

THE ORCHARDS PRIMARY
ACADEMY



S.E.N.D. and Inclusion Policy

Introduction

The Orchards Primary Academy has a named SENCo (Dr Maxine Bedward) and a named Governor responsible for SEN (Mrs. Elaine Woodall).

They ensure that the Orchards Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority, ECMAT and other policies current within the school. It is embedded within the Teaching and Learning framework of the school.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Local Authority and Governing Body, the Head Teacher, the SENCo and all other members of both teaching and support staff have important day -to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

The Code of Practice defines the provision of special educational needs as the following:

“A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- ❑ 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”

Code of Practice 2014

Aims

At the Orchards Primary Academy, we are fully committed to the implementation of the Special Educational Needs Code of Practice. We have regard for the Discrimination and Disability Act, and we have devised a current Accessibility Plan. This policy should be read in conjunction with all other relevant policies, such as Anti-Bullying, Behaviour, Exclusions, Disability Equality, Safeguarding & Teaching & Learning.

We aim to provide equality of opportunity and access to the National Curriculum in a caring and secure environment. At the Orchards Primary Academy, we take safeguarding very seriously and all of our policies are developed with a high priority on children’s safety. We are committed to provide a broad and balanced curriculum for all children including those with Special Educational Needs. We recognize that pupils have a rich and diverse range of strengths and needs and, where possible, can be educated in mainstream school, provided the appropriate support, advice and resources are available. All pupils are included in all school activities and access the full range of educational and social opportunities that are available to their peers. We ensure that those identified with Special Educational Needs are given equal access to the curriculum; with work being differentiated when necessary or ‘reasonable adjustments’ being made. We promote a whole school ethos that values all children and their families.

Objectives

The objectives of the SEND policy, practice and procedures at The Orchards Primary Academy are:

- ☐ to identify, at the earliest possible opportunity, any barriers to learning and participation for pupils with SEN.
- ☐ to make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.
- ☐ to work in partnership with parent and carers to gain a better understanding of their r child and involve them in all stages of their child's education.
- ☐ to seek and respond to pupil's views and value their contribution when making decisions concerning their education.
- ☐ to ensure support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals;
- ☐ to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- ☐ to carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- ☐ to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- ☐ to work in cooperative and productive partnership with the Local Authority and other external agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
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Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age ability, disability and social circumstances. It is important that we meet the diverse needs of pupils to ensure inclusion for all. At the Orchards Primary Academy, we want to ensure that all pupils are prepared for full participation in a multi-ethnic society. Through appropriate curricular provision, we respect the fact that children may have different starting points, educational needs and aspirations. Children acquire, assimilate and communicate their learning at different rates and will require a range of different teaching approaches and experiences.

Identification and Assessment

All staff at The Orchards Primary Academy acknowledge the importance of the identification and assessment of special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during their pre-school years. If the child has an identified special need, this information may be transferred from other partners in their Early Years setting. The Class Teacher and SENCo will use this information to:

- ☐ Provide starting points for the development of an appropriate curriculum.
- ☐ Identify and focus attention on action to support the child within the class.

- ☐ Use the assessment processes to identify any learning difficulties.
- ☐ Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether difficulties are due to limitations in their command of English or arises from Special Educational Needs.

Management of SEND

The Special Educational Needs Co-ordinator's (SENCo) responsibilities include:

- ☐ Oversee the running of the SEND policy.
- ☐ Co-ordinate provision for children with SEND.
- ☐ Liaise with and advise teachers on SEND matters.
- ☐ Manage, monitor, train and support Learning Support Assistants.
- ☐ In consultation with class teachers, monitor progress and evaluate the effectiveness of teaching of children with SEND
- ☐ Update and oversee the records of children with SEND.
- ☐ To promote inclusion within guidelines.
- ☐ Liaise with parents and carers.
- ☐ Contribute to in-service training of staff.
- ☐ Liaise with all relevant external agencies.
- ☐ Ensure that the Head Teacher is given regular information about children with SEND as part of the overall school management role.
- ☐ Ensure that the Inclusion governor, Mrs. Elaine Woodall, is regularly informed of SEND matters.
- ☐ Research and develop appropriate materials for children with SEND
- ☐ Liaise with SEND coordinators in other local schools to assist transition of pupils.

The Role of The Governing Body

A full report on the progress of pupils will be presented to the LGB once per year and the identified SEN Local Governing Body member is encouraged to take a full challenging role regarding the progress of these children with both the SENCo and Head Teacher. They will ask probing questions and ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Body will have regard to The Code of Practice when carrying out its duties towards all pupils with SEND.

Monitoring Children's Progress

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. For those children whose overall attainment in specific subjects falls significantly outside the expected range, an identification of special educational needs may be made.

The Academy's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else may need to be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- ☐ Prevents the attainment gap between the child and his peers from widening
- ☐ Closes the attainment gap between the child and his peers
- ☐ Better the child's rate of progress
- ☐ Ensures access to the full curriculum
- ☐ Demonstrates an improvement in self-help, social or personal skills
- ☐ Demonstrates improvements in the child's behaviour

In order to help children with Special Educational Needs, the Orchards Primary Academy will adopt a graduated response.

STEP 1

Many will have differentiated work prepared for them by their class teacher in conjunction with the support staff that will be additional to and different from the curriculum available for the majority of children of their age. Progress at this stage will be tracked six times per year by the schools tracking systems and parents kept fully informed.

When any concern is initially noted, it is the responsibility of the Class Teacher to take steps to address the issue. Parents will be consulted and specific intervention put in place and monitored for a period of up to 6-12 weeks. If no progress is noted after this time, the child may be added to the school SEN Record with parental permission.

STEP 2

EDUCATION PLANS

When a child is identified as having SEN in any of the four areas listed below, the school will provide interventions that are additional to or different from our usual differentiated curriculum.

- ☐ **Communication and Interaction**

- ☒ Cognition and Learning
- ☒ Social, Emotional and Mental Health
- ☒ Sensory and Physical

If a child is considered to need SEN Support, targets are identified on a Class Provision Map or an Education Plan that contains individual targets, provision details and success criteria. Targets are reviewed half termly. Parents and children are always invited to contribute.

If the pupil has a social, communication or emotional need, a one-page Pupil Profile is written to identify the best ways possible to meet the needs of the named pupil.

Education Plans for English or Maths might include:

- ☒ Different learning materials/resources
- ☒ Specialist equipment
- ☒ Individual or group support
- ☒ Staff training and the delivery of effective strategies
- ☒ Adult time to plan interventions and monitor progress
- ☒ Advice when necessary from external agencies

Every intervention will be benchmarked, undertaken and evaluated alongside the school tracking system.

STEP 3

When classroom teachers have evidence that certain children are still not making good progress they should refer children to the SENCo who will arrange intensive **ADDITIONAL SEN SUPPORT** in any or all of the above four areas.

Specialist Services and teachers with additional **specialist** qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

With parents' permission, we gather information from any relevant professionals to help us with our assessments.

Individual pupil progress at **Additional SEN Support** Level will be intensively monitored six times per year by the school tracking system and in conjunction with Parents and the SENCo.

STEP 4

Where there is a consistent continued lack of progress after a series of 'Assess, Plan, Do, Review' targets or Education Plans, the formal assessment procedures for an **Education Health and Care Plan** may be started by the SENCo. This will be done in conjunction with Parents/Carers and other specialist services, following the legal assessment procedures outlined in the Local Offer by Birmingham Local Authority.

Details of these arrangements are available from the SENCo/Inclusion Manager at the school.

Record Keeping and Review

SEND records are the responsibility of the SENCo. Class Provision Maps or Education Plans

are used for reviews and we have developed tracking systems for monitoring progress using Data dashboards and against the Language and Literacy and Maths Continuums. Class Teachers and Classroom Assistants are involved in reviewing and monitoring progress on a regular basis, as part of half termly SEN pupil progress meetings held with the SENCo. Parents are always invited to contribute to reviews of their child's progress and kept in regular contact with and updated, particularly should concerns arise.

Allocation of Resources.

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans.

The Head Teacher and the Local Governing Body of the Orchards Primary Academy demonstrate their commitment to SEND in the following ways:

- ☐ Provision of classroom assistants in the Early Years Foundation Stage, K.S. 1. and K.S.2
- ☐ Provision of a budget for SEND materials. These are located in both K.S. 1 and K.S.2 buildings and include:
 - ☐ Information for parents and staff.
 - ☐ Assessment materials.
 - ☐ Speech and language development materials.
 - ☐ Phonic programmes.
 - ☐ Reading books with support materials.
 - ☐ Writing development materials.

Classroom Assistants:

Classroom Assistants are an important part of provision for children with Special Educational Needs. They are funded via the Pupil Premium budget and the allocation of resources is given in accordance with each child's C.R.I.S.P. assessment payment.

Partnership with Pupils

Pupils are, whenever possible, involved in assessing their needs and evaluating their progress. They are invited to contribute to reviews orally or in writing, as appropriate. Pupils are encouraged to contribute to their target setting, and they know that their opinions and thoughts are valued.

Partnership with Parents

Parents play a vital role in supporting their child's education. They are encouraged to work in partnership with the school and other professionals involved, providing information and support where appropriate.

We invite parents and carers to each review meeting, where target setting is discussed and their views and wishes are sought and recorded.

Parents are always consulted when school wishes to involve external agencies, or make any

change in SEND provision.

Links with other schools

We liaise with secondary schools to ensure a successful transition to secondary provision for pupils with SEND.

Success Criteria

Our success criteria are:

- ☐ Early identification of need.
- ☐ Appropriate provision is made.
- ☐ All children are included as fully as possible in school life.
- ☐ Provision Maps and Education Plans are easy to use in a classroom setting.
- ☐ Children make progress towards their targets, and they have a positive attitude towards school.
- ☐ Teachers are familiar with the requirements and procedures of the Code of Practice.
- ☐ Learning support staff are confident and well informed when working with children with SEND.
- ☐ Parents are kept informed at all stages, and are given support by school when necessary.
- ☐ We work positively with external agencies.

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December 2017

(In line with the National Arrangements for S.E.N.D and our SEN Information Report)

