

Orchard Primary School

Special Educational Needs Policy



Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Mission statement

Orchard School believe that every child should be valued as an individual and we strive to provide the best possible opportunities for our children to flourish. We have high expectations for every child and we celebrate their achievements.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To meet the individual needs of every individual child.
- To ensure that every child feels safe, secure and happy.
- To fully include all children within the life of the school.
- To ensure that every child makes good progress.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have access to the curriculum at their level.** This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and listening carefully to their views.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular meetings between pupils and the SEND team and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is the Headteacher, Mrs Jane Chambers
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Julia Monks, the SENCO, with Mrs Stephanie Johns and Miss Denise Jacks who are Higher Level Teaching Assistants.

3. Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND Support records such as provision maps and SEND Support plans for pupils.

All staff can access:

- The Orchard Primary and Nursery School SEND Policy;
- A list of all children receiving SEND support;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including targets set, and copies of their SEND Support Plan if applicable.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEND provision;
- Information available through Nottinghamshire's SEND Local Offer

This information is available to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Mental Health and wellbeing

It is advised within the Transforming Children and Young People's Mental Health Provision: a Green Paper (2017) that every school setting should have a Designated Senior Lead for Mental Health. Individuals in this role can make a big difference to children and young people through promoting whole school approaches to mental health and wellbeing and forging effective links with NHS mental health services. At Orchard Primary School Mrs Rachael Wright has responsibility for the whole school mental health curriculum and development and the SEN team work closely with her to support individual children with needs in this area.

Our school recognises the diverse needs of all children including children with SEN and disabilities and provide a pastoral approach to ensure that mental health and wellbeing needs are met.

5. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Please see Orchard Primary and Nursery School Admission Policy for further information.

6. Facilities for pupils with SEND

The school is accessible for children with SEND and disabilities. An Access Plan is completed regularly by the SEND team to develop this further. Where necessary, advice is sought from the specialist services such as the Physical Disability Specialist Services or the Visual Impairments team in order to access additional adaptations and equipment.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. Applications are made to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The SEND team work with the Head Teacher and Business Manager to allocate resources. This usually takes place on an annual basis, although changes may be made throughout the year if necessary. A range of factors will be considered including the level and nature of a child's need and other funding available, such as Pupil Premium. In some instances a higher level of support may be put at the beginning of the academic year to aid with transition to a new class.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored. Other concerns related to a child's development, including issues related to behaviour; speech and language or emotional or physical development may be raised by staff or parents.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- f) Children who are causing concern but who do not meet the criteria for SEND Support will be closely monitored to ensure that they are continuing to thrive and make progress. Any further concerns will be communicated to parents.

SEND Support

Where it is determined that a pupil does have SEND and requires additional support, parents will be formally advised of this and the decision will be recorded in school. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. For children needing significant and personalised additional support a SEND Support Plan will be developed in collaboration with the parents and child.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion with and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Review meetings will be held on a termly basis for those with a SEND Support Plan. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or very significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a SEND Support meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is reviewed regularly by teachers and adaptations for groups and, where appropriate, individuals is included within planning. The SENCO and external agencies provide help and advice where required.

- All children receiving support additional to and different from the rest of the class are closely monitored by the SEND team.
- Staff are fully informed of the special educational needs and disabilities of any pupils in their charge. They have access to progress reports, medical reports and teacher feedback
- School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND. Training is arranged to facilitate this.
- Staff will use in-class provisions and support effectively to ensure that the curriculum is adapted where necessary.
- Individual targets are set that motivate pupils to do their best, and achievements at all levels is celebrated.

10.Provision for Emotional Development

- We are an inclusive school and we have a caring and supportive ethos.
- All children will receive regular Personal, Social and Health Education (PSHE) sessions within their class.
- The school has a strict anti-bullying policy and this is promoted through assemblies and themed days.
- Where there is a need, PSED groups are planned into termly provision, providing a supportive and nurturing environment for children struggling with a variety of social and emotional issues.
- Individual sessions with our trained Emotional Literacy Support Assistant (ELSA) may be offered where appropriate.
- Where a child is experiencing significant emotional difficulties school may refer to the Mental Health Team or consult with the Child and Adolescent Mental Health Service (CAMHS) following full discussion with and agreement of parents.

11. Inclusion of pupils with SEND

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the senior management team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services such as the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

12. Safeguarding Children with SEND

Keeping Children Safe in Education 2018 is clear that a Child Protection Policy for children with SEN and or disabilities needs to reflect the additional safeguarding challenges and vulnerabilities.

Some children and young people may be particularly vulnerable to abuse and harm and the Senior Designated Safeguarding Lead, deputies, the senior leadership team and governors should be aware of the range of guidance and training available.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers.

At Orchard Primary School we identify pupils who might need more support to be kept safe or to keep themselves safe. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- addressing individual behaviour concerns and incidents taking into account the child's SEN and disability.

13.The Use of Reasonable Force

Keeping Children Safe In Education 2018 informs of circumstances when it is appropriate for staff in schools and colleges to use reasonable force. 'Reasonable' meaning 'using no more force than is needed'. KCSIE 2018 makes specific reference to when using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions.

There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour. This, is very much about creating individual plans in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods

14. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Questionnaires are completed regularly.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

The SEND team regularly evaluate the effectiveness of the school SEND provision and policy. Information is gathered from different sources to inform this, such as surveys, discussions with staff and children and progress data.

Evidence collected will help inform school development and improvement planning.

15. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or Head Teacher, who will be able to advise on formal procedures for complaint.

16. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO holds the National Award for SEN Coordination and attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

Staff have attended extensive training leading to enhanced knowledge of working with children with Autism. They have also participated in training in supporting children with dyslexic difficulties; speech and language difficulties and attachment disorder, as well as being trained to deliver a variety of phonics, spelling, reading, writing and maths interventions. The school have been awarded the ADHD kitemark to acknowledge the training and good practice undertaken by Orchard Primary School.

We recognise the need to train *all* our staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

16. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. If staff and parents feel that a child would benefit from support from external agencies the SENCO will raise this at the termly Springboard meeting.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

As a school we have access to support from the following services:

- Educational Psychology Service
- Schools and Family Specialist Services

SEND Policy

- Speech and Language Therapists
- Physical Disability Specialist Service
- School Nurse
- Physiotherapists
- Occupational Therapists
- Social and Emotional Development Team
- Social Services
- Mental Health Team
- CAMHS

17. Working in partnerships with parents

See also our Parent Partnership policy.

Orchard Primary and Nursery School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

We aim to keep parents as involved as possible through the following procedures:

- The school operates an “open door” policy where parents can make an appointment to talk to staff at any time during the year.
- Termly meetings are held for children with a SEND Support Plan. These are attended by the SENCO, the class teacher and, where appropriate, other staff who work closely with the child. Any external agencies involved with the child will also be invited.
- Two parents’ evenings are held each academic year during which parents can meet with their child’s class teacher. Parents of children with SEND are also offered the opportunity to meet with a member of the SEND team on these evenings
- Parents’ views are collected regularly through a SEND questionnaire.
- In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil’s needs. Parents are encouraged to contact the Parent Partnership Service if they would like additional support and advice, including someone to accompany them to meetings.
- Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school’s SEND governor, Pauline Underwood, may be contacted at any time in relation to SEND matters.

18 . Links with other schools

The SEND team work closely with other schools within the family and the collaboration to share good practice and access training.

Transition

The SEND team meet with the SENCO from the local secondary schools to discuss and plan transition for children with additional needs. Extra visits are provided where appropriate and possible and detailed

information about children's needs is passed to the receiving school. The SEND team can arrange for parents to meet with staff at the relevant school to discuss any concerns prior to the move to secondary school.

Signed _____ *[Name]* **(Headteacher)**

Date _____

Signed _____ *[Name]* **(SENCo)**

Date _____

Signed _____ *[Name]* **(SEND Governor)**

Date _____

This policy will be reviewed annually.