



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Orchard Park Community Primary School's Inclusion Leader is Mrs Ruth Bridges. She completed her National Award for SEN in 2010.

If you have an SEND issue, you are invited to contact Mrs Bridges by telephoning the school on 01223 438200 or by emailing her at:

[office@orchardpark.cambs.sch.uk](mailto:office@orchardpark.cambs.sch.uk)

The Governor with responsibility for SEND is Mrs Sam James

### AIMS AND OBJECTIVES

At **ORCHARD PARK COMMUNITY PRIMARY SCHOOL** we aim to ensure that children with Special Educational Needs and/or disabilities (SEND) are enabled to participate fully in the learning opportunities to which they are entitled, whilst securing the most effective and efficient use of resources. We believe that children with SEND have the right to be educated at a mainstream school and aim to raise the achievement of all pupils within our school. We will enable the staff to comply with the Children's and Families Act 2014 and identify as soon as possible any additional needs that a child may have. We aim to work in partnership with parents/carers and place great importance on listening to the voice of the child, involving children with SEND in the planning of their education. We will ensure that appropriate agencies are informed and involved when outside professional support is required

We believe that everyone within our school community whether pupils, parents, staff or governors plays an active role in helping to achieve these aims.

**Pupils** should have their wishes about their own needs regularly sought and carefully considered when appropriate

**Parents/carers** should consult and work in partnership with staff at the school to help meet their child's needs and support their learning.

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**Staff** should follow the principle that every member of staff is directly involved with working with and teaching all children within the school, including those with SEND

**Governors** should fulfil their statutory duties to the pupils with SEND by securing appropriate resources, establishing a policy which has regard to the Code of Practice on the identification and assessment of SEND and by participating in appropriate training.

## DEFINITIONS

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

## ROLES AND RESPONSIBILITIES

The Governors:

- must ensure that the school has a SEND policy and that all staff are aware of the importance of identifying pupils' needs both statutory and non-statutory, and provide for them.
- have a responsibility to ensure that provision is made for pupils with SEND and must monitor the school's approach to that provision to ensure that this is effective.

A Governor must be given the responsibility for SEND. This Governor has the responsibility to challenge the school in relation to SEND, to focus on data sets for children with SEND, and to have a particular focus on ensuring that any additional provision is having a positive impact.

The Head Teacher:

- has the overall responsibility to ensure that all of the pupils at Orchard Park Community Primary School are being met.

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- has the overall responsibility to ensure that SEND resources are being effectively employed with the maximum benefit to the pupils at the school.

The Inclusion Leader:

- oversees the school's SEND Policy, liaising with the Head Teacher and Governors as required
- advises and supports the teaching and non-teaching staff in meeting the needs of pupils with SEND.
- liaises and works in partnership with parents of children with SEND.
- informs the staff about the procedures for identifying and supporting children with SEND.
- maintains the school's SEND Record and maintains an overview of the pupils with SEND.
- oversees the records kept by class teachers and teaching assistants on all pupils with SEND.
- liaises with professionals and external agencies.
- is responsible for ensuring that all documents and assessments from external agencies are copied and shared with the parents and the class teacher of the child concerned.
- is the line manager for the school's Teaching Assistants.
- updates the Provision Map for pupils with SEND on a termly basis.
- organises the relevant TA support for children with an Education, Health and Care Plan (EHCP)
- timetables Teaching Assistant support for delivering interventions that are designed to accelerate the progress of pupils with SEND.
- monitors and analyses the impact of interventions on the progress made by the children in receipt of them.
- monitors and analyses progress and outcomes for pupils with SEND, making comparisons with local and national statistics, ensuring that provision at Orchard Park is of the highest of quality.
- organises and chairs all Annual Review meetings for pupils with an EHCP and ensures that all relevant documentation is completed.
- ensures that when appropriate, evidence is collected and the paperwork is completed to request an EHCP for a pupil with SEND.
- ensures that teachers set and review targets at least twice a year, using a Pupil Passport for child with high needs of SEND.
- provides ongoing high quality CPD for teaching and support staff whether directly or by arranging access to appropriate training courses for individual members of staff
- ensures that school staff are kept up-to-date with the latest research based initiatives and strategies for supporting children with SEND by attending appropriate training, conferences, forums and by reading articles, reports and books

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- ensures that where relevant parents are signposted to external professional support, to parental support groups and to SEND groups and activities for the children to attend, so that the child and family can access support outside of the school setting.

#### The Class Teachers:

- must be aware of the school's SEND Policy and the school's procedures for identifying, assessing and making provision for pupils with SEND.
- are responsible for planning what each child in their class should learn, differentiating their work accordingly.
- have the responsibility of informing the Inclusion Leader and parents/carers that there is a concern about the child's development or progress.
- are responsible for liaising and communicating with the Inclusion Leader, parents/carers and external agencies where necessary.
- have the responsibility of supervising any Teaching Assistants working with pupils with SEND on a day-to-day basis.

#### Teaching Assistants:

- will be familiar with the identified needs of the children that they support whether on a 1:1 basis or when delivering an intervention.
- will deliver high quality interventions to accelerate the learning of pupils with SEND and they will keep records, sharing these with the class teacher and Inclusion Leader.
- are accountable for the progress of the children with SEND that they are supporting, and as a result will be in regular dialogue with the child's Class Teacher and the Inclusion Leader to ensure that further personalisation of strategies can be discussed and implemented if needed to enable all learners to make good progress.

The Teaching Assistants supporting pupils who have been allocated support from the Statutory Assessment Team will work towards fulfilling the criteria of the child's EHCP ensuring that as much as possible the child is supported within the classroom with their peers.

## **ADMISSIONS AND INCLUSIONS**

The currently agreed admissions policy makes no distinction as to pupils with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. All applicants for admission are treated fairly on the basis of the school's published admissions criteria.

In the case of pupils with an EHCP, the Inclusion Leader will work with the designated SEN Casework Officer from the Statutory Assessment Team in coming to a decision about the most appropriate provision for the pupil. Where the admission of a pupil with an EHCP could

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be incompatible with the efficient education of other children, careful consideration will be given to the effects of admitting this child and detailed consultations will take place with all interested parties.

In the case of pupils admitted with non-Statutory SEND, the Inclusion Leader will check the previous school records and liaise with their Inclusion Leader. The class teacher will consult the parents/carers about their child's SEND, whether they need to be added to the school's Record of SEND and whether any external agencies have previously been involved with the child. If appropriate the Inclusion Leader will observe the child in class. If required, the Head Teacher, class teacher and Inclusion Leader will discuss additional resources.

In the event of a child moving from Orchard Park to a different school, we will arrange for the child's current work and confidential records to be passed on. The pupils in Year 6 move onto several local Secondary Schools; at Orchard Park we are committed to ensuring the smooth transfer of our pupils to their chosen school. Secondary School representatives are encouraged to visit Orchard Park and meet the Year 6 teacher, Head Teacher and Inclusion Leader to discuss the work and progress of the children. Pupils with SEND will be discussed as part of the general approach. However children who have an EHCP will be discussed more formally with the Inclusion Leader from the Secondary School and where possible visits will be made.

## **PARENT PARTNERSHIPS**

Orchard Park Community Primary School values working in partnership with all parents/carers. We seek to involve parents/carers in all decisions about their children. The views of parents/carers are sought at all stages of assessment and provision. No decision is made about assessment or provision without seeking the views of parents/carers and the pupil. We encourage the parents/carers of pupils with SEND to ask questions about the school and the provision made for their child. We seek their help in working with their child at home and in school. We take their views extremely seriously. Together parents/carers and teachers can build a far more complete picture of a pupil and his/her needs than can be done separately. Working together more than doubles the effect of working apart.

We recognise that the failure of a parent/carer to participate in the partnership does not indicate lack of interest or willingness. Our careful and sensitive handling of matters concerned with SEND benefits all parents. We do our best to ensure that parents/carers are involved in all decisions about their child. We make every effort to encourage parents/carers to work in partnership with us for the benefit of their child.

The school keeps records of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household, we deal directly with the parent

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who has day-to-day responsibility for the pupil. We seek to involve all parents or those who have parental responsibility in decisions about their child, and recognise that this may require sensitive handling.

## **PUPIL PARTICIPATION**

"Children, who are capable of forming views, have the right to receive and make known information, to express opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to age, maturity and the capability of the child." (Articles 12 and 13 of the United Nations Convention on the Rights of the Child)

Pupils are encouraged from the earliest age to take an active role in setting, monitoring progress and reviewing targets for his/her Pupil Passport. Pupils for whom an application for a Statutory Assessment seems appropriate will be consulted and supported without causing them any unnecessary worry. Children with an EHCP will be helped to make a written contribution to their Annual Review and are encouraged to attend the meeting. They will be encouraged to contribute at transition points where appropriate new schools are being considered. In preparation for the Year 6 transfer, provision will be made for additional visits to their future Secondary School with a TA if the receiving Secondary School are happy for this to happen.

## **IDENTIFICATION AND ASSESMENT OF PUPILS WITH SEND**

All pupils are assessed on a termly basis and their progress and attainment is closely monitored. Termly Pupil Progress Meetings are held where the Deputy Head Teacher, Inclusion Leader and class teachers discuss the needs of individual pupils; where a pupil's progress is significantly slower than that of their peers, additional support is agreed and implemented. If the attainment gap between a child and their peers widens then following consultation with the child's parents/carers that pupil may be placed on to the school's Record of SEND and further targeted support will be provided. If at any point a class teacher or parent/carers is concerned about any aspect of a child's learning or development, they are encouraged to talk to the Inclusion Leader who will consider if additional support or a referral to an external agency is appropriate. If such involvement is deemed appropriate and the parent/carers have agreed to this, assessments regarding a child's SEND may be made by external agencies, such as SEND Services which provides access to Specialist Teachers and Educational Psychologists. These will then be used to determine appropriate strategies for learning.

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The SEND Code of Practice states that the key test for the need for action is evidence that the current rate of progress is inadequate. The triggers indicating intervention at the **SEND Support** level are:

- Making little or no progress over a period of a year, even with a differentiated curriculum.
- Showing signs of difficulty developing literacy or numeracy skills that result in poor attainment.
- Presenting persistent behavioural/emotional difficulties which are unaffected by the usual behavioural management techniques employed by the school.
- Having sensory / physical / medical problems and continuing to make little or no progress despite the provision of specialist support.
- Having communication / interaction difficulties and continuing to make little or no progress despite a differentiated curriculum.

Where a child is identified as requiring **SEND Support**, we take action to remove barriers to learning and put special educational provision in place. This takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupils in making good progress and securing good outcomes. This is known as the *Assess, Plan, Do, Review* cycle. The response is based on two principles to which the school has regard:

- That the provision for a child with SEND should match the nature of their needs
- That there should be regular recording of the child's SEND, the actions taken and the outcomes

Access to the full curriculum of the school, including the National Curriculum, is to be achieved by the careful differentiation of class work by the class teacher. Through careful planning the teacher will define what the pupil is expected to learn. Once the learning objective is defined a class teacher can seek advice from the Inclusion Leader on strategies, which might be used to help a pupil achieve the learning objective. It is always the responsibility of the class teacher to assess whether the objective has been achieved.

Schemes of work will take account of the need for teachers to plan individual programmes of appropriate content and pace using a variety of teaching methods and materials. Particular consideration will be given to the use of IT.

All those who teach a pupil with SEND will be informed of the need by the Inclusion Leader. If there is essential information (e.g. that a pupil is epileptic), or a pupil requires treatment or management different from that normally given to other pupils, the Inclusion Leader will ensure that all who are likely to come into contact with the pupil are appropriately informed.

The progress of all children is discussed at the half termly Pupil Progress Meetings between each Class Teacher, Deputy Head Teacher and Inclusion Leader. During these meetings, the

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Inclusion Leader has a particular focus on those children with SEND. The Inclusion Leader, ensures that if progress is not as rapid as expected, that the Class Teacher has appropriate strategies to implement in class, that where appropriate interventions are put in place and if necessary referrals to outside agencies are made for additional support and advice. The Pupil Progress Meetings are also a time at which the identification of children not previously classified as having SEND is discussed along with any appropriate support for them.

Some children require more support than SEND Support. They may need intervention at the **Education, Health and Care Plan (EHCP)** level. According to the SEND Code of Practice, the triggers indicating the need for intervention at the **EHCP** level are:

- Continuing to make little or no progress in specific areas over a period of longer than two years.
- Continuing to work at National Curriculum levels at least 3 years below those expected for his/her chronological age.
- Having increasing difficulty developing literacy and mathematical skills.
- Having emotional / behavioural difficulties that interfere with the child's own learning or that of his/her class, despite having an individualised behaviour programme.
- Having sensory / physical / medical needs that require additional specialist equipment, regular advice or visits from specialist services.
- Having ongoing interactive or communication difficulties that impede the development of social relationships and cause substantial barriers to learning.

If it is felt that a child needs intervention at the **EHCP** level, the school will request Statutory Assessment. The Inclusion Leader, class teacher and relevant external agencies will work together to ensure that there is clear written evidence of the child's needs, the support they have received and the progress they have made. The Inclusion Leader will complete the Education, Health and Care Needs Assessment Request Form and collate the other relevant papers and reports.

The Local Authority will make the decision as to whether full Statutory Assessment should be initiated. If they decide to do this, parents/carers and professionals working with the child will be required to submit their views and opinions; these will be used to compile a detailed account of their SEND and the nature of provision required to support them. There will also be a drafting meeting where the parents/carers have the opportunity to discuss their child with a member of the Statutory Assessment Team.

If an EHCP is granted the child is allocated specific support, usually in the form of an amount of money per year. Within the EHCP there are outcomes specified for the child concerned and from these, an individualised education programme is set up. The EHCP will be reviewed annually with the pupil, parent/carers, class teacher, Inclusion Leader and external professionals involved with the child being invited to attend. At each Annual Review the

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child's progress over the year is considered and an assessment is made as to whether the level of provision should be maintained at its current level, be reduced or be increased.

### **ALLOCATION OF RESOURCES**

The Governors will allocate funds to meet the needs of pupils with SEND. At the meeting of the Governing Body, which approves the budget, will draw the attention of governors to the amounts delegated to the school by the LA under special needs headings in the Section 42 Statement, and to the amounts allocated for Special Needs in the proposed school budget. The annual report to parents will also include this information.

The Head Teacher will manage the funds allocated by the Governors to meet the differing needs of the pupils in the school with SEND.

The Governors require the Head Teacher and Inclusion Leader to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit other pupils, providing there is no disadvantage to the pupil to whom they are nominally allocated.

### **IN-SERVICE TRAINING OF STAFF AND GOVERNORS**

In drawing up the staff development and training programmes, the Head Teacher will give consideration and appropriate priority to the needs of all teachers with regard to SEND. The school's in-service training plans for SEND will be reported to the Governors, and will include details of training for class and subject teachers, the Inclusion Leader, Teaching Assistants and other ancillary staff.

The Inclusion Leader will assist in the provision of training for teaching and non-teaching staff. In particular she will form links with the LA and other schools to devise and share training opportunities.

The governors will give high priority to training on SEND responsibilities, assessment and provision when drawing up their own plans for Governor training.

### **COMPLAINTS**

If a parent/carer has any complaint about the SEND provision for their child, or about SEND provision generally, they should speak to the Head Teacher, or to any member of the Governing Body. A Governor will, in the first instance, refer the matter to the Head

Teacher. The Head Teacher will investigate and then contact the parent/carer within five school days. If she has not resolved the matter to the parent's/carer's satisfaction, it will be referred to the SEND Governor who will consider the complaint at their next meeting and contact the parent/carer within five school days from the date of the meeting.

## **EVALUATION OF SUCCESS**

The Governors will evaluate the success of this policy of the school by enquiring how effectively pupils with SEND participate in the whole curriculum and all activities. The Governing Body will consider and report on the effectiveness of the school's work on behalf of children with SEND on an annual basis.

In particular the Governors will come to judgements about:

- the culture, practice, management and deployment of resources which must ensure that the needs of all children are met
- the early identification of a child's SEND
- best practice being exploited when devising interventions
- the extent to which the views and wishes of the child have been sought
- the views of parents/carers on the working of parent partnerships
- the effectiveness of the Assess, Plan, Do review cycle in meeting needs
- how regularly interventions for each child are reviewed
- how independent pupils with SEND become
- how pupils with SEND take responsibility about the school
- how resources have been allocated to and between pupils with SEND
- details of how many Statutory Assessments have been made and the number of visits from Specialist Teachers, other agencies and Educational Psychologists

Other indicators they will consider will be

- the extent to which standards have improved generally across groups of pupils with identified SEND
- whether there has been a reduction in the total numbers of pupils requiring the Assess, Plan, Do Review cycle
- whether there is an increase in the numbers of pupils who have moved into the High Needs section of the school's Record of SEND

The Governors observations on the above matters will form the basis (together with the legally required financial information) of the SEND section of the Annual Report to parents/carers.

## **REVIEW**

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The Head Teacher and all the staff will review this policy regularly. Any suggested amendments will be presented to the Governors for discussion.

### **GLOSSARY OF TERMINOLOGY**

SEND           Special Educational Needs and/or Disabilities  
EHCP           Education, Health and Care Plan

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