



Orchard Meadow Primary School
The best in everyone™
Part of United Learning

SEND Policy

Review Period: 1 Year (minimum)
Owner: Mrs Heather Richards Mr Ben Scott Mrs Claire Ferens
Local Governing Body: Approves School Policy
SENCO: Mr Ben Scott

Contents

SECTION A : SCHOOL AND CHILDCARE ARRANGEMENTS

1. Definition and aims
2. Roles and responsibilities
3. Co-ordinating and managing provision
4. Admission arrangements
5. Specialisms and special facilities

SECTION B : IDENTIFICATION, ASSESSMENT AND PROVISION

1. Allocation of resources
2. Identification, assessment and review
3. Curriculum access and inclusion
4. Evaluating success
5. Complaints procedures

SECTION C : PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILDCARE

1. Staff development
2. Links with other agencies, organisations and support services
3. Partnership with parents
4. The voice of the child
5. Transfer arrangements

SECTION A: SCHOOL AND CHILDCARE ARRANGEMENTS

A1 DEFINITION

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child 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 child of compulsory school age has a learning difficulty or disability if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Aims and objectives:

The Governors and staff at Orchard Meadow Primary School recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

At Orchard Meadow, our teaching and learning experiences are designed to be accessed by all children, including those with additional needs. We work carefully with individual children and their parents to ensure that, wherever possible, they can take part in all every learning opportunity with the minimum adaptation.

For children with special educational needs, we comply with the SEN code of practice to tailor teaching and learning appropriately. We also have a formal school SEN local offer (following government and Local Authority guidelines) and a dedicated SEN Team who are responsible for ensuring that all groups of pupils have the opportunity to reach their potential.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school and childcare as a whole.

Governors

The Governors of the school, together with the Headteacher and Executive Principal, have a legal responsibility for overseeing all aspects of the school and its work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Executive Principal, Headteacher and SEND Team of the provision for children with special needs and implementation of the policy within the school.

SEND Team

The SEND team work closely with all staff, the Executive Principal, Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs.

They are responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEN
- advising on a graduated approach to providing SEN support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining the school's SEN support register
- acting as Designated Teacher for looked after pupils with SEN
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, Educational Psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- regularly liaising with the governors' representative

Executive Principal and Headteacher

The Executive Principal and Headteacher have overall responsibility for the management of provision for children with special educational needs and for keeping the governing body fully informed. They also work closely with the SEN Team to ensure their role is effectively carried out.

Teaching Staff and Teaching Assistants

Class teachers are involved in the development of the school's SEN policy and implement the procedures for identifying, assessing and making provision for pupils with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

A3 CO-ORDINATING AND MANAGING PROVISION

The SEND team liaises with class teachers to give support and advice. SEN policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of children with SEN. Special needs provision is an integral part of the School Improvement Plan (SIP).

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SEND team also liaise with parents and

pupils with Education Health and Care Plans (EHCPs) to ensure they are accurate and have timely annual reviews.

Orchard Meadow Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 SPECIALISMS AND SPECIAL FACILITIES

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability, the SEND team and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through the record keeping systems in place. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

The SEND Team and Governor with responsibility for Special needs, liaise regularly to discuss provision within the school for all children with SEN.

Specialist training among the staff

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1 ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for pupils with SEN in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses..
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with statements or Education, Health and Care Plans.

Orchard Meadow Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. Orchard Meadow

Primary School provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process (see Assessment, Recording and Reporting Policy, and Equal Opportunities Policy). Where progress is slow, the first response is high quality targeted teaching (quality first teaching). Slow progress and low attainment do not necessarily mean that a child has SEN.

All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the Headteacher and SEND team consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SEND team, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Orchard Meadow recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The LA SEN Guidance is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. A register of pupils with SEN is kept as a legal requirement.

Criteria for identifying SEN is outlined in the **SEN Support in Oxfordshire Schools and Settings** document. It provides a clear and consistent approach across Oxfordshire. This guidance has been written for settings and schools (both maintained and academies) at [foundation years and primary \(doc format, 441Kb\)](#) and [secondary levels \(doc format, 250Kb\)](#).

The SEND team and the class teacher, together with specialists, and involving the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of children with SEN support are held each term and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Provision

Provision for children with SEN is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision may be recorded on the school's Pupil Profile.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction: Speech, Language and Communication needs Autistic Spectrum Disorder
- Cognition and Learning: Learning difficulties
Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties: Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or physical: Hearing Impairment
Visual impairment
Physical disability
Multi-sensory impairment

Supporting pupils with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the Supporting pupils with medical conditions policy.

B3 CURRICULUM ACCESS AND INCLUSION

Orchard Meadow Primary School strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

B4 EVALUATING SUCCESS

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SEND team and subject coordinators •
Analysis of pupil tracking data and test results – for individual pupils
- for cohorts
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN governor three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan

B5 COMPLAINTS PROCEDURES

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SEND team, to discuss the concern. Parents can request an appointment with the Headteacher directly.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILDCARE

C1 STAFF DEVELOPMENT

The school are committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for support staff, attendance at County meetings and the reading and discussion of documents on SEN. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of NQTs and new staff into the school's policy and SEN procedures are detailed in the Staff Handbook.

C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school are able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher or SEND team, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The SEND team hold contact addresses and request forms for other agencies and support services.

C3 PARTNERSHIP WITH PARENTS

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Consultation Events and Special Needs Review meetings. The Nursery staff, however, hold Parent Consultations in-line with the rest of the school. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

C4 THE VOICE OF THE CHILD

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At Orchard Meadow, we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

C5 TRANSFER ARRANGEMENTS

The SEND team, class teachers Executive Principal and Headteacher liaise over the internal transfer of pupils with SEN. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The SEND Team and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

For pupils with Education, Health and Care Plans, their plan should be amended in the light of recommendations of the annual review. The dates for these are set by the local SEN team. The SENCO of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

C6 Monitoring and Review

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes.

Date: September 2024

Review Date: June 2025