Orchard Lea Federation

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Date agreed: September 2026

Date for renewal: September 2027

Vision

Orchard Lea Federation is an inclusive mainstream setting. We are committed to providing a broad, balanced and adapted curriculum for all of our children. All of our teachers are teachers of children, including those with a special educational need and/or disability. We nurture and value the progress of each child in our schools.

Our aims are that:

- Every child should have access to a broad, balanced curriculum which is adapted and tailored to meet individual needs.
- Every child should be encouraged, valued and accepted whatever their individual needs.
- Every teacher is a teacher of children, including those who may experience difficulties in their learning.
- Parents are actively involved. Parents have a valuable contribution to make towards their child's development and learning.
- All children will achieve and make progress according to their own ability.

Our Objectives are:

- To identify at the earliest possible time, using agreed school (and Hampshire) criteria, those children in need of additional learning support.
- To provide adapted tasks for those children who have been identified as needing learning support.
- To ensure our staff are well trained and supported in their programmes of identification and implementation.
- To fully involve parents and children throughout the process.

Definition

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them that is additional to or different from children of a similar age.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Factors that do not determine SEND

The following factors do not determine SEND but may impact on progress and attainment and may make pupils more vulnerable:

- Attendance and Punctuality
- Health and Welfare
- English as an additional Language (EAL)
- Being in receipt of Pupil Premium funding
- Being a Looked After Child
- Being a child of a service parent

How we meet these objectives

We employ clear procedures to identify pupils whose academic, physical, social or emotional development is giving cause for concern. The school will identify areas of need for individual pupils that require extra support from the classroom teacher or other members of staff. The school will develop, monitor, review and record, in conjunction with parents and involving the pupil as soon as possible, Individual plans are designed to meet each pupil's identified needs. These are called Individual Education Plans (IEPs)

These plans may include information about:

- individual programmes of work
- individual targets where appropriate
- review dates, findings and decisions
- parental involvement in and support for the plans
- arrangements for pupil involvement
- how advice from external agencies is being implemented

There are four broad areas of special educational need:

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs may have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

The school will adhere to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Identification, assessment and provision

Provision for children with Special Educational Needs is a matter for the Federation as a whole. The SENDCO across both schools is Rachel Cook

Identification

Identification of children with special educational needs will be made by various means including:

- Liaison with pre-school or previous school
- Child performing below age expected levels
- Child not making the expected progress despite high quality inclusive teaching
- Concerns raised by parent(s)
- Concerns raised by class teacher
- Liaison with external agencies e.g. Paediatrician, Occupational Therapy, Speech and Language Therapy, Physiotherapy, CAMHS (Child and Adolescent Mental Health Services)
- Health diagnosis through Paediatrician
- Children displaying social and emotional difficulties

Implementation

The SENDCO will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Ensure that parents of children with SEND have the opportunity to meet with school staff at least three times a year
- Work with the Headteacher and SEND governor to determine the strategic development of the SEND systems and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with other school leaders including Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With other leaders, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With other leaders, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and work with the LA in reviewing the provision that is available locally and in developing the local offer where appropriate
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With other leaders and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Governing Body will:

The Governing Board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Work with the LA in reviewing the provision that is available locally and developing the local offer
- Evaluate the effectiveness of SEND provision in the federation
- Make sure that pupils with SEND have access to the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.

The SEND link governor

The SEND link governor is: Vanessa Komiliades

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with The Senior Leadership Team to determine the strategic development of the SEND policy and provision in the school

Class teachers:

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow the SEND policy and the SEND information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or Carers

Parents or Carers should inform the school if they have any concerns about their child's progress or development.

Parents or Carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Monitoring Children's progress

Teachers continually assess and monitor children's progress to inform their planning.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not making expected progress. There are pupil progress meetings each term to ensure that progress is tracked and targets set and discussed.

Recording

Individual Education Plans are records of the short term targets that have been set and worked towards for individual children and the support that has been implemented for them. Plans are continually monitored and targets extended/amended as appropriate. They are reviewed fully each milestone by the Class Teacher, with support from an LSA and the SENDCO when needed. They are working documents. If a target is not achieved, the reasons for this will be discussed. The target may then be adapted into smaller steps or a different approach may be tried to ensure that the child does make progress.

Stages of Learning Support

Identifying pupils with SEND and assessing their needs

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of difficulty with adapted, high-quality teaching. If progress

does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our daily offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will liaise with other professionals to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record are available to parents on request

We will formally notify parents if it is decided that a pupil will receive special educational provision.

The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will make our best endeavours to remove any barriers to learning, and will put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENDCO will discuss the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need.

2. **Plan**

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be and will be made accessible to staff in an Assess, Plan, Do, Review -Individual Education Plan- IEP document.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENDCO will support the teacher in further assessing the pupil's particular strengths and needs in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support

Ordinarily Available Provision (OAP)

This is support that is available for all children, and may include short term interventions, adaptations such as a wobble cushion or a chew buddy, adaptation to their learning. Children receiving this support at this level will

not be on the SEND register, however children on the SEND register may benefit from some of these provisions

SEN support

Support discussions as to whether pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist support.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may require an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. EHCPs are owned by the Local Authority, and they support schools to implement the support

The provision for these pupils will be funded from the school's notional SEND budget, and from the Local Authority from the high-level needs funding block of the dedicated schools grant.

Evaluating the effectiveness of SEND provision

Parents are made aware of any concern either at a parents' meetings, parents' evening or by telephone if a need arises at another time of the year. The graduated approach rolls on a milestone basis. Parents and pupils are kept up to date with all decisions and suggestions.

Provision / action that is additional to or different from that available to all, will be recorded on the child's plans. This will be written by the class teacher alongside the Special Educational Needs Co-ordinator and LSAs, pupils, parents and carers. It may also involve consultation and advice from external agencies.

If, despite significant support and intervention at this level, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals. These professionals may be invited to contribute to the monitoring and review of progress. Pupils and parents will be involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have Educational Healthcare Plans (EHCPs), their progress and support is outlined in their EHCP will be reviewed annually and submitted to the Local Authority.

Nature of intervention

The SENDCO and the class teacher will decide on the action needed to help children to progress in the light of assessment. This may include:

- Different learning materials or special equipment
- Small group and/or individual support

- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies

Some children will require advice and intervention from external agencies and/or senior management involvement.

External agencies will often provide more specialist assessments to inform planning and measurement of progress. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting plan for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the plan continues to be the responsibility of the class teacher.

Annual reviews of EHCPs

All EHCPs must be reviewed at least annually with the parents, the LA, the school and professionals involved. Discussions will take place regarding whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review will focus on what the child has achieved as well as on any areas for development.

External Agencies

Outside agencies that may be contacted for help/support include:

- Educational Psychologist (EP)
- Child and Adolescent Mental Health Services (CAMHS)
- Owl Centre – Specialist in Psychology and Health Services
- Speech and Language Therapist (SALT)
- Communication and Interaction team
- Occupational Therapist (OT)
- Physiotherapist
- Social Care
- School Nursing Team
- Primary behaviour Service
- Early Help Hub
- Hampshire inclusion Support Service
- Outreach support
- Hampshire Inspection and Advisory Services to Schools
- Specialist Teacher Advisors

Staff development

We are committed to on-going staff development through training, monitoring, coaching and taking advice where necessary.

Admission and accessibility arrangements

Pupils are admitted to the school in line with the admissions policy which is available on our school website. For further information or to discuss an individual case, please contact the school office to make an appointment with the SENDCO.

Evaluating the effectiveness of the policy

Effectiveness of the policy is demonstrated in the early identification of children who have a significantly greater difficulty in learning than the majority of children of the same age or of those whose physical abilities prevents or hinders them from making full use of the educational facilities provided.

Success is monitored through the effective implementation of individual targets and tracking progress using a variety of criteria, which include:

- An increase in reading and spelling quotients, ascertained through testing
- An improved understanding of mathematical concepts enabling the child to progress through subsequent stages of the maths curriculum. Further assessment using the Sandwell assessment may also be used.
- An improvement in a child's ability to learn independently, demonstrated by his/her increasing self-help skills
- An improvement in pupils' social skills and emotional well-being. This might be monitored through use of the Boxall Profile.
- Greater fluency in writing ascertained by a comparison between subsequent pieces of written work
- An increase in parental involvement resulting in improved liaison between home and school, by discussing progress at least three times a year, with the parents of children at SEND support
- Progress towards meeting targets on the IEP
- Progress in National Curriculum Age Related Expectations

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the Autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed by governors every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

Links with other policies

This policy needs to be read in conjunction with:

- SEND Information Report
- The Local Offer
- Behaviour policy
- Attendance policy
- Safeguarding / Child Protection policy
- Complaints policy
- Accessibility Plan
- Equalities Objectives
- EYFS policy
- Admissions policy.

SEN information report

The school publishes a SEN information report on our website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Complaints

We strive to provide a good service to all pupils. We aim to work with parents/carers and solve problems co-operatively. We always value comments and constructive criticism. Comments or complaints should be addressed to the class teacher in the first instance. Should you feel that your concerns are not addressed by the class teacher then we would recommend a meeting with the SENDCO as the next stage.

Our school has an established complaints procedure to deal with issues that cannot be resolved. This can be found on our school website.