



SEND Policy

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1. Definition of Special Educational Needs and Disability (SEND) .

The SEND Code of Practice (2015) states:

A child or young person has SEND 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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

The SEND Code of Practice (2015) identifies four broad areas of need:

Communication and interaction:

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with Autistic Spectrum Conditions are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, play skills, abstract concepts, and imagination, which can impact on how they relate to others.

Cognition and learning:

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.



- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties:

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- All provisions should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other children.

Sensory and/or physical needs:

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
- Directors, Management and staff at OCCF will do their best to ensure that the necessary provision is made for any child who has special educational needs and/or disabilities.



2. Policy Aims and Objectives at OCCF

Here at OCCF we are committed to ensuring with children with SEND achieve their full potential, in a nurturing, safe, supportive, and inclusive environment, offering them the chance to engage in daily farm activities.

These activities include animal care, growing vegetables and fruit, farm maintenance, food preparation and cooking, crafts, teamwork, and skill-building. This is achieved through targeted, quality first provision that builds confidence and self-esteem. We aim to raise the aspirations and expectations for all who attend with additional or special educational needs.

In order to ensure that children with SEND achieve their full potential, we will:

- Support and make provision for children with SEND - set realistic expectations and develop knowledge, skills and understanding for every child, whatever their prior attainment.
- Actively encouraged Children with SEND to participate in a number of activities aimed to improve gross motor, physical and social development alongside extra learning opportunities.
- Provide children with SEND access to all aspects of farm life so they can engage in a wide range of activities, becoming confident individuals living fulfilling lives.
- Communicate where appropriate with children with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the child.
- Explain the roles and responsibilities of everyone involved in providing for children with SEND, making sure the SEND policy is understood and implemented consistently by all staff.
- Ensure staff have the skills, understanding and tools to implement support and provision for children with Special Educational Needs - allowing them to be fully supported and therefore achieve to the best of their ability.

3. Evaluating and monitoring the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our aims. This policy will be reviewed annually by the Manager. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.



4. Sign-off

Signature	Position	Date
	Director	
	Director	
	Director	