



THE ORCHARDS FEDERATION

Policy for Special Education Needs and Disability (SEND)

Date: July 2017
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Approved: Chair of Governors -

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SEND Governor: Mr M Rostron

COMPLIANCE: This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
- SEND Code of Practice 0 – 25 (2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Schools SEN Information Report Regulations (2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251874/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_SEN_information.pdf
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
https://www.gov.uk/.../PRIMARY_national_curriculum_220714.doc
- Safeguarding Policy
- Admissions policy
- Teachers Standards 2012
https://www.gov.uk/government/uploads/.../Teachers_Standards.pdf
- Local offer of SEND
<http://www.localdirectory.bolton.gov.uk/send.aspx>

This policy was created by the school's SENCO with the SEN Governor and in liaison with the Senior Leadership Team, staff and parents of pupils with SEND

Access to the Policy

- Disabled parents/carers, including intellectual/reading disabilities, or who speak other languages are entitled to access the code.
- If any parent/carer/governor etc. has difficulties accessing the SEND Policy the Special Needs Coordinator is available to discuss the policy and has access to support services to enable simplification/access.
- Large print, simplified versions, translations can be made available.

The Statement of Intent - Rationale

- The Orchards values the abilities of all pupils and is committed to providing these children with the best possible education, support and learning environment.

Definition of Special Educational Needs.

A child is said to have a Special Educational Need (SEN) if their ability to learn is affected by any of the following:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

However individual children often have needs that cut across all these areas and their needs may change over time.

Special Educational Needs Aims

- To provide all pupils with a broad and balanced curriculum.
- To provide all pupils with a differentiated curriculum.
- To provide for Early Identification of Special Educational Needs.
- To ensure that pupils with Special Educational Needs take as full as possible part in the curriculum.
- To ensure that parents/carers are kept informed of and involved in their child's education.
- To ensure that pupils are fully informed/involved in their own education (if and when appropriate)
- To ensure that the school follows the Special Needs Code of Practice when carrying out its duties towards its pupils.

The Orchards recognises that many of our pupils will have a special educational need at some time in their school life and that they will be supported in a variety of ways.

Partnership With Parents.

At The Orchards we strongly believe in developing firm relationships with parents/carers as this helps pupils to achieve their potential. The school recognises that parents have a unique overview of their child's needs and can help decide how to support them. This gives them a key role in the partnership.

Admissions

See Admissions Policy – The Orchards recognise that criteria for admission should recognise the spirit of the Code of Practice.

The School Admissions Code of Practice requires pupils with SEN to be treated fairly. Admissions authorities:

- must consider applications from parents of children who have SEN but do not have an Education Health Care (EHC) plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs

Links with Other Policies

The Orchards is aware of the implications of the Index for Inclusion and the Disability Discrimination Act. The Special Educational Needs policy reinforces our Inclusion Policy and the need to focus on early identification.

We recognise that our teaching and assessment should be broadly balanced and fully inclusive. That we should set high expectations and remove barriers to learning.

Disability Discrimination Act

“A person has a disability if s/he has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”

The Orchards plans, over time and according to resources, to increase the accessibility of our school in terms of physical environment, the curriculum and written information for disabled pupils. We have regular visits to and from our partner special school EYFS classes. The government have now extended their criteria of Disability to include Dyslexia, Dyspraxia, Dyscalculia and ADHD.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions will be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school will put in place a healthcare plan to support children with physical disabilities.

Evaluating the Special Educational Needs Policy

- The Governing body will report annually on the policy, in terms of the Special Educational aims of the school.
- In evaluating the policy The Orchards will note and reflect upon the views of the teachers, appropriate non-teaching staff parents, pupils and external professionals.
- It will be beneficial to all involved to set targets to provide progress indicators.
- Pupil progress will be the prime indicator of success (assessed by meeting provision plan targets, satisfactory review meetings and progress through Target Tracker).

Identification, Assessment and Provision.

- At The Orchards we have a whole school approach to Special Educational Needs and Disability policy and practice. Pupils with Special Educational Needs and Disability are, as far as practicable, fully integrated into mainstream classes.
- All teachers are responsible for identifying Special Educational Needs and will collaborate with the Special Educational Needs Coordinator to ensure that pupils requiring additional/different support are identified early, assessed and provided for. This also includes planning for and facilitating the use of support staff appropriately.

This is a priority for The Orchards and we will ascertain pupil progress through:

- Teacher observation/assessment.
- The use of Target Tracker
- Standardised tests at the end of each Key Stage
- Standardised tests. (Rising Stars)
- NFER tests, Maths, English, NVR
- Reading Test –PIRA, Maths tests – PUMA
- Spelling Test (Young Parallel Spelling Test).
- Records from feeder schools/nurseries.
- Information from parents/carers/pupils/external agencies.
- P levels and Early Years profile
- Mapping system for early identification and intervention.
- Information will be gathered through use of year specific targets from Target Tracker , half termly assessments of targets in literacy and numeracy and discussions with Special Educational Needs Coordinator and senior leaders within the school.

SEN Provision

- On entry into Reception, pupil's will have a baseline assessment to see who is emerging, expected or achieving against national standards against the Early Learning Goals. This helps provide appropriate education for the needs of each pupil.

If the assessments indicate SEN the class teacher will use the information to follow the Plan, Do Review graduated response where they will :

- Identify need.
- Provide starting points for learning.
- Establish if progress is being made.
- Involve parents in joint home/school approaches as well as the pupil.
- Involve the Special Educational Needs Coordinator, Head Teacher, Literacy/Numeracy co-ordinators, external agencies as appropriate.
- Production of a provision map to show what has been implemented and if successful.
- Review pupil's progress with regards to targets set.

The Range of Provision

- Full time in class with a differentiated curriculum.
- Withdrawal work with a Specialist Support teacher/Teaching Assistant.
- In class support with Teaching Assistant.
- Attendance at a specialist unit outside the school full/part time.
- Support and advice for staff from specialist agencies. The SENCo can complete Early Help Assessment forms along with the parent to refer children to a range of specialist agencies for advice, support or action. These agencies may be: Behaviour Support Service, physiotherapy, occupational therapy, Ladywood Outreach Service, Speech and Language Therapists or Educational Psychology Service , depending on the needs of the pupil.

Pupils who have been identified as having SEND will be placed on the schools Inclusion register against the category of School Support. Parents will be informed through meetings and provision maps written with the SENCo & class teacher and shared with parents and the pupil every term.

Provision maps will cover:

- Short term targets, different from/additional to the differentiated curriculum, covering two to three SMART targets S – Specific, M – Measurable, A- Achievable, R- Relevant and T – Time constrained– targets that children can conceivably attempt. Targets that are accessible and manageable for each child.
- Resources needed to access curriculum.
- Teaching strategies.
- Type of provision – 1:1 support, small group work etc.
- Review date – generally termly.
- Success/exit criteria.
- Outcome recorded at reviews.
- Parental and child views and expectations relating to targets set.

Reviewing Provision maps

- Provision maps will be reviewed three times in every academic year
- Where possible they will be held in an informal manner.
- Parents/carers/pupils views will be actively sought.
- Where appropriate, pupils will be actively involved in the review.
- Where appropriate, pupils will be actively involved in the process of setting and reviewing own targets.
- Where appropriate , pupils will sign the provision map that they agree to the targets set.

Requesting an assessment for an Education, Health & Care Plan (EHC)

If the child continues to demonstrate significant cause for concern, a request for consultation with the school's Educational Psychologist will be made. This may lead to a request for statutory assessment to the Local Authority. A range of written evidence about the child, including evidence of the appropriate amount of outside service support, will support the request. If a child's application is successful then they will receive an Education and Health Care plan. School must supply 3 terms of evidence that there has been a graduated approach evidenced through outside agency support , which has resulted in little academic progress before this assessment can be started.

The school will provide the following information:

- Previous Provision maps, including records or reviews and child/parent/carer views.
- Provision maps to show costings of additional support by all agencies and school staff involved (over 3 terms)
- National Curriculum levels/standardised tests/literacy/numeracy levels/attendance/punctuality.
- Any other assessments-support teachers/psychologist/speech/occupational and physiotherapists etc.
- Medical/Social Services reports if any.
- Any other involvement by professionals and national charities or organisations who may be involved with the family.

Education, Health Care Plan

- An EHC plan is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs from 0-25 years of age.
- An EHC plan can only be issued after a child or young person has gone through the process of EHC needs assessment. At the end of that process, the local authority has to make a decision, either to issue an EHC Plan or not.
- If the LA refuses to issue an EHC plan, the parent/young person must be informed of the reasons and that they have the right to appeal to the Special Educational Needs and Disability Tribunal.
- If the decision is to issue an EHC plan, the LA must first issue a draft EHC plan for the parents or young person to consider. Only at this stage will parents/young person be asked to name the type of school/college they want e.g. mainstream or special school and the individual school/college they want to have named in the EHC plan.
- The LA will then consult with that school/college about being named in the EHC plan.
- As well as the special educational needs and special educational provision of the child/young person, the draft EHC plan should also detail:

Social care provision which is being made for the child/young person under the Chronically Sick and Disabled Persons Act 1970 and any other social care provision that has been assessed as reasonably required - <http://www.legislation.gov.uk/ukpga/1970/44/contents>

- The LA will then finalise the EHC plan and will then have the legal duty to “secure” the educational provision specified in the EHC plan, that is, to ensure that the provision is delivered.
- The local health care provider will have the legal duty to “arrange” the health care provision specified in the EHC plan, that is, to ensure that the provision is delivered.
- If the EHC plan specifies social care provision provided under the Chronically Sick and Disabled Persons Act 1970, the LA will have a legal duty to make that social care provision under that Act (but not any other social care provision in the EHC Plan not resulting from that legislation).
- EHC plans, if appropriate can stay with the child until they are 25 years of age as it is not guaranteed that the plan will remain with the child.

- The preparation process and the contents of the EHC plan must reflect the four key statutory principles which require LAs to have regard to:
 - (a) the views, wishes and feelings of the child and his or her parent, or the young person;
 - (b) the importance of the child and his or her parent, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned;
 - (c) the importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable participation in those decisions;
 - (d) the need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes.
- Plans should also be “clear, concise, understandable and accessible to parents, children, young people, providers and practitioners”. The law requires needs and provision to be “specified”, which case law has established means no vagueness, especially in the provision sections.
- Provision in the EHC must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where the support is secured through a Personal Budget.

Personal budget

- A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.
- Personal Budgets are optional for the child’s parent but local authorities are under a duty to prepare a budget when requested. Local authorities must provide information about organisations that may be able to provide advice and assistance to help parents and young people to make informed decisions about Personal Budgets.
- Personal Budgets should reflect the holistic nature of an EHC plan and can include funding for special educational, health and social care provision. They should be focused to secure the provision agreed in the EHC plan and should be designed to secure the outcomes specified in the EHC plan.

Mechanisms for delivery of a Personal Budget

- ❖ There are four ways in which the child’s parent and/or the young person can be involved in securing provision:
 - Direct payments – where individuals receive the cash to contract, purchase and manage services themselves
 - An arrangement – whereby the local authority, school or college holds the funds and commissions the support specified in the plan (these are sometimes called notional budgets)
 - Third party arrangements – where funds (direct payments) are paid to and managed by an individual or organisation on behalf of the child’s parent or the young person
 - A combination of the above

Review of EHC Plans

- EHC Plans are reviewed annually.
- The LA informs the head teacher/SENCo at the beginning of each term of pupils needing reviews. The SENCo organises these reviews and invites the appropriate people who are requested to attend.

The following are invited to review:

- Parents/carers.
- Child if appropriate.
- Relevant teacher(s).
- Teaching Assistant / 1:1 support (if appropriate)
- Relevant professionals. (Psychologist, Speech Therapist etc.)
- Special Needs Coordinator.
- Local Authority representative, who may attend.
- Anyone the Local Authority or the Head Teacher thinks appropriate (Parent Partnership etc.)

Training and resources

The training needs of staff are identified by staff themselves and where they feel they need additional training or support; or by the SENCo in accordance with the needs of the children on the Inclusion register or with a Statement/EHC Plan. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND. The school has Nasen membership and the SENCOs attend local and national meetings to enable them to keep up to date with SEN policies and practice.

Role of the Special Educational Needs Coordinator.

- Working with the head teacher and the governing body to determine the strategic development of the policy.
- Overseeing day-to-day operations of the Special Needs provision within The Orchards Nursery and The Orchards.
- Coordinating provision and resources within the school.
- Liaising with/advising staff on the formulating of Individual Education plans, referrals and strategies to support children within each class.
- To liaise with Literacy and Numeracy coordinators to support access to appropriate curriculum for Special Educational Needs children.
- To liaise with Key Stage 1 and Key Stage 2 coordinators to support access to appropriate curriculum for Special Educational Needs children.
- Supporting staff with meetings with parents (if required).
- Overseeing pupils' progress by attending all pupil progress meetings across school.
- Liaising with parents and informing them of appropriate and available support.
- Contributing to Inset training for all staff relating to Special Educational Needs.
- Liaising with external agencies – Local Authority, Support Services, Health and Social Services and voluntary bodies etc.
- Having a deep knowledge of the Code of Practice and keep up to date with SEN information at a local and national level.
- To have the correct resources in place to help SEND children to progress according to their targets / EHCP targets.

Role of the governors

❖ The Governors will ensure that:

They are fully involved in developing and reviewing Special Educational Needs policy and that all their actions have regard for the Code of Practice.

- Provision of a high standard is made for pupils with Special Educational Needs and Disability.
- Special Educational Needs and Disabled pupils are fully involved in school life.
- Parents are aware of Cherry Trees Special Educational Needs and Disability policy.
- A qualified person manages statements of SEN/ EHC Plans within the school – generally the Head of School/ Senco

Role of Executive head teacher.

❖ The Head Teacher's responsibilities include:

- Day to day management of all aspects of Special Educational Needs and Disabled provision.
- Keeping governing body well informed.
- Working closely with Special Educational Needs and Disability Coordinator and team.
- Informing parents that Special Educational Needs and Disability provision has been made.
- Ensuring school has clear, flexible policies for working with parents, which encourage their involvement.
- To coordinate the provision for children with statements/EHCps within the school.

Role of the Class Teacher.

❖ The Class teacher should:

- Begin the Graduated Response from Wave 1 – Quality First Teaching through to Wave 3 – High Needs
- Funding.
- Collaborate with Special Educational Needs to collect information about children who are showing a cause for concern and decide on action to assist these children.
- Collaborate with the Special Educational Needs coordinator in developing provision maps.
- Be aware of the need to keep the Special educational Needs Coordinator informed of progress.
- Be aware of procedures for the identification, assessment and provision for children with Special Educational Needs through Plan, Do and Review.
- Work with Special Educational Needs children on a daily basis delivering individual programmes.
- Understand their responsibility to provide appropriately for pupils with Special Educational Needs and Disability including starting the Early Help Assessment form.
- Know where to find pupil information.
- Know what constitutes a trigger for action.
- Be involved in the development of policy.
- Develop constructive relationships with parents and know the procedures for informing them that their child has a Special Educational Need.
- Communicate with other staff who may have valuable experience relevant to the needs of individual children
- Liaise with and seek advice from the SEND governor.
- To check that targets and resources laid out in the EHCP are available to the pupils and followed as part of their Quality First teaching.

Complaints Procedure.

- The Special Education Needs Code of Practice outlines additional measures the LA must set up for preventing and resolving disputes. These will be explained/given if required to any parent/carer who requests this information.
- Alternatively the parent/carer can approach the Independent Advisory Services (IAS) who are not connected to the Local Authority.

Links With External Agencies.

When necessary support from the following services is available:

Educational psychologists
Medical Officers
Speech therapist
Physiotherapists
Occupational Therapists
Visual Impairment Service
The LA/School Support Centres
Specialist Support Teachers
Behavioural Support
Hearing Impaired service
School Nurse
Family Support worker
Education Welfare
Social Services
Cluster SENCo meetings
National Association for Special Educational Needs NASEN
Other school settings where transition occurs eg Secondary setting or new primary setting.
Bolton SEN

Bolton local Authority SEND offer can be found :
<http://www.localdirectory.bolton.gov.uk/send.aspx>

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