

# ORCHARDS INFANT SCHOOL



POLICY FOR SPECIAL  
EDUCATIONAL NEEDS

## POLICY FOR SPECIAL EDUCATIONAL NEEDS

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## **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014**

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 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

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.

New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

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

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 to the families of children with SEND in West Sussex. This includes information about public services across education, health and social care as well as those provided by the private, voluntary and community sectors.

The West Sussex SEND Local Offer website:

<https://westsussex.local-offer.org/>

In addition, the Orchards SEND Information Report is available on the school website and details provision and arrangements which are available in our school.

**Mission Statement**

At the Orchards Infant School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

We encourage all of our pupils to **S P A R K L E!**

- S**mile
- P**ay Attention
- A**sk Questions
- R**eact Positively
- K**eep Trying
- L**ove Learning
- E**njoy School

## 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*.

### Objectives

When supporting the learning of pupils with SEND, our school will ensure that ....

- **Staff members seek to 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 prior to the child's entry into the school.
- **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.
- **Staff 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 met and all pupils' needs are catered for.
- **We work with parents** to gain a better understanding of their child, and involve them in all stages of the child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing timely feedback on their child's progress.
- **We work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. These services include Family Support Network, Inclusion Support, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS) and the Child Development Centre (CDC).
- **We create a school environment where pupils can contribute to their own learning.** This means that pupils will feel safe to voice opinions regarding their own needs, and contribute to the monitoring of their progress. Pupil participation is also encouraged through wider opportunities such as representation in the School Council, residential visits, a range of sporting events and performing arts opportunities as well as a number of leadership roles within the school.

## **2. Responsibility for the Co-ordination of SEND provision**

- The person responsible for overseeing the provision for children with SEND is Dr. Paul Jones, the Headteacher.
- The person co-ordinating the day to day provision of education for pupils with SEND is Kelsey Martin (SENCO).

## **3. The role of the SEND Governor**

- The SEND Governor is Mr. Peter Neale.

The Governor will meet regularly with the SENCO to monitor and discuss arrangements for SEN provision and ensure that:-

- Pupil progress is tracked and that interventions are evaluated
- Full access to the curriculum is in place through differentiated planning
- Specific input is matched to the needs of all SEND pupils
- Pupils have the right to be given information appropriate to their level of understanding and that their opinions are taken into account

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

### **All teachers are responsible for the Teaching and Learning of pupils with SEND.**

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

All staff can access:

- The Orchard's Infant School SEN 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 provision map
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities through discussion with SEN staff.
- Information available through the West Sussex 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. This 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 co-ordination of the school's SEND provision.

## **5. Admission Arrangements**

Please refer to the information contained in our school prospectus. 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.

## **6. Specialist SEND provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs and will seek specialist provision and training from SEND services where necessary. We have Achieved Dyslexia Friendly Status and also have a specialist unit for pupils with an Education Health Care Plan who also have a Speech and Language Disorder.

## **7. Facilities for Pupils with SEN**

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

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

Pupils with SEND are funded through the school budget. This covers spending on SEND teachers, Teaching Assistants and specialist interventions.

Further funds are allocated for individually named pupils with either a Statement of Educational Need or an Education Health Care Plan.

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

### **Identification**

See definition of Special Educational Needs at the beginning of this document.

A graduated approach:

### *Quality First Teaching*

- a) Any pupils who are falling significantly outside of the range of expected academic achievement 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. They may be supported in smaller sets for Literacy and Maths if appropriate.

- c) The child's class teacher will also take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable a better understanding of needs.
- d) The SENCO and SEND Team will be consulted for support and advice. Provision and specific interventions will be discussed.
- e) If a pupil has recently been removed from the SEND register they will continue to be monitored as necessary.
- f) Parents/Carers will be involved through regular discussion with staff to identify their concerns and perception of the child's difficulties. This will facilitate discussions to determine provision and evaluate outcome of interventions.
- g) Pupil views will be sought as to how they learn best. They will be encouraged to think about areas that they would like to improve as well as progress that they have made.

### *SEND Support*

Pupils with SEND needs will have needs and requirements which may fall into one of the following four areas:-

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs

SEND staff meet regularly with each class teacher to discuss any concerns that are present. At this time, advice and strategies will be recommended, although if difficulties persist or are significant, the pupil's name will be added to the SEN register.

Any concerns that have been identified in school will be discussed with parents at Parent Consultation Days, or before if appropriate. Various interventions will be discussed and all involved will be aware of the exact nature and frequency of any additional support.

School will use the following four part process:-

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable provision to be refined and revised as the understanding of pupil need develops. This cycle also enables the identification of those interventions which are the most effective in achieving good progress and outcomes.



### Assess

The Assessment process involves discussions with all parties to identify a pupil's needs. This would often begin before a pupil transfers to the Orchards through staff liaison, file scrutiny, Parent/Carer discussion and sometimes pupil observation at first school. Liaison with Outside Agencies, when already involved, compliments this process.

Regular assessment, both formative and summative helps teachers to build up a picture of a child's needs. Pupil views, regarding how they learn best, support this assessment. Regular liaison between the SEND Team and each class teacher utilises this information to consider adaptations which may be made to *quality first teaching methods*.

Advice from Outside Agencies will also be sought when appropriate.

### Plan

Adjustments, interventions and various support that may be required will be discussed during regular meetings with staff. Parental support at home may also be sought if appropriate, to reinforce or contribute to progress at school.

Parents/Carers and all those working with the pupil, including support staff, will be aware of individual needs and the support required. The Learning Plan will further identify particular teaching strategies and approaches which should be employed and the outcomes that are being sought.

The Learning Plan is circulated to parents and staff who work with the child.

### Do

The class teacher is responsible for the progress of all the pupils in their class. They will liaise regularly with the SEND Team to monitor each pupil and evaluate the progress of any intervention or small group work.

### Review

Regular reviews will evaluate the impact of learning interventions. They will also take account of the views of the pupil and Parent/Carers in revising the level of support and making adjustments.

### *Referral for an Education, Health and Care Plan (EHCP)*

Where a child has lifelong or significant difficulties they may require a Statutory Assessment to evaluate the need for long term support. This process is usually instigated by the school but can also be requested by a Parent/Carer.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review and will involve discussions with all parties involved with the child. As the EHCP is a statutory recognition of need, only those pupils who have significant and complex learning and health needs will be deemed appropriate for the process.

The EHCP assessment generally involves a range of agencies in identifying specific needs and planning effective provision and resources.

Further details about Education, Health and Care Plans can be found at:-  
[www.westsussex.local-offer.org/information/3-ehc-plans](http://www.westsussex.local-offer.org/information/3-ehc-plans)

or by contacting the Parent Partnership Service on: 0845 075 1008  
[parent.partnership@westsussex.gov.uk](mailto:parent.partnership@westsussex.gov.uk)

### *Education, Health and Care Plans (EHCP)*

Following a Statutory Assessment, an EHC Plan will be provided by West Sussex Education Authority if it is decided that the child's needs cannot be met by the level of support that is ordinarily available in school.

The school and the child's parents will be involved in developing and producing the learning plans.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, Parents/Carers 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 support, strategies and adaptations designed to reduce barriers to learning. Specialist SEND teaching may also be provided, if required, through small groups and sets for Literacy and Maths skills. Teaching Assistants also reinforce pupil learning within class as well as managing small group skills work.

Our aim is for all children to learn within a class based setting.

Regular SEND training and learning opportunities will be planned for staff. This may take place as part of a whole school, year group or inter-school training.

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

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.

The school will seek advice, as appropriate, to support individual pupils and their families, from a range of Outside Agencies, these include The Early Help Forum , Inclusion Support Teams and the Virtual School.

### **12. Supporting Pupils with Medical Needs**

The Orchards recognises that pupils at school with medical conditions should be appropriately 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 children with medical conditions may also have Special Educational Needs and may have a Statement or Education, Health and Care Plan which will bring together health and social care as well as educational provisions.

### **13. Evaluating the success of provision**

In order to improve and develop SEND provision the school encourages feedback from staff, parents and pupils throughout the year. The annual parent and pupil questionnaires are enhanced through discussion and written comment at Annual Reviews and through progress meetings with 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 individual provision maps, which are updated when the intervention is changed.

Whole school monitoring and evaluation procedures will include work sampling, pupil interviews and observations. Outcomes pertinent to SEND provision will be taken forward by the whole staff and used to build upon successful practice.

The SENCO will also scrutinise progress data and evaluate the effectiveness of specific programmes and other small group interventions. This information is fed back to SEND staff and class teachers.

Parents/Carers support the agreed learning and will be fully consulted about the provision and progress of their child. They will also be encouraged, if possible, to give practical support in developing the agreed learning targets.

#### **14. 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 to speak to the Headteacher or SENCO who will be able to give advice on formal procedures for complaint.

#### **15. In-Service Training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in good 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, as part of the senior leadership team, ensures that training opportunities are matched to school development priorities.

#### **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. These include Health, Education and Social Care agencies as well as voluntary groups.

We recognise that sharing knowledge and information with 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 which will be brought to the attention of the SENCO. These will then be discussed with the child's parents.

#### **17. Working in Partnership with Parents**

The Orchards Infant School believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND to support appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) That personal and academic targets are set and met effectively

If required, more frequent contact with parents can be arranged to evaluate very short term strategies or interventions. The SENCO may also signpost Parents/Carers to the local authority Parent Partnership Service where specific advice, links with other agencies and voluntary organisations can be facilitated.

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/Carers 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.

## **18. Links with other schools**

The school works in partnership with other schools in the Durrington Family Group and regularly attends SENCO liaison meetings. This enables schools to share expertise and plan their responses to changing national expectations.

## **19. Transition Arrangements**

We recognize that transition to another class can be difficult for some children. We are able to support in the following ways:-

- Additional meetings for the parent/child with the new teacher
- Additional visits to a class teacher before transition
- Transition booklets which include photos, timetables and information about the staff and curriculum.

### Transition to High School

- Full discussion with high school staff regarding needs, attainments, progress and teaching strategies. This can include parents/carers if required
- Staff from high school will be invited to attend relevant Annual Review Meetings and other significant meetings during the year prior to transfer
- Transition reviews for SEND pupils in Year 6 will be held early in the Summer Term before transfer.
- In addition to the general Transition Day for the whole year group, additional visits can be arranged before and after this day.
- Transition Booklets can be compiled which include information and photos regarding curriculum, staff and school layout.
- Visits from high school Teaching Assistants or Pastoral Leader before transition.

## **20. Links with other agencies**

The Orchards Infant School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for pupils with SEND.

The SENCO is the designated person responsible for liaising with the following:-

- West Sussex Education Psychology Service
- The Inclusion Support Service
- The Family Support Network
- Speech and Language Service
- Health Services including School Nurse, Physiotherapy, Occupation Therapy and CAMHS
- Various Specialist Outreach Services

Class teachers and SEN teachers are also involved in liaising with the above services. Focused discussions with Parents/Carers and appropriate agencies will also be arranged as required.

This policy will be reviewed annually.