

Orchard Head Junior, Infant and Nursery

Special Educational Needs and Disability (SEND) Policy

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1. Policy Statement and Definitions

Our Ethos

At Orchard Head J, I & N we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

Aims

At Orchard Head J I & N all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data based on their age and starting points.

We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum.

Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.

To develop effective whole school provision management of support for pupils with special educational needs and disabilities.

To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014) which states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may 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.’

1. Policy Statement and Definitions

Related policies:

Pontefract Academies Trust Policies implemented across all incorporated schools

- Code of Conduct for Employees
- Whistleblowing Policy
- Complaints Procedure
- Equality and Diversity Policy
- Disciplinary Procedure
- Grievance Procedures
- Health and Safety Policy

School Policies implemented in our school

- School SEND Information Report (in accordance with S69 of the Children and Families Act 2014)
- Safeguarding and Child Protection Policy
- Behaviour Policy (including measures to prevent all forms of bullying)
- School Health & Safety Policy & Procedures (within overarching Trust Policy)
- Accessibility plan and Disability Equality Scheme
- Anti-Bullying policy
- E-Safety
- Assessment, Recording and Reporting policy
- CCTV Policy
- Data protection policy and procedures
- Evacuation plan
- Class planning policy
- Early Years policy
- Educational visit policy
- Electronic equipment - used by staff
- Emergency scheme
- Freedom of information policy and publication scheme
- Foundation stage transition policy
- Governors Allowance policy

1. Policy Statement and Definitions

- Governors Induction policy
- Health, Safety and welfare policy
- Helpers in school policy
- Home visit policy
- Homework policy
- Leave of absence policy
- Looked-after children policy
- Marking policy
- Missing child policy
- More Able policy
- Newly Qualified Teacher policy
- PHSE Policy
- Personal Harassment Policy
- Photographic images in school policy
- Professional development and training policy
- Records Management policy
- Recruitment of Ex-Offenders policy
- Safer Recruitment policy
- Sex and relationships Education Policy
- Shelter Policy
- Sickness and absence in school policy
- Single Equality Policy
- Smoke free policy
- Support Staff Appraisal Policy
- Teaching and Learning Policy
- Toileting Policy
- Visiting children Policy
- Work Experience Policy
- Work life balance policy

2. Roles and Responsibilities

Special Educational Needs Co-ordinator (SENCo)

The SENCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans (or Statements until 2018).

The SENCo is a member of the leadership team.

The SENCo works closely with, and is a key point of contact for, parents, other educational establishments, educational psychologists, health and social care professionals and independent and voluntary bodies.

The SENCo is aware of the Local Offer and provision within it and works with other professionals to provide a supportive role to families to ensure pupils with SEN receive appropriate support and that the teaching is of a high standard. The SENCo will also liaise with possible providers of the next stage of education for a child with Special Educational Needs (SEN) and ensure both they, and their parents, are informed of options to plan a smooth transition.

Specific responsibilities include:

- The SEND policy and its implementation
- Co-ordinating support for children with SEND
- Updating the SEN register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Line managing TAs with responsibility for SEND
- Liaising with and advising staff
- Maintaining regular liaison with parents/carers
- Co-ordinating annual reviews
- Supporting staff in identifying pupils with SEN.
- Mapping provision throughout the school
- Maintaining links and information sharing with receiving schools

The SENCo is Helen Squires
Telephone: 01977 723495
Email: admin@orchardhead.patrust.org.uk

2. Roles and Responsibilities

SEN and Inclusion Nominated School Governor:

The School Governance Committee have nominated a School Governor to be responsible for focussing on SEN and inclusion

- Provide a link between the School Governance Committee and the relevant school staff on questions of SEN;
- Provide a link between the School Governance Committee and the Trustees/Executive team on questions of SEN;
- Raise the profile of SEN and ensure SEN stays on the agenda;
- Understand how the school identifies a learner with SEN; and what happens once a learner has been identified;
- Meet with the head teacher/head of school and Special Educational Needs Co-ordinator (SENCO) regularly to discuss how action is progressing and become better informed about school SEN issues
- Be aware of the progress that learners with SEN are making;
- Be aware of how funding is allocated to provide support for pupils with SEN;
- Be aware of the requirement to produce and publish online the school's SEN Information Report in accordance with section 69 of the Children and Families Act 2014
- Be aware of the requirement for the school to have arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014)
- Be aware of the SEN policy and ensure it is reviewed annually
- Be aware of any curriculum arrangements or modified day plans that staff implement to support learners;
- Report to the School Governance Committee a head teacher/head of school agreed summary of the above and be aware that specific information regarding individual learners is and should remain confidential at all times (if approached by a parent with a complaint or problem encourage them to discuss with the head teacher/head of school)
- Support continual improvement of governance by networking, supporting and sharing good practice with other SEN and Inclusion Nominated Governors within the Trust

The SEN and Inclusion Nominated School Governor is to be confirmed.

2. Roles and Responsibilities

Designated Safeguarding Leads

The designated safeguarding leads take lead responsibility for safeguarding and child protection

The Designated Safeguarding Lead is

- Mrs Joanna Carr

The Deputy Designated Safeguarding Leads are:

- Mrs Emma Lightowler (Assistant Head teacher)
- Miss Helen Squires (SENCo)
- Mr Gareth Evans (Learning Mentor Manager)
- Mrs Dawn Higginson (Learning Mentor)
- Mrs Denise Miles (Senior Admin)

The Safeguarding and Vulnerable Learners (including Children Looked After) Nominated School Governor is

- Cherie Moore

The class teacher

The class teacher is responsible for the progress and development of all pupils including those with SEND

- Ensuring the plan is implemented in the classroom
- Regular liaison with parents and the SENCo
- Effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND

Supporting the SENCo in the writing and reviewing of targets for pupils with SEND

Special Needs Assistants

The Special Needs Assistants are responsible:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes, and advice from specialists.
- Record keeping
- Resources
- Maintaining specialist equipment

2. Roles and Responsibilities

- Regular communication with class teacher and SENCO

3. Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils.

We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and Interaction

These children have a 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. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children 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, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

4. A Graduated approach to SEN support

How the school decides whether to make special educational provision?

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCo using the 'Barriers to Learning' Approach (Appendix 3).

In deciding whether to make special educational provision, the teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs. Particular care is taken when identifying and assessing SEN for children whose first language is not English. Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

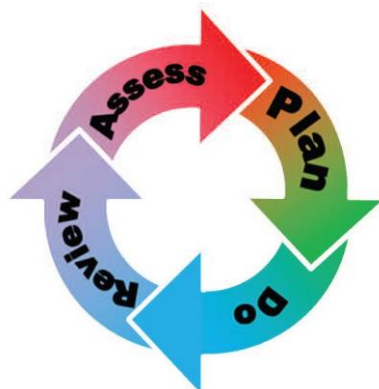
- Educational Psychology Service (EPS)
- Learning Support Service (LSS)
- Speech and Language Therapy Service (SALT)
- Behaviour Exclusion Support Team (BEST)
- Communication Interaction and Access Team (CIAT)
- Occupational Therapy (OT)
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place.

This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process. A plan, which includes a one page profile, may be started (Appendix 4). This plan is intended to be a working document which is regularly updated as more is understood about the child's SEN, including their response to interventions. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

4. A Graduated approach to SEN support

The four part cycle:



Assess:

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan:

Where SEN Support is required the teacher and SENCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do:

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher.

Review:

The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCo parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of assess, plan, do, review. Targets are shared with pupils and successes are celebrated.

5. SEN Provision

SEN support can take many forms. This could include:

- An individual learning programme
- Evidence based interventions
- Extra help from a teacher or a learning support assistant
- Making or changing materials, resources or equipment
- Working with a child in a small group
- Maintaining specialist equipment
- Observing a child in class or at break and keeping records
- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with a child, or play with them at break time
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their provision is tailored to meet their particular needs. My Support Plans, Learner Profiles and Supporting me to Learn plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHC) being provided. This brings together the child's health and social care needs as well as their special educational needs. (See Wakefield MDC guidance on their website for further information regarding requests for EHC plans) ([click here](#))

Statements

The Education, Health and Care Plan (EHCP) replaces what were formerly called statements of special educational needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHCP. The school is following Wakefield's

5. SEN Provision

transition timetable which will ensure all statements will become EHC plans by 2018. Parents will be informed by the Local Authority (LA) in advance of this transition review and will have an opportunity to discuss the process with the SENCo.

Supporting parents/carers and children

We provide support in the following ways:

- The head teacher/head of school and SENCo operate an open door policy for parents/carers seeking support and advice.
- Our Learning Mentor
- The nominated SEN and Inclusion School Governors who are available as a contact point
- Individual arrangements can be made for phased entry into Reception class
- Additional time and special arrangements for SATs
- Support for transition between classes
- A bespoke programme of work for vulnerable Y6 pupils transferring to secondary school
- Inviting the SENCo of the receiving secondary school to the final Annual Review in year 6.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g.: an extra adult to accompany a child on a school trip/residential. Specific staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes. The school secretary is responsible for the administration of medicines and health care plans/protocols.

Monitoring and evaluation of SEN

The Senior Leadership Team regularly monitors and evaluates the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data and based on their age and starting points.
- Interventions baseline and exit data
- Progress against individual targets
- Pupils' work and interviews

The SENCo maps provision for each Child and costs provision. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on

5. SEN Provision

them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

Training and development

Training needs are identified in response to the needs of pupils currently on the SEN register. School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with hearing impairment and Dyslexia. The SENCo leads network meetings to share good practice with colleagues in the Pontefract Academy Trust and keep up to date with SEND developments.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are now electronic and protected by the CPOMS system. Individual SEN files are transferred to receiving schools when pupils leave Orchard Head J, I & N.

6. Complaints

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Orchard Head J, I & N to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCo. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Head of School.

If the concern remains unresolved, The Pontefract Academies Trust Complaints Procedure ([click here](#)) should be followed. The Pontefract Academies Trust Complaints Procedure deals with such concerns or complaints made by any person, including members of the general public, unless separate statutory procedures apply (such as exclusions, admissions, statutory assessments of Special Educational Needs (SEN), matters likely to require a Child Protection Investigation).

If concerns are still unresolved parents may wish to use the Wakefield Information, Advice and Support Service for Special Educational Needs and Disability (SENDIASS).

7. Legislation and Guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the following related guidance and documents:

Equality Act 2010

School SEN Information Report (2015)

The National Curriculum in England Key Stage 1/2 framework document Sep 2015

Teachers Standards 2012

Other key documents

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Wakefield's Local offer website

<http://www.wakefield.gov.uk/residents/schools-and-children/special-education-needs-sen/local-offer>

8. Terminology

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

GLOSSARY OF TERMS	
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CLA	Children who are Looked After
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
KS	Key Stage
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PD	Physical Disability
PM	Provision Map
SALT	Speech and Language Therapy
SEMH	Social Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Coordinator
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Appendix 1: BARRIERS TO LEARNING – Class form

Pupil Name	
DOB	
Class	
Person referring	
Date of referral	

Highlight initial cause for concern:

Physical	Co- Ordination	Medical	Social Emotional	Learning
Vision	Fine Motor	Eczema	Relationships:	Expressive
Hearing	Gross motor	Asthma	Staff	Receptive
Speech		Diabetes	Parents	Second language
Toileting		Allergies	Peers	Reading
Other		Other	Self Esteem	Maths
			Behaviour	
			Motivation	
			Concentration	

Inclusion Team:

Review date

Assessment:

Reading Writing Maths

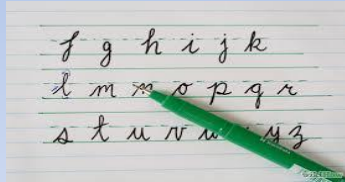
Additional information attached:

Attendance report

Inclusion Record

Inclusion notes

By December I will be writing the letters o, a, d, g, c correctly 4 out of 5 times



I will complete a 2 word reading comprehension sheet 4 out of 5



time

5.

XXXXX
Target card

I will come into class and choose a happy face 4 out of 5 times



Appendix 3: Supporting me to Learn (SMTL)

Date: (Day/Month/Year)

<ul style="list-style-type: none">•
Xx needs help with: <ul style="list-style-type: none">•••
Targets for <ul style="list-style-type: none">•••
School will take steps to (short term targets): <ul style="list-style-type: none">•••

Written by _____ (Staff member), Role _____
and _____, SENCo

Date _____ (dd/mm/yyyy)

Appendix 4: Supporting me to learn (SMTL) review (one page profile review)

Supporting Me To Learn (SML)						Special and Additional Needs		
Name:						SML REVIEW SCHOOL NAME		
DOB:								
Date:	Current levels	Sum 2017	Aut 2017	Spr 2018	Sum 2018	Services involved:		
Year Group:						Class teacher:	Date of next review:	
EHCP/MSP/ SEN Support CAF/CIN/CP Other (please state)	Reading:					I am good at: •	What is going to do to help me reach my targets? •	
	Writing:							
	Maths:							
What is working?						Other Information		How are Support Services going to help me reach my targets? •

Appendix 4: Supporting me to learn (SMTL) review (one page profile review)



Review of SMART targets: (SHORT TERM)	R/Y/G	NEW SMART TARGETS	Long Term Targets		
1.					
2.					
3					
4					
Review of targets if Red or Yellow:		Teacher Signed:	Attendance (School target xx%)		
		Parents/Carers signed:	Aut 17	Spr 18	Summ 18
		Child sign:			

Is this plan/review to contribute to a	PEP	CAF	CP plan	CIN plan	N/A?	(Please highlight)