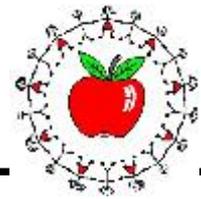


Date of policy:	February 2016
Responsibility	Full Governing Body
Reviewed	<b>March 2017</b>
Review	March 2018

### Contents:

1. Rationale
2. Aims and objectives
3. Responsibility for the coordination of SEND provision
4. Arrangements for coordinating SEND provision
5. Admission arrangements
6. Specialist SEND provision
7. Facilities for pupils with SEND
8. Allocation of resources for pupils with SEND
9. Identification of pupils' needs
10. Access to the curriculum, information and associated services
11. Inclusion of pupils with SEND
12. Evaluating the success of provision
13. Complaints procedure
14. In service training (CPD)
15. Links to support services
16. Working in partnership with parents
17. Links with other schools



### 1. Rationale

#### **Definitions of special educational needs (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:

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

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into place from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: <http://www.education.gov.uk/schools/pupilsupport/SEND>

#### **SEND Reforms**

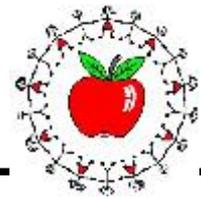
One significant change arising from the reforms is that the Statement of Special Educational Needs, for those children with the most complex needs, has now been replaced with a new Education, Health and Care (EHC) Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Hertfordshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Hertfordshire's local offer of services and provision for children and young people with SEND can be accessed at: [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

Our SEND Policy was developed in consultation with other SENCOs, the headteacher and the School Governors.

The SEND Policy should be read in conjunction with Orchard's SEND Report, the Inclusion Policy, Behaviour Policy and Medical Conditions Policy.



## 2. 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.

### 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 and early years settings 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 full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being achieved and that all pupils' needs are being met effectively.
- 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 and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Speech and Language Therapist, Chessbrook Education Support Centre, Laurance Haines SpLD Base, SENDsory and Physical specialist support etc.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and play leaders in the playground.

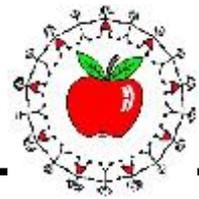
## 3. Responsibility for the coordination of SEND provision

The Headteacher, Paul Sutton, works closely with the SENCo concerning the implementation and organisation of the SEND policy, as well as having overall responsibility for ensuring the appropriateness of SEND provision and also for providing the governing body with updated information.

The person co-ordinating the day to day provision of education for pupils with SEND is Trudi Lincoln (SENCo). The SENCo, is responsible for the day to day administration and co-ordination of SEND in accordance with this policy.

### SENCo responsibilities include:

- Implementing appropriate procedures for the identification of pupils with SEND.
- Maintaining the register for SEND children.



- Discussing with parents and staff, interventions to be put in place to support individuals or groups.
- Assisting staff with the writing of SEND Support Plans.
- Providing advice and assistance to staff on planning differentiated work / devising learning strategies and programmes of work.
- Liaising with external agencies and services.
- Arranging and attending reviews and meetings with parents.
- Advising staff on SEND developments/changes.
- Providing SEND induction for new staff.
- Initiating INSET for staff development of SEND.
- Ensuring efficient and effective allocation of funding and resources.
- Annually review and update SEND policy.
- Ensure that headteacher, governors and parents are kept informed.

#### **4. Arrangements for coordinating SEND provision**

The SENCo will hold details of all SEND records for individual pupils.

##### **All staff can access:**

- The Orchard Primary School SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their support plan.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Hertfordshire's SEND Local Offer.

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.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision. See <http://www.orchard.herts.sch.uk/sen.html> .

#### **5. Admission arrangements**

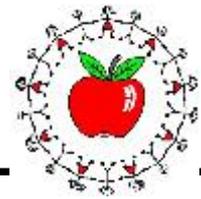
Please refer to the information found on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education Health and Care Plans and those without.

#### **6. Specialist SEND provision**

At Orchard, we are committed to whole school inclusion and we support children with a range of special educational needs and disabilities. Specialist SEND provision and training from SEND services is provided wherever it is appropriate.

##### **Supporting Pupils at School with Medical Conditions**

We recognise that pupils at Orchard with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some



children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an EHC Plan. At Orchard we follow the guidelines as set out in our Medical Conditions Policy.

### **7. Facilities for pupils with SEND**

At Orchard we comply with all relevant accessibility requirements, please see the school accessibility plan for more details (found within the Equality Action Plan).

### **8. Allocation of resources for pupils with SEND**

All pupils with SEND will have access to the school's SEND budget. Some pupils with the more complex SEND needs, may access additional funding called Exceptional Needs Funding. The SENCo will refer individual applications to a panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It would then be the responsibility of the SENCo, Senior leadership team and governors to agree how the allocation of resources is used.

### **9. Identification of pupils needs**

#### **Identification**

See definition of Special Educational Needs at start of policy.

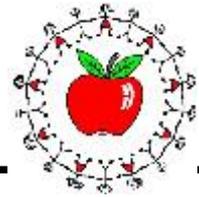
#### **A Graduated Approach:**

##### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- 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 differentiated 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 for support and advice and may wish to observe the pupil in class. Through (b) and (d) it can be determined which level of provision the child will need to progress.
- e) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- f) 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.
- g) The child is recorded by the school as being monitored due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents evenings.
- h) Parent's evenings are used to monitor and assess the progress being made by children.

#### **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and informed that the child will be added to the SEND register. 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 ongoing 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.

### **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, comparison 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 added to 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 effective and appropriate. Where external support staff are already involved their work will help to inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion 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 and a clear date for review. 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**

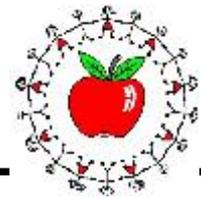
The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact 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**

Reviews of a child's progress will be made regularly. 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 where necessary 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 adjustments going forward, in consultation with parents and the pupil.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can also, 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, 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 progress review.

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 Hertfordshire SEND Local Offer:

[www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

### **Education, Health and Care Plans [EHC Plan]**

- a) Following Statutory Assessment, an EHC Plan will be provided by Hertfordshire 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.

### **10. Access to the curriculum, information and associated services**

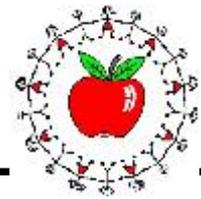
Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

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.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and through attending courses. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.



### **11. Inclusion of pupils with SEND**

The Headteacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed 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.

Advice will be sought from the Chessbrook Education and Support Centre for children who have behavioural concerns.

### **12. 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. This is done through discussion and through progress meetings with staff, pupils and parents.

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

SEND provision and interventions are recorded on an individual SEND Support Plan, which are updated regularly and if/when an intervention is changed. These are updated by the class teacher and are monitored by the SENCo. They reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify the effectiveness and appropriateness of the provision.

### **13. 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 Headteacher or SENCo, who will be able to advise on formal procedures for complaint.

### **14. In service training (CPD)**

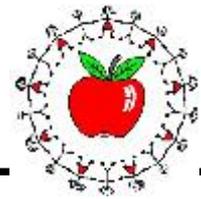
We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the Senior leadership team, ensure that training opportunities are matched to school development priorities and those identified through the use of provision management.

### **15. Links to support services**

The school continues to build strong working relationships and liaises with external support services in order to fully support our SEND pupils in support of school inclusion.

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.



Orchard Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Chessbrook Education Support Service
- Social Services
- Specialist Outreach Services
- Child and Family Clinic
- SEND Specialist Advisory Service
- Occupational Therapy Service
- Speech and Language Therapy Service
- Physiotherapy Service
- School Nurse/Doctor
- Social Services
- Education Welfare Officer
- Parents in Partnership
- Staff and SENCo of other schools
- SEND Division
- The Visual Impairment Service
- SpLD Base (Laurance Haines)
- MLD Base (Colnbrook)
- Other relevant agencies and voluntary bodies

In cases where a child is causing concern, focused meetings will be arranged with the appropriate agency.

### **16. Working in partnerships with parents**

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

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- continuing social and academic progress of children with SEND personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. 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 (Gwion Williams) may be contacted at any time in relation to SEND matters.



### **17. Links with other schools**

The school works in partnership with the other schools through the South West Herts Partnership.

This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.