educational Needs.

Detail

Provision for children with special educational needs is a metier for the school as a whole. If all pupils are to achieve their full potential, we must recognise this and plan accordingly.

The working practice of The Sunflower federation is to;

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad, balanced and individualised curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with opportunities to take part in all aspects of the school's provision
- identify, assess, record and regularly review pupil's progress and needs
- work in partnership with parents when planning their child's teaching and learning

Roles and Responsibilities

All Staff are responsible for helping to meet an individual's special educational needs.

It is each Teacher's responsibility to provide high quality provision for pupils in his/her class.

The Head teacher, in co-operation with the governing body, has a legal responsibility for determining the policy and provision for pupils, and has responsibility for:

- ensuring the implementation of this policy
- monitoring and evaluating and reporting this policy impact and management aspects of the school work to governors

Wider Leadership team of the federation is responsible for:

- overseeing the day-to-day operation on of this policy
- co-ordinating the provision for pupils
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with SEN and on the effective
- use of materials and personnel in the classroom
- liaising closely with parent, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies
- assisting in the monitoring and evaluation of progress of pupils
- contributing to the in-service training of staff
- induction, training and professional development of learning support assistants

Teaching Staff are responsible for:

- providing an appropriately differentiated curriculum
- making themselves aware of this policy and procedures for monitoring and supporting pupils
- giving feedback to parents of pupils

Learning Support Assistants should

- be fully aware of this policy and the procedures for making provision for pupils
- give feedback to teachers about pupils' responses to teaching, learning and care

The Governors, in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for pupils. It must ensure that:

- a governor is nominated to take particular interest in this aspect of the school
- appropriate provision is made for all the students
- they have regard to the requirements of the SEN Code of Practice (2001)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about provision, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the schools' work
- they, and the school as a whole, are involved in the development and monitoring of this policy
- the quality of provision is regularly monitored.

Monitoring and Evaluation

The success of the school's SEN policy and provision is evaluated through

- monitoring of classroom practice
- analysis of pupil progress data
- EHCP review feedback
- school self-evaluation
- the school strategic plan, which is used for monitoring provision in the school
- visits from the LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal

Monitoring arrangements for the effective implementation of the policy will be planned, implemented and evaluated through a scrutiny meeting, between head teacher, SLT and governors.

Appendix:

- SEN report Breakspeare School (updated annually)
- SEN Report Meadow Wood School (updated annually)