



Orchard Learning Trust

Special Educational Needs and Disability Policy

2019-20

TOGETHER WE

Inspire Enjoy Achieve

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

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

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1. Introduction

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cambridgeshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The local offer can be found on the website below.

www.cambridgeshire.gov.uk/Send

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference and due regard to the following guidance and documents.

- **Equality Act 2010: Advice for schools DfE Feb. 2013**
- **SEND Code of Practice 0-25 July 2014**
- **Schools SEN Information Report Regulations 2014**
- **Statutory Guidance on supporting pupils at school with medical conditions April 2014**
- **The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013**
- **Safeguarding Policy 2019**
- **Accessibility Plan**
- **Teachers Standards 2012**

2. Roles

Everyone in the school community – Governors, staff, pupils and parents have a positive and active part to play in achieving success for *all* children.

- The responsible person who oversees the provision for children with SEN is Mrs Claire Wood (Head of School).
- The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Victoria Stanley (SENCo)
- The Chair of Governors (Steve Peacock) has delegated responsibility of liaising with Nan Taplin and Caroline Crowther-Light (Clerk Governor for SEND)

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Governors - Hold the school leaders to account by ensuring the school:

- Meets their statutory duties to pupils with special educational needs.
- Secures appropriate resources.
- Establishes a policy which has regard to the Code of Practice 2014 on the identification and assessment of special educational needs and by participating in appropriate training.

Staff

- Having direct responsibility and accountability for the progress and development of pupils in their class.
- Working in partnership with the Special Needs Co-ordinator, pupils, parents and other agencies and by participating in appropriate training and attending relevant meetings.
- Make themselves aware of the school's SEN policy and procedures for identifying, monitoring and supporting pupils with SEN
- Have responsibility for assessing, planning and reviewing progress of SEN children and reporting to parents using the agreed school format (APDRO)
- Ensure the storage of key documentation is compliant with GDPR guidelines.

Pupils

- Have their wishes about their own needs regularly sought and carefully considered and by all pupils treating their peers with respect.
- Have a responsibility to treat all with respect and care.

Parents

- Collaboration in partnership with the school to help meet their child's needs.

Teaching assistants:

- Contributing to the planning and evaluation of work programmes for individual pupils
- Provide learning support to children with significant needs
- Provide information to the teacher about progress of children they work with
- Encourage and promote inclusion in the classroom
- There are some teaching assistants who specifically work with children presenting with social, emotional and mental health difficulties.

Special Educational Needs Co-ordinator

- Oversees the day-to-day operation of the schools special needs policy
- Co-ordinates provision for children with SEND
- Advises on the graduated approach to providing SEN support
- Liaises with parents of pupils with SEND
- Is a key point of contact with external agencies and support services
- Works with the Head of School and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to making reasonable adjustments and access arrangements.
- Ensures that the school keeps the records of all pupils with SEN up to date and GDPR compliant.

Special Educational Needs Teaching Assistant

- Provides advice and support to teachers and teaching assistants working with children at universal, SEN support and EHCP level.
- Makes assessments of children to feed onto the school's ADPROs.

3. Aims:

***'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 to or different from this. Teachers will use their best endeavours to ensure that such provision be provided through high quality teaching.'* (Code of Practice, section 1.24)**

- To be an inclusive, nurturing setting.
- Provide every child with access to a broad and balanced education.
- Ensure progress for every child.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Equip students with the skills and attributes necessary for secondary education.
- Create a welcoming atmosphere for parents.

4. Arrangements for Co-ordinating SEN Provision

The SENCO will hold details of all SEN records such as the SEN Register, Assess Plan Do Review One forms and records of visits from external agencies.

All staff can access the following:

- SEN Policy
- Information Report
- Information on individual pupils' Special Educational Needs
- Guidance on identification of SEN in the Code of Practice.
- Information available through the Cambridgeshire SEND Local Offer
- Information on individual pupils' special educational needs.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.

5. Identifying Special Educational Needs

Class teachers, supported by the Senior Leadership Team, will make termly, summative assessments of progress of all pupils. They will identify any pupil making less than expected progress.

- Where pupils' progress is significantly slower than that of their peers or fails to make adequate rates of progress despite high quality teaching and targeted interventions for specific areas of difficulty, it may be that the child has SEN.

Class teachers will constantly make formative assessments of progress and attainment. Through this ongoing informal assessment will identify pupil's who are falling behind their age-related peer or have concerns.

The purpose of identification is to work out what action is to be taken building on the strengths of the pupil and targeting specific areas of concern. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Other exceptions are listed below on the next page.

The Code of Practice identifies four broad areas of Special Educational Need:

Communication and Interaction

These are children who have speech, language and communication needs (SLCN) and have difficulty in communicating with others. Children with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction.

Cognition and Learning

Children who learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties; severe learning difficulties where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication and specific learning difficulties which affect one or more specific aspects of learning.

Social, Emotional and Mental Health difficulties

These difficulties may manifest themselves in many ways including being withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other disorders include Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Sensory, and/or Physical difficulties

Some children may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. These difficulties can be age related. Some children with visual and hearing impairment or multi sensory impairment may need specialist support and equipment. Children with a physical disability require ongoing specialist support and equipment to access all the opportunities available to their peers.

The schools understand that children who experience these barriers to learning are vulnerable. This does *not* mean all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN

6. Identification of pupils' Needs- A Graduated Approach to SEN Support

Once identification of needs have been completed, the school will graduate support as follows:

High Quality Teaching: 'The baseline of learning for *all* pupils'.

1. The teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression
2. During this process, the SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
3. Careful monitoring of progress will be conducted.
4. Through the above action it can be determined which level of provision the pupil will need.
5. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
6. Pupil progress meetings and parent consultations will be used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.
7. If there continues to be a lack of adequate progress against school criteria then advice will be sought from the Specialist Teaching Team or other professionals. This is usually done by opening an Early Help Assessment (EHA).
8. Recommendations will be planned for, assessed and reviewed using the schools chosen format (Assess, Plan, Do, Review One form)
9. If a pupil makes accelerated progress through the APDRO cycle they may be removed from the SEN register.

7. SEN Support:

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School's SEN Register. The aim of formally identifying a pupil with SEN is to help ensure that effective provision is put in place and to reduce the barriers to learning.

The support provided consists of a four part process (APDRO) indicated below:

- 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 strategies and interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

A clear analysis of the pupil's needs must be conducted. This should draw on subject assessments, teacher/TA observations, details of previous progress and attainment, 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 should be clearly identified, challenged and interventions implemented.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required. The specific actions will be agreed and a cycle of monitoring will be decided.

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 teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes.

They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Where this assessment identifies lack of progress, the SENCO will advise and liaise with outside agencies.

The specific actions identified at the 'Plan' stage will be delivered through a variety of approaches including:

- Small group/1:1
- Specific interventions – following a precise led programme of study
- 1:1/small group support during whole class activities
- General adaptation to environment eg. Printing on a specific colour paper
- Bespoke strategies which may include delivery of social stories, de-escalation techniques or speech and language techniques.

Review

Reviewing pupil progress will be made at termly data checks by the Head of School and Senior Leadership team. The review process will evaluate the impact and quality of the support and interventions along with the view of the pupil and their parents. The parents should have clear information about the impact of the support enabling them to be involved in planning next step learning.

Referral for an Education, Health and Care Plan:

If a pupil continues to have significant difficulties, the decision by professionals and parents involved with the pupil may decide to proceed with the Statutory Assessment Process. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, planning provision and identifying resources is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Teachers
- Parents
- SENCo
- Social Care
- Health Professionals
- SEND Specialist Services
- Speech and Language Service
- Occupational Therapy and Physiotherapy Service

- **Preschool Setting**

A decision will be made by a panel of people from Education, Health and Social Care about whether the pupil is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Education, Health and Care Plans [EHCP]

- Following Statutory Assessment, an EHCP will be provided by the Local Authority, Cambridgeshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed regularly including the Local Authority's annual review, 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.

The local authority may cease to maintain an EHCP only if it determines that it is no longer necessary for the plan to be maintained or if it is no longer responsible for the child.

Further information about EHC Plans can found via the SEND Local Offer:

www.cambridgeshire.gov.uk/Send

8. Training and resources

Allocation of Resources for pupils with SEN

All pupils with an EHCP will have access to resources and support stated in the school's budget which is supplemented by the LA. The amount given by the LA is identified in the individual's EHCP. However, it is worth noting that the school fund the first £6000 for each EHCP.

It is the responsibility of the SENCO and senior leadership team, to agree how the allocation of resources is used to support children.

Resources and support for children on the SEN register, but not in receipt of an EHCP, will come from the school's general budget. This will be decided by SENCO and senior leadership team in conjunction with other staff.

Training of Staff

All of our teachers and support staff will have access to support in teaching pupils of SEN when appropriate and access to advice, information and resources. Teachers are encouraged to undertake training to enable them to teach all children effectively and to maintain and develop the quality of teaching. Teaching assistants have regular in-house training and are able to attend training courses specific to the needs of a particular child or group of children they are supporting.

The SENCo regularly attends Local Authority SENCo network meetings and HAPP meetings in order to keep up to date with local and national updates in SEND.

9. Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Within the admissions policy, the aim of the schools are to meet the needs of the child of any parent who wishes to register at the schools. Entry to the schools may need to be planned including staggered entry or part-time entry to meet the needs of the pupils.

In the case of pupils with an EHCP, the SENCo will work closely with the parents and professionals involved in the EHC Plan. The County admission criteria states that pupils with an EHC plan will take priority. No pupil can be refused admission solely on the grounds that he/she has special educational needs.

Assessment Arrangements

Pupils are supported to access all Statutory Assessments.

The SENCo and Head of School check the access arrangements for statutory tests in years 2 and 6 and discusses the pupils with the class teacher. The criteria for extra time 1:1 readers, prompts and scheduled breaks are carefully examined and considered. These arrangements are applied for in accordance with the guidance on the DFE website.

Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or school and will do what we can to make transitions between classes including nurseries as smooth as possible.

Starting School

There are good links between the schools and local pre-schools; teaching staff visit to discuss pupils, including those with SEN, when they are about to start school. Additionally, our teaching staff conduct home visits for all foundation children. For those with SEN these visits will take place during the Summer Term prior to them joining the school. To help make a smooth transition we can organise

- Additional visits to school for parents and pupils to meet the teacher.
- Additional visits to the classroom environment to identify where the toilets are, pegs etc.
- Opportunities to take photographs of key adults or the classroom to be included into a transition booklet
- Opportunity for individuals to visit during lunchtime and even have a school lunch.

Within School

Teachers liaise closely when pupils move up year groups within the school, meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress. Meetings are arranged for parents to meet new teachers early in the new academic year and can discuss concerns they may have if they wish to do so at this time. Pupils spend time in school with their new teacher and support staff to prepare them for the next academic year.

Transfer to Secondary School

When children leave primary school, SEN records are transferred following county procedures. Prior to this there are opportunities for all pupils and parents to visit their prospective Secondary School. They can arrange additional visits to observe lessons, lunchtime arrangements and meet key adults to help ensure a smooth transition.

For pupils with an EHCP:

1. Their annual review is held in the autism term of year 6 prior to transfer.
2. (if possible, the SENCo at the chosen secondary school will be invited to attend)
3. During the annual review in year 5, parents are advised to visit all possible secondary school options and begin their decision making early.

10. Accessibility

Pupils with physical disabilities

Not all pupils with physical disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with minimal need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers take action in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the national curriculum and the statutory assessment arrangements. Potential areas of difficulty will be identified and addressed at the outset of work.

The school has a specially adapted disabled toilet, wheelchair access and a lift to the first floor classrooms.

11. Storing and Managing Information

Documents about pupils are stored in pupil files in a locked cabinet. When pupils leave the SEN register, this information is moved to their school file. Duplicate copies of documents are shredded. All documents are kept and stored in compliance with GDPR guidelines.

12. Complaints procedure

If a parent has any concerns or a complaint regarding the welfare or care of their child, an appointment can be made to speak to the Head of School / or SENCo. If a formal complaint is necessary, then the procedures can be found on the Cambridgeshire Local Offer website.

In the event of a formal complaint parents are advised to contact the Head of School or Chair of Governors if they prefer, SENDIASS is available to offer advice.

Reviewing the Policy

Policy Details	Date	Signature and Name
Policy approved by Senior Management:	Nov 2019	
Policy approved by Senior Governor	Nov 2019	
Date of next review:	Sept 2020	

Policy Section: Section 1B – School Management Policies (Pupils)

Policy reference: GBA 1B/ 12 SN

Appendices

- Godmanchester Community Education Trust SEN Information Report
- Responding to Bullying Policy
- Safeguarding Policy 2019