

Orchard Community Primary School



SEND Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on.....

Signed  Chair of Governors

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0.1	2017	LM	/
0.2	1/2019	FS	Reviewed Content
0.3	9/2019	HW	New SENDCo
0.4	10/2020	HW	New SEND Governor
0.5	6/2023	FS	Updated/Reviewed

Review Frequency	Next Review Date
Every 3 years	6/2026

Statement of Intent

At Orchard Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued, respected and made to feel welcome within our mainstream setting.

It is our ethos that all children have an equal right to a full, enriching and rounded education and to enjoy high quality learning experiences through which they are able to achieve their full potential.

We aim to meet each child's requirements, making necessary adaptations that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

We focus on individual progress as the main indicator of success.

Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically morally, emotionally and spiritually.

Every Teacher is a Teacher of SEND.

Aims & Objectives

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. The aims of SEND policy and practice in this school are:

- To provide the highest possible standard of education for all pupils.
- To ensure all pupils have every opportunity to achieve their full potential through access to a broad and balanced education.
- To raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being.
- To be an inclusive school.
- To meet individual needs through a wide range of provision.
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support, additional resources and by removing barriers to learning.
- To promote independence, equality and consideration for others.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development (CPD)
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To share a common vision and understanding with all stakeholders.
- To work towards inclusion in partnership with other agencies and schools.

Objectives:

We will achieve our aims by:

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- Ensuring early identification of those with special educational needs

- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day-to-day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs, is value for money and leads to good outcomes.
- Creating a school environment where pupils feel safe to voice their opinions of their own needs.

Definitions of special educational needs

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age and require additional and extra support
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Identifying Special Education Needs

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term.

At Orchard Primary School, we aim to identify difficulties as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

The Four Broad Areas of SEND

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

Communication and interaction - Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENDCO will work with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and learning - The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENDCO will ensure that any provision offered will be suitable to the needs of the pupil.

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

Social, emotional and mental health difficulties - Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will closely monitor pupils of concern and put in place mentorship and/or ELSA support. School will keep close contact with families and relevant professionals where necessary to support pupils with these difficulties.

Sensory or physical needs - Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

The four categories that the school caters for can be classified into core, additional and high needs, where some children only require minimal interventions and support while others need additional support to raise the level of their learning.

A few children, generally those who have existing Statements of Special Educational Needs or Education Health and Care Plans (EHCP) require high needs.

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

Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs.

There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEND issues.

Supporting Children with SEND – A Graduated Approach to Support

Quality First Teaching is an entitlement for every child.

Monitoring Support - Children, who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources.

At this stage, pupils will be listed as 'Watchful Eye' on the SEND Record for monitoring. Assessment for learning, attention to learning styles, preparatory and over-teaching will potentially resolve many issues for learners. High quality teaching scaffolded or differentiated for individuals is the first step in responding to pupils who may have SEN. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

School SEND Support (Stage 1) - Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual scaffolded or differentiated curriculum offer, to enable the pupil to learn more effectively. Whatever the level of difficulty, the key test of how far the learning needs are being met is whether the child is making expected progress.

Expected progress can be defined in a number of ways:

- Closes the gap between the child and peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's attitude and behaviour for learning

Teachers will identify the specific support needed to address the pupils' weaknesses and an Individual Pupil Profile will be set up with input from the SENDCO, class teacher, parents, pupil and any other staff or external professionals involved. This plan will consist of 3-5 small step, measurable, achievable targets with details of the type of support to be implemented. Pupil progress against these targets will be monitored by the class teacher and reviewed at termly meetings, to be arranged by the child's class teacher at least once per term. The SENDCO and outside agencies will also be involved when appropriate. At this stage support is devised and delivered by school staff using formative assessments and early assessment materials and is known as School Support.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving adjusted, differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment

- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adjusted, differentiated curriculum.

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 an individual 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 - In identifying a child as needing SEND support the subject teacher, working with the SENDCO should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded 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; barriers to learning are clearly identified and being challenged 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 and agreement from parents.

Plan - Planning will involve consultation between the teacher, SENDCO 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.

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 1:1 teaching away from the mainstream classes. Teachers work closely with all staff and 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 SENDCO.

Review – Each child's progress is continually monitored by his/her class teacher against age related expectations in reading, writing, numeracy and science.

Children in Year 1 are required to complete the National Phonics Screen that will assess their ability to read real and pseudo words.

Individual Support Plan - Should a child fail to make progress, despite quality teaching and targeted interventions over a period of time, it may be necessary to apply for additional funding to secure further support. We will use appropriately qualified personnel from 'outside agencies' to make assessments and inform further action.

Examples of outside agencies could include (but are not limited to) Speech and Language Therapists, Autism Outreach specialists, Educational Psychologists or Dyslexia consultants.

Where the school recognises that there may be a significant cost to the school to secure support for the child, due to significant and sustained learning issues, the child's Individual Pupil Profile will be reviewed in consultation with parents and all those involved in the child's education and welfare. An application may be made to the Local Authority for additional funding.

Types of additional SEND Funding

Where it has been decided that an application for additional funding is necessary, there are two separate types of funding that could be applied for.

1) SEND Intervention Funding (formerly known as top up funding) This is funding that is agreed for a short term, usually one or two years. This type of funding is to enable school to provide additional support for children who require support in the immediate time frame, but who may not require an EHCP.

2) EHCP Education Health and Care Plan In some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an 'Education, Health and Care Plan', which will be drawn up in consultation with parents, child and services. This plan outlines outcomes for the child, the support that they will receive and the funding that will be associated with the plan, which the school is responsible for managing. This will be reviewed annually and will last for the duration of a key stage. At the end of each key stage, need will be reviewed and considerations of age and the next stage of development taken into account when planning provision.

Specialist SEND Support (School Support Stage2)

Where a child continues to have difficulties, despite quality support, advice will be sought from external services. This stage is known as **Specialist Support** and involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. It will be important to record all external advice and support received – this will be kept in the child's file and copied to the SENDCO. This stage continues to be known as 'school support'.

Refer to Appendix A for a summary of graduated support.

Referral for an Education Health Care Plan

The LA will be given information relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

They will also receive documentation in relation to the child's special educational needs and actions taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous individual education plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- National Curriculum attainment levels in literacy and numeracy and information about the child's progress over time
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents

After the school have sent in the request to the Local Authority, a decision will be made by a group of professionals from education, health and social care about whether they think a child's needs (as described in the paperwork provided), are severe and complex enough to warrant 20 hours of support in school to make

good progress.

If this is the case, they will write an EHC Plan. The EHC Plan will outline the number of hours of individual/small group support a child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for each child.

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.

If they do not think a child needs this, they will ask the school to continue with 'SEND Support' 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.leics.gov.uk

Responsibility for the co-ordination of SEND

The person responsible for overseeing the provision for children with SEND is Mrs Fiona Shields (Head teacher).

The person co-ordinating the day-to-day provision of education for pupils with SEND is Mrs Hayley Caldwell (SENDCO), supported by Miss Lauren Farrar (Deputy SENDCO).

The Special Educational Needs and Disability Co-ordinator's (SENDCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Alongside the Headteacher, deployment of Learning Support Assistants, Teaching Assistants and HLTAs to meet the requirements of the provision maps
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND
- Making regular visits to classrooms to monitor the progress of children on the SEND Record
- Liaising with SEND governor and keeping abreast of national/local developments through network meetings and relevant training

The SENDCO will hold details of all SEND Support records such as the SEND/Inclusion Record, SEND Support Plans, Individual Pupil Profiles, Class Group Provision Maps and structured conversation minutes for individual pupils with an EHCP.

However, all staff can access the following documents:

- The Orchard Primary School SEND Policy
- A copy of the full SEND Record
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set, copies of their provision map and strategy sheets where applicable
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Individual Pupil Profiles
- Information available through Leicestershire's SEND Local Offer

By accessing the above, 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.

Relevant information is made accessible to all staff and parents 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.

Information for parents can be found in the SEND section on the school web site.

Orchard Primary School also has a named Governor responsible for SEND – Mr Rob Butler. They ensure that the Orchard Special Educational Needs and Disabilities policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEND support. At all stages, teachers work to develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents.

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs at Orchard Primary School. All governors understand their duty of care.

The SEND Governor has responsibility to:

- assist and advise the governing body on fulfilling its Special Educational Needs and Disability responsibilities
- ensure children with Special Educational Needs and Disabilities are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy by monitoring for example:
 - The existence of accurate and up to date record keeping, including achievements
 - The number of review meetings held at least termly for SEND pupils
 - Feedback from pupils, parents and staff
 - The standards and progress of pupils with SEND
 - Awareness of the nature of needs and the demands these make

Training and Resources

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCO as well as external agencies, where appropriate.

Training will cover both the mental and physical needs of pupils with SEND.

The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Mental health will be a key consideration for all training that the SENDCO participates in, along with any training that staff are given.

All staff will receive ongoing, relevant training.

Training will cover (but not be exclusive to) the following:

- Identifying SEND in pupils

- Liaising with the school's SENDCO
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Restraining techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

Supporting Children and Families

We listen to and act upon the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Parent Partnership Services available as part of the LA Local Offer and keep our school website up to date with relevant information.

Further information can be found on the LA website (www.leics.gov.uk) about the Leicestershire Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

Involvement of Pupils

The views of the child with SEN will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and work with others to set new targets
- create a pupil profile

In addition, pupils who are identified as having SEND are invited to participate in:

- Support Plan reviews and setting of targets
- Regular meetings with named adults
- Working with learning and behaviour mentors e.g. the ELSA
- Nurturing groups
- Annual reviews

National Tests

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENDCO, and class teacher will make the necessary arrangements in line with statutory guidance.

Transition

Open parent sessions enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. Parent's evenings, termly progress check reports and

regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally. End of Year reports also provide useful information for the child's next class teacher.

Children transferring to High School have a planned transition programme. Less confident children are accompanied to the High School by a member of the support staff for a planned programme of additional induction. SENDCOs liaise and records are passed on.

Children entering school at 4+, visit the school on a number of occasions prior to the beginning of the new school year. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENDCO and class teacher in pre-school meetings for children causing concern.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum.

Managing Medical Conditions

The school recognises that pupils at school 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 children may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for Orchard Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions

Facilities for Pupils with SEND

The school complies with relevant accessibility requirements, with plenty of space for small groups and individual withdrawal sessions. The buildings can be accessed by wheelchair users and the main building includes a toilet for disabled users. Staff are highly trained and have experience of working with a wide range of agencies. The accessibility plan is updated annually and is available from the website.

Promoting mental health and wellbeing

Supporting children in their emotional and social well-being is an integral part of our curriculum for all children at Orchard Primary School. We have a caring, understanding team who look after all of our children. Social Skills programmes/support including strategies to enhance self-esteem that we can provide in school may include:

- Nurture groups
- Mindfulness Sessions and Clubs
- Social skills and friendship groups e.g. Circle of Friends
- ELSA Sessions with a trained mentor
- Personalised behaviour programmes including rewards and sanctions to suit a child's particular needs
- Themed assemblies and lessons support the children's personal development
- Outside agencies support within all areas including social, mental and emotional health
- We offer a wide variety of after school and before school clubs which change termly. There are opportunities with the additional funding of Pupil Premium to ensure children can access after school clubs and trips

- Learning mentor support, focusing on social and emotional development, delivered 1:1, paired or in a group as appropriate, either in or out of class
- Tailored intervention programmes delivered by the school's allocated educational psychologist to children and their parents/carers, as appropriate
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate
- Development of gardening skills through projects delivered by staff in the school grounds
- Buddy systems for support during playtimes and lunchtimes
- Collaboration and communication with all external professionals involved with children, as appropriate, e.g. hospital consultants, GPs and CAMHS practitioners
- All staff trained in child protection at regular intervals
- Meeting and greeting of parents/carers at the start and end of each day by all staff
- Open door policy by all staff for all parents /carers throughout the day

The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An IHCP. All schools must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g., regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

The school will also consider whether disruptive behaviour is a manifestation of SEMH needs. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Monitoring and Evaluation

Pupils' progress is monitored using standardised tests as well as teacher assessment and small steps trackers. Upon entry to the school, all pupils' attainment is measured against a variety of induction materials designed to give the class teacher the best possible indication of pupils' needs. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews.

Interventions are evaluated for their effectiveness and value for money.

Parent and pupil surveys, administered annually, feedback on reports and at parent's evenings, and SEND review meetings, inform our work. Pupil voice is gathered through interviews, surveys, school council and pupil committee meetings.

Complaints

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the Head teacher, who will try to resolve the matter and can advise on formal procedures for complaint. The school's complaints policy can be found on our website or a copy can be obtained from the school office. At all stages parents are able to seek advice from Parent Partnership Service.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Anti-Bullying

At Orchard we promote mutual respect among all our pupils and staff. Pupils are given opportunities to voice any concerns to adults and any form of bullying is taken very seriously and will be dealt with as per the behaviour policy.

LAC (Looked After Children)

The needs of LAC or previously LAC are considered carefully and on an individual basis at our school and pupils will receive support and guidance as outlined in the LAC policy.

Equality Statement

At Orchard Primary School, we seek actively to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.

Compliance

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'

- DfE (2015) 'School admissions code'
- DfE (2018) 'Mental health and wellbeing provision in schools'

It should be read in conjunction with:

- Admissions Policy
- Equal Opportunities Policy
- Data Protection Policy
- Records Management Policy
- Wellbeing Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Behavioural Policy
- Accessibility Plan

APPENDIX A

SEND GRADUATED SUPPORT PROVISION

Stage of Support	Monitoring	School SEND Support / Specialist Support	Additional Funding (SEND Intervention Funding)	Education, Health and Care Plan
Nature of Support	Quality First Teaching / additional support using school's resources	This may be advisory or direct input with the pupil It may or may not require some level of funding from the school	Additional funding can be applied for against set criteria outlined by the local authority. This funding enables further support to access the curriculum due to a pupil's significant and sustained educational needs.	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding will be available to meet the child's needs.
Criteria for placement	Working below age expectation Making below expected progress	Some children will go straight to this stage if they have a specific need requiring specialist advice e.g., children requiring input from Speech and Language Team or Autism Outreach. Other children will progress to this stage if they are making insufficient progress at the previous stage	Insufficient progress is being made and standards are significantly below expectation. Interventions and adaptations over time have not proven effective to promote pupil progress. Child meets the criteria specified by the LA	Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan
Moving on	Child will remain at this stage if making progress but still below standard	Child will remain at this stage with continued support from external agencies where appropriate.	Child will remain at this stage whilst significant modifications/support are put in place to access the curriculum. Annual review. At the end of SEN intervention funding timeline, a decision will be made to continue to an EHCP application or to move to school SEND support.	Child will remain at this stage whilst need remains subject to annual review.

<p>Criteria for exiting</p>	<p>Child is making expected progress and attaining at the expected, or just below the expected standard for their age</p>	<p>When the child no longer needs specialist support or additional/extra support at school, they may be removed from School SEND Support altogether or move back to 'monitoring' if progress is as good as or better than expected</p>	<p>If progress is such that significant modifications and support are no longer required to enable access to the curriculum.</p>	<p>At the end of each key stage, the child will be reviewed and a decision made whether a plan for the next phase of education is required.</p>
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APPENDIX B

ADAPTATION OF THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SEND

At Orchard Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

The nature of intervention, and the strategies employed to adapt the curriculum may include the following:

Strategies to support/develop Literacy

- Quality literacy teaching and support from the class teacher and support staff (TA/LSA)
- Differentiated curriculum for children with SEND when necessary
- Individual and group support in the classroom from support staff and the class teacher
- Use of a range of literacy resources to reinforce concepts and understanding, including the use of laptops
- Individual support for pupils with Education Health and Care Plans
- Targeted support for individuals, pairs and small groups with SEND
- Weekly phonics support, focusing on spelling and sentence construction with small groups of SEND pupils
- Learning Mentor support where necessary
- Voluntary reading support with a variety of children, including SEND pupils
- Termly assessments of all pupils, to monitor progress being made and identify areas of need
- Homework club available at lunchtimes for those children who require support
- Specific 'Wave 3' interventions such as Toe by Toe, Word Shark, FFT Wave 3 Literacy
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, colourful semantics folders and table top writing packs containing finger spacers, phonics sound mats and high frequency word lists
- Lunch time writing club in class run by class teacher
- Targeted literacy support strategies devised by the educational psychologist and implemented by the learning mentor, SENDCo or learning support teacher as appropriate
- Reading clubs run by staff
- Mindfulness clubs/sessions run by both staff and external providers
- Handwriting implemented daily throughout the school as and where required
- Use of Dyslexia Portfolio to assess for SpLD, and subsequent implementation of support programme as required
- Access to laptops, iPads and voice to text software to help support writing difficulties and to provide different methods of recording information.

Strategies to support/develop Numeracy

- Quality numeracy teaching and support from the class teachers and support staff (TA/LSA)
- Withdrawal of small groups, pairs or individual SEND pupils, by support staff for targeted support

- Individual support for those children with EHC Plans or existing Statements of Special Educational Needs
- Small group, paired and individual support in the classroom from the class teacher and support staff
- Use of a wide range of mathematical equipment and resources to reinforce understanding across all year groups, including laptops
- Differentiated activities for SEND pupils when necessary
- Termly assessments for all children to monitor progress being made and to identify areas of need
- Pre-teaching of new concepts and vocabulary to enhance learning
- Homework club available at lunchtimes for those children requiring extra support. This will include a number of SEND pupils from year 2 upwards
- Use of support resources including Numicon and Cuisenaire rods
- Implementation by trained LSAs/TAs of a specialist SEND numeracy intervention programme e.g. Max's Marvellous Maths, Rapid Maths
- Advancement of more-able pupils through provision of opportunities such as the inter-school Maths Challenge

Strategies to support Foundation Subjects

- Support Staff in all classes in the afternoons to support children in the Foundation subjects as well as mornings for the core subjects
- Differentiated activities according to SEND and needs
- Different learning materials, resources or specialist equipment to support your child individually and in groups
- Using iPad Apps for children with communication difficulties as well as other ICT equipment and programs to support specific needs
- Using a range of software to help children engage with subjects they find difficult. This helps children to become independent learners
- Group or individual support, which may involve small groups of children being withdrawn to work with the SENDCO or TA support
- Visual timetables are used in classrooms
- Provision of individually tailored visual support packages for specific children including individual timetables and behavioural cue cards