



Orchard Junior School

Growing together. **Branching out.**

Special Education Needs and Disabilities Policy

Last Review Date:	November 2022
Reviewer:	FGB
Review Cycle:	Annually
Next Review Date:	Autumn 2 2022
Notes:	Designated Staff Rep: SENDCo Policy compliant with SEND Code of Practice 0 – 25 (1/9/2014) 3.65
Statutory/Published on Website::	Yes/Yes

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (1/9/2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 (Last update June 2018)
- SEND Code of practice: 0 – 25 (2014 - Last update April 2020)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014 (Last update August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013 (Last Update 2013)
- Teachers Standards 2012

This policy has been written by the school's SENDCO in consultation with the Governing Body, the Senior Leadership Team, all staff, parents of pupils with SEND and most importantly the pupils themselves. The SEND Code of Practice 0 – 25, emphasises the importance of taking into account the views of children and young people (CYP) with SEND and involving their families at every opportunity.

This policy should be read in conjunction with the following:

- Equality Policy
- Accessibility Policy
- Behaviour Policy
- Admissions Policy
- Safeguarding Policy
- Restrictive Physical Intervention Policy
- Assessment Policy
- The SEND Information Report 2022-23

This document fulfils two purposes:

1. A policy statement
2. A working document explaining the organisation, structures and practices adopted by OJS.

At Orchard Junior School we believe:

The abilities and achievements of all Orchard Junior pupils are valued equally and the school is committed to honouring children's rights, by providing, for each pupil, the best possible environment and experiences to meet individual needs and ensure educational progress and personal development.

PRINCIPLES

We concur with the fundamental principles in the Code of Practice 0 - 25. The principles underpinning our policy and practice are that:

- A child with SEND should have their needs met
- The SEN of children will normally be met in mainstream schools or early educational setting
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEND should be offered full access to a broad, balanced and relevant education, which is determined by the National Curriculum 2014.

OBJECTIVES

To achieve our stated principles the school will aim to ensure that:

- Any child's SEND will be identified and assessed early through all agency co-operation
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To provide a qualified Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy.
- All children, identified with SEND using Hampshire LA 'SEN Support: Guidance for early years providers, mainstream school and colleges (November 2018), will have their needs met in a way that is additional to and different from all other children in the school.
- Teachers will plan and implement Individual Education Plans (IEPs) including the monitoring and review of the impact of provision on progress.
- Resources are allocated and used efficiently and effectively as possible to meet the identified needs of children
- The views and wishes of the child or young person (CYP) will be taken into consideration
- Professionals and parents will work in partnership
- Teachers will report to parents termly concerning the implementation and success of these objectives.
- Teachers will provide a differentiated curriculum in order to increase pupil access and to prevent and reduce difficulties being experienced.
- To provide support and training to all staff in order that they are best able to meet the needs of individual pupils.

ROLES AND RESPONSIBILITIES THROUGHOUT THE SCHOOL

OVERALL RESPONSIBILITIES

The Governing Body, Headteacher, Carol Taylor, and SENDCO, Jessica Tracey, maintain overall responsibility for the management of the policy and provision for children with SEND, in line with those duties specified by the Code of Practice 0 – 25.

Provision for children with SEND is a matter for the school as a whole, as all members of staff have important day-to-day responsibilities. Every teacher is a teacher of every child or young person including those with SEND.

SENDCO: MISS JESSICA TRACEY

Role:

- In collaboration with the head teacher and governing body, determine the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.
- The SENDCO takes day-to-day responsibility for the operation of the SEND policy and coordination of the provision made for individual children with SEND, working closely with staff, parents and carers, and other agencies.
- The SENDCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.
- To compile evidence and put together applications for statutory assessment.
- To co-ordinate annual reviews for those pupils who have an Education, Health and Care Plan (EHCP).

SEND GOVERNOR: MRS SUSAN WINGROVE

Role:

- To monitor that the provision of SEND at Orchard Junior School through termly meetings with the SENDCO and present a written report to the Governing Body following these meetings.

CLASS TEACHERS

Role:

- To plan and deliver high, quality first teaching, appropriately differentiated to meet the needs of all pupils in the class. Pupils with SEND should receive at least as much direct teaching, if not more, from the class teacher as other children in the class. Other support should be additional to, and not instead of, direct teaching from the class teacher.

- Through marking, formal assessment and daily observations to identify pupils who are 'falling behind' and put appropriate interventions in place to enable them to catch-up.
- To monitor the impact of interventions and to 'flag up' pupils who are falling further behind or who are giving cause for concern with the SENDCO.
- Class teachers are responsible for preparing individual education plans (IEP) for pupils in receipt of SEND Support and Education, Health and Care Plans.
- Putting in place Individual Behaviour Management Plans where these are deemed necessary.
- Class teachers will meet with parents and pupils to discuss the IEP and share targets.
- Class teachers will have overall responsibility for the planning and delivery of intervention programmes, although these may be delivered by Learning Support Assistants or a supporting teacher.
- At the end of each term the class teacher will evaluate the impact of interventions and meet with the parents of pupils to review progress.
- To meet at least termly with the SENDCO to review the support and progress of pupils who are in receipt of SEND Support or an EHCP.
- To prepare reports for statutory assessment requests and annual reviews for those pupils who have an Education, Health and Care Plan.

LEARNING SUPPORT TEAM

Role:

- The Learning Support Team are directed by their class teacher in the first instance and line managed by the SENDCO.
- To work with the class teacher in the planning and delivery of intervention programmes for pupils with SEND and in the support all pupils in their attached class and across their year team.
- Within class LSA deployment to enable class teachers to provide quality first teaching to focus groups.
- Where a pupil with SEND has an EHCP a Learning Support Assistant may be deployed to provide 1:1 support across the curriculum.

ELSA TEAM

Role:

- To support pupils and families across the school with behavioural, emotional and social difficulties.

- To work with class teachers in the identification and support of pupils with behavioural, emotional and social difficulties.

SUPPORTING MEDICAL NEEDS – MRS JULIE CROTON, MRS RACHEL KNIGHT

Role:

- To oversee the legal requirements relating to the support of pupils with medical conditions and ensure that they receive the provision necessary to meet their needs.

SAFEGUARDING – MRS CAROL TAYLOR SAFEGUARDING GOVERNOR – BECKY LITTLER

Role:

- To ensure that legal requirements relating to safeguarding are followed.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Our policy does not assume that there are hard and fast categories of special educational need. It recognises that each child is unique. At Orchard Junior School we appreciate that there is a wide spectrum of special educational needs, which are frequently inter-related. The four broad areas of need described in the SEND Code of Practice, 2014 are:

- Cognition and Learning
- Communication and interaction needs
- Social, emotional and mental health difficulties (SEMH)
- Sensory and / or physical needs

Children will have needs and requirements which may fall into at least one of the four broad areas of need. The impact of these combinations on the child's ability to function, learn and succeed will be taken into account.

There are additional factors that are not defined as SEND but may impact on progress and attainment including:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL

- Being in receipt of Pupil Premium Grant
- Being a Looked after Child
- Being a child of a Serviceman/woman
- Mental Health and learning difficulties resulting from or linked to the Covid 19 Pandemic.

THE SCHOOL'S GRADUATED APPROACH TO SEND SUPPORT

Teachers are responsible for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers plan and deliver high quality teaching which is appropriately differentiated to meet the individual needs of pupils. Pupil progress is assessed termly and where pupils are identified as "falling behind" expectations, "catch-up" interventions are put in place by the class teacher. The impact of the intervention is monitored and evaluated. Where a pupil has received intervention support but no or little progress has been made the class teacher, together with the SENDCO, having due regard for the Hampshire LA 'SEND Support: Guidance for early years providers, mainstream school and colleges (November 2018), will decide whether to make special educational provision for that pupil and place them on the SEND Register. This provision would be additional to and different from the high quality teaching received by the majority of pupils in the class and parents would be informed and consulted at this stage. Parents would be invited to share an Individual Education Plan (IEP) outlining the level and regularity of interventions

In some cases, where the level of need is more complex and following at least one cycle of interventions, the school may refer the pupil for specialist assessments from fellow professionals such as the: Speech and Language Therapist, Educational Psychologist, Occupational Therapist and CAMHS in order that a more detailed picture of the pupil's needs can be gathered. Parents are always consulted and permission sought before any referrals are made. At Orchard Junior School we strongly believe that the partnership between school and home is paramount in enabling all pupils, whether they have special educational needs or not, to make good progress.

MANAGING PUPILS' NEEDS ON THE SEND REGISTER

Once the decision has been made to place a pupil on the SEND Register a letter will be sent by the SENDCO to parents explaining the process and inviting them to meet the class teacher to share the Individual Education Plan (IEP). This document details the support the pupil will receive in addition to that being provided to other pupils in the class. The class teacher, together with the SENDCO, will determine the level of

intervention and the intervention programme /s best suited to address the pupil's needs. Specific SMART targets will be detailed on the IEP together with the time period in which these are to be achieved. The class teacher will ensure, in daily lesson planning, that the pupil's needs are met and that intervention targets are consolidated within the classroom.

The IEP targets will be shared with parents at least termly. This meeting will give teachers and parents the opportunity to discuss the child's needs and the provision being made in greater detail.

The class teacher / Learning Support Assistant / ELSA will share the intervention targets with the pupil regularly in order that the pupil is fully aware of expectations.

At the end of the period (usually termly) the class teacher will assess the impact of the interventions against the plan and through conferencing sessions with the SENDCO, will determine whether the intervention should be continued, changed or is no longer needed as the pupil has caught up to age related expectations.

If the pupil does not progress despite intervention the SENDCO and class teacher may decide to seek advice and guidance from specialist services in accordance with the Hampshire's Local Offer. Parents would always be consulted and permission sought before a referral is made. The SENDCO is responsible for referral to and liaising with specialist services.

The class teacher will meet with parents to discuss progress and determine actions for the coming term. The views of both will be recorded as part of the Individual Education Plan (IEP). The views of the pupil will also be sought termly and recorded. The IEP will form the evidence of provision in the event of a request for statutory assessment.

CRITERIA FOR EXITING THE SEND REGISTER

Termly conferencing sessions between SENDCO and class teacher will identify pupils who, with the benefit of intervention, no longer meet the criteria for SEND Support. If the decision is taken to remove the pupil from the SEND Register. the class teacher / SENDCO will meet with the parents to talk through the decision.

The progress of pupils who have been removed from the SEND Register will be carefully monitored by the class teacher and SENDCO. Interventions, as part of normal classroom practice, may also be put into place.

MONITORING AND EVALUATING PRACTICE

The quality of provision offered to SEND pupils is monitored and evaluated regularly by the following means:

- Pupil and parent views are sought termly and recorded as part of the Individual Education Plan.
- The school surveys both parents and pupils bi-annually and specific questions are related to SEND provision. Replies are analysed and outcomes reported to the Governing Body together with recommendations to address any identified areas for improvement.
- The SENDCO meets with the Governor responsible for SEND termly to discuss the latest Position Statement and a written report is shared with the Governing Body.
- The SENDCO conferences with class teachers termly to monitor and evaluate the impact of interventions. Changes may be made to the level and type of provision as a result of these meetings.
- The SENDCO meets with class teachers at the beginning of each term to talk through class and Individual Education Plans.
- The SENDCO monitors the quality of provision for pupils, within each of the classrooms, throughout the year through: observations, book sampling and conferencing with pupils.

SUPPORT FOR PUPILS AND FAMILIES

The Local Offer

This is information, published by Hampshire, about services that are available for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities; this is known as the 'Local Offer'. Useful material can be found on the site to help parents access the right services and support.

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Orchard Junior School's SEND Information Report

At Orchard, we have always been proud of how we support children. We pride ourselves on our open manner with parents in working together to try and provide the right environment for each child.

In September 2014, the School published the first annual SEND Information Report for parents so that it is clear what we may be able to offer your child. The SEND Information Report is updated annually. Please click the link below to access this information. By clicking on each underlined question, you can find out further

information. This report should be understood as part of the Hampshire Local Offer (follow the link shown above).

<http://www.orchardjuniorschool.com/supporting-our-send-pupils>

Links to other agencies to support pupils and their families

Support4SEND –

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>

IPSEA (Independent Parental Special Education Advice) – www.ipsea.org.uk/

Families Matter - <http://www.families-matter.org.uk/>

Educational Psychology -

<https://www.hants.gov.uk/educationandlearning/educationalpsychology>

Contact a Family (for parents with disabled children) - <http://www.cafamily.org.uk/>

Every Disabled Child Matters - <http://www.edcm.org.uk/>

Child and Adolescent Mental Health Service (CAMHS)

<http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/childmentalhealth/ehcypf/ehcypf-camhs.htm>

ADMISSION AND TRANSITION ARRANGEMENTS

<http://www.orchardjuniorschool.com/admissions>

There are two different types of admission to our school - Year 3 Admissions and Casual Admissions:

Year 3 Admissions:

It is important that parents complete the correct Hampshire form and follow the correct procedure. Parents are very welcome to arrange a time to view the school at any time. 30 children will be admitted into each of the three classes annually.

<http://www3.hants.gov.uk/education/admissions/ad-applyonline.htm>

In-Year Admissions (anytime other than the main point of intake in September of Year 3):

Due to a change in circumstances, you may need to change the school your child attends. The School's PAN (Published Admission Number) is 30 pupils per class

throughout the school(3 classes per year group). Please call the School first to see if we actually have any spaces available and, if places are available, arrange to visit the school. We strongly suggest you contact Mrs Julie Croton, our School's Admission Officer, on the School's number to discuss your individual situation first. Should your child have an Education, Health and Care Plan applications should be made through the Hampshire SEND Team.

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/contacts>

Transition between schools

To ensure a smooth transition between schools for pupils with SEND the SENDCO will arrange for:

- An individual transition programme to enable pupils joining from local schools to visit Orchard Junior regularly. This could be individually or with a group of friends.
- Receiving staff to make visits to the pupil in their existing class in order to build a relationship prior to transition
- The ELSA team or identified LSAs to write social stories for pupils who may find transition difficult. Pupils are encouraged to visit and take photographs of the school and receiving staff which are made into a book that can be shared with parents throughout the summer.
- Additional visits by Year 6 pupils to the secondary school
- Close liaison between Orchard Junior School and the SENDCOs at Orchard Infant School, Noadswood School, Applemore College and any other local primary or secondary schools.
- Participation in the 'On the Right Track' programme for identified Year 6 pupils, delivered by Families Matter.
- A Transition Partnership Agreement for pupils with complex needs which would involve all professionals supporting the pupil e.g. Class teacher, Health professionals, Educational Psychologist, meeting together with the child's parents to ensure all relevant information is shared and recorded.
- An annual review meeting for pupils supported by an Education, Health and Care Plan which, would include professionals from the receiving school.
- Close liaison with relevant staff when receiving and transferring pupils to different schools ensuring that all relevant paperwork is passed on and all needs are discussed and understood.

Transition between classes

At the end of each academic year current and future class teachers meet to discuss individual pupil needs and any additional information that will benefit the smooth transition of the pupil from one year to the next. Where a pupil is receiving SEND Support the SENDCO will also meet with future class teachers to ensure that all relevant information has been shared. If the pupil has complex needs and is unsettled by change the ELSA team would prepare a social story / flip book with photographs of the new classroom, class teacher and support staff for parents to use over the summer break.

ACCESSIBILITY

The school site is accessible to pupils with physical disabilities and is wheelchair friendly although, the upper floor of the school cannot currently be accessed by lift. The needs of individual pupils are carefully considered when planning where classes will be sited. The school has a disabled washroom fitted with a ceiling hoist and shower.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES INSIDE AND OUTSIDE THE CLASSROOM INCLUDING ALL TRIPS?

At Orchard Junior School we put support in place to enable all pupils to be included in all aspects of school life:

- Class teachers take into account the individual needs of all their pupils when planning for lessons.
- The class teachers and learning support team will plan for and deliver intervention programmes and classroom support for pupils with identified SEND.
- Resources, to help SEND pupils to access the curriculum will be deployed in the classroom by the class teacher. For example: visual timetables, individual work stations, additional technology, LSA support, enlarged text, filters to aid reading.
- Where specialist furniture is required the SENDCO will liaise with the PD Advisor and Occupational Therapist to ensure this is available in school.
- Risk Assessments are carried out prior to all school trips and necessary support and transport arranged where deemed necessary to ensure Health and Safety considerations are met.
- Parents of pupils with SEND are always consulted prior to school trips and where appropriate accompany the class.

- Every effort has been made to include all pupils in residential visits with the appropriate level of support in place. On the rare occasion where this has not been possible alternative visits / activities that cover the same curriculum areas are arranged with the agreement of the individual child's parents. Where possible we would aim to include a group of the child's friends in these visits / activities.
- At Orchard Junior School all pupils in Year 4 have the opportunity to take part in an intensive swimming programme. Individual coaching support and specialist transport can be arranged to meet the needs of pupils with SEND.

ACCESS TO NATIONAL END OF KEY STAGE ASSESSMENTS AND INTERNAL ASSESSMENT

The SENDCO, Year Leaders and class teachers are responsible for ensuring that pupils with SEND have the appropriate support to enable them to access assessment tasks. Access arrangements may be appropriate for a child:

- with an Education Health and Care Plan (EHCP)
- for whom provision is being made in school using the SEND Support aspect of the SEND code of practice and whose learning difficulty or disability significantly affects their ability to access the tests;
- who requires alternative access arrangements because of a disability (which may or may not give rise to a special educational need);
- who is unable to sit and work for a long period because of a disability or because of behavioural, emotional or social difficulties.

Support may include:

- a scribe
- a reader
- a transcriber
- ordering or preparing (for internal assessment) modified versions of the tests. Schools can administer Braille, modified large print (MLP) and enlarged print (EP) versions of the tests.
- additional time (in the case of the National Year 6 tests a formal application for extra time has to be made).

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The aim is to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a

full and active role in school life, remain healthy and achieve their academic potential. Pupils should receive full access to education, including school trips and physical education. In meeting this duty, the governing body have regard to the guidance issued by the Secretary of State in the Children and Families Act 2014: Section 100 which came into force on 1 September 2014

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. Where pupils with medical conditions also have Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) will be followed.

The school will ensure that:

- all relevant staff will be made aware of the child's condition,
- school staff receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions.
- there are cover arrangements in case of staff absence or staff turnover to ensure someone is always available,
- supply teachers are briefed
- risk assessments for school visits and other school activities outside of the normal timetable are carried out
- individual healthcare plans are in place and monitored at least annually.

BULLYING

The school has a zero tolerance approach towards all forms of bullying and takes the issue extremely seriously. The school recognises that vulnerable pupils may be more at risk of bullying and takes steps to mitigate the risk. Full details are in the School's Behaviour Policy which can be found by following the link:

<http://www.orchardjuniorschool.com/policies>

Pupils are educated in PDL sessions and in ICT (cyber-bullying) on what to do, should they be bullied. Workshops are run to support parents in taking measures to prevent and tackle cyber-bullying.

TRAINING AND RESOURCES

SEND provision and support at Orchard Junior School is partially funded by the notional SEND budget which is the element of a schools delegated budget allocated

for its SEND provision. The Governing Body authorise an additional sum for identified SEND support, training and resources.

Training

The SENDCO identifies and plans for the training needs of staff. Training will be related to the specific needs of and strategies related to the support of pupils in our care. The Orchard Learning Support Team are well qualified and very experienced in the support of a range of special educational needs. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO 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 SENDCO is fully qualified in accordance with Section 6.85 of the Special Educational Needs and Disability Code of Practice: 0 to 25 Years and attends Local Authority SENDCO network meetings in order to keep up to date with local and national updates in SEND.

The following are examples of the range of training that takes place:

- Our team of ELSA's are fully trained and receive termly support from the Educational Psychologist.
- Where individual pupils are being supported by Speech and Language Therapy, Occupational Therapy or Physiotherapy their individual programmes are determined by the relevant therapist during termly visits. Experienced Learning Support Assistants are trained by the visiting therapist to deliver the programme and the progress of each pupil assessed during each termly visit by the professional therapist.
- The SENDCO oversees the training programme and ensures that programmes are being carried out correctly.
- Class teachers receive training relevant to the needs of pupils in their class.
- Whole staff training has been received from specialists who work with the school including: The Clifford Centre (Behaviour Support Unit), Educational Psychology and The Communication and Language Team.
- Class teachers and the Learning Support Team receive regular training and updates from the SENDCO. In recent years our Learning Support Team or individuals within that team have received training related to: ASD and Attachment Identification and Support; supporting pupils in mathematics; supporting pupils with dyslexic traits; an introduction to Teaching for Neurodiversity; Supporting Children with Autism and Visual Communication; Identifying and Supporting Pupils with Anxiety.
- The majority of our LSA team are First Aid trained.
- Where appropriate, staff receive 'Moving and Handling' training to meet the needs of individual pupils.

MANAGEMENT AND STORAGE OF PUPIL INFORMATION

Confidential documents relating to the support of pupils on the SEND Register are kept in a locked cabinet. On transition these documents are passed to the receiving school. The SEND Register identifies the CYP needs, provision, external agency involvement, progress made and the date SEND Support commenced and ceased. This record will be kept by the school until the CYP is 22 years of age as per the current School Records Retention Schedule outlined by Hampshire County Council.

COMPLAINTS

It is the hope that if pupils or parents are unhappy about the level or quality of support being received that they would approach the class teacher or the SENDCO in the first instance. If the complaint cannot be resolved then parents should follow the school complaints procedure as detailed on the school website.

<http://www.orchardjunior.com/policies>

APPENDIX A: LINKS TO SUPPORTING SCHOOL POLICIES AND INFORMATION

School Policies can be found by following the link:

<http://www.orchardjunior.com/policies>

APPENDIX B: GLOSSARY OF TERMS

SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Co-ordinator
IEP	Individual Education Plan
CYP	Child / Young Person
EHCP	Education, Health and Care Plan
LSA	Learning Support Assistant
ELSA	Emotional Literacy Support Assistant
SEMH	Social, Emotional and Mental Health
EAL	English as an Additional Language
CAMHS	Child and Adolescent Mental Health Service
PDL	Personal Development Learning
ICT	Information and Communications Technology
DfE	Department for Education
TPA	Transition Partnership Agreement
PAN	Published Admission Number

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