

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

### Legal Status:

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations 2014 in force from 5<sup>th</sup> January 2015
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE and Dept. of Health: January 2015).

### Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), including those outside of the normal school hours;
- all staff (teaching and support staff), the proprietor, pupils on placement and volunteers working in the school.

### Other Related Documents Include:

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- Gifted and Talented
- English as an Additional Language Policy

### Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request a copy may be obtained from the School Office.

### Special Educational Needs Coordinator (SENDCo)

The Special Educational Needs Coordinator for the whole school is: Mrs A Burton

### Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headmistress. . The Proprietor (who is also the Headmistress) undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: January 2017

Mrs. A. R. Burton  
Headmistress and Proprietor

### **Definition of special educational needs**

Under section 20 of the Children and Families Act 2014, children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Pupils have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools; OR
- are under compulsory school age and are likely to fall within the definition above when of compulsory school age (or would so do if special educational provision was not made for them).

Children do not have a learning difficulty or disability, within the legal definition, solely because the language or form of language of their home is different from the language in which they will be taught

### **Special educational provision means**

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools in England;
- for children under two, educational provision of any kind.

### **Admissions for pupils with Disabilities, SEN and Learning Difficulties**

It is the policy of Orchard School that pupils who have been accepted into the school will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an inclusive school being determined to meet the needs of all our pupils.

### **Interpretation**

A pupil has special educational needs if they have a learning requirement that is significantly different from the majority of pupils of the same age. Pupils who might require additional support at Orchard School include:

- pupils with specific learning differences e.g. dyslexia, dyspraxia
- pupils with emotional and behavioural difficulties
- the gifted and talented
- pupils with hearing and/or visual impairment
- pupils with specific physical and medical conditions

### **Principles**

The school aims to identify pupils with Specific Learning Difficulties at the earliest opportunity and offer appropriate provision. Orchard School seeks to offer pupils with Specific Learning Difficulties full access to a broad and balanced curriculum. There is a whole school approach, which involves all staff, in supporting pupils with Specific Learning Difficulties. All school staff are made aware of each pupil's needs at staff meetings and through information and documents sharing including Education Health Care Plan (EHCPs) and provision plans. All staff have a responsibility to differentiate lessons to cater for individual learning needs.

Parents / guardians and pupils will be involved fully in the process of the planning and delivery of support.

### **Aims and Objectives**

Orchard Schools' Special Educational Needs policy provides a framework for the provision of teaching and support for pupils with learning difficulties. The framework refers to entitlement, access and partnership. Although we aim to make provision for identified Special Educational Needs, it may not always be possible to do so within the school's resources. In such cases the Headmistress and the pupil's parents would be informed. Where a concern has been raised, any special needs or disabilities

will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the pupil, including parents/carers, teachers and other professionals. The pupil's views will also be sought.

The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of pupils are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs and to provide opportunities for staff development;
- to enable all pupils to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their pupil's education;
- to ensure that our pupils have a voice in this process.
- fulfil statutory requirements in administering the correct procedures for pupils with Education and Health Care Plans and provide a 'safe environment' for pupils in crisis and
- plan for smooth transition from EYFS, KS1 and KS2

In order to meet these aims, our objectives are:

- to ensure pupils with learning needs are identified as early as possible by organising, monitoring and reviewing assessments for individual diagnostic purposes so that information can be used to inform teaching;
- to assess the pupil to identify specific areas of difficulty;
- to ensure all school staff are aware of the pupil's needs and are able to meet those needs within the school setting;
- to ensure pupils' records include information relating to their individual needs, interventions and outcomes;
- to assist staff in modifying curriculum to meet the pupil's needs within the classroom and provide INSET programme;
- to ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her disability
- to work in partnership with parents, guardians and the pupil themselves in providing appropriate support and advice.

### **Admission Arrangements**

The school's selection policy is described in its admissions procedure. Applications from all who have the ability and aptitude to access an academic curriculum are welcome. However, parents of children with physical disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the school before they formally apply

Pupils entering the school from Years 1 - 4 will normally have an English and Maths assessment and a generalised discussion with the Headmistress (SENDCo) or Deputy Head. If a pupil has already been identified as having learning needs, relevant reports should be brought to the family interview. Pupils are admitted to the school at the discretion of the Headmistress. Pupils with additional needs will be admitted if the school can offer appropriate support. However, every effort will be made to accommodate a pupil with Learning Needs.

### **Special Educational Needs Co-ordinator (SENDCo)**

The Headmistress has the role as Orchard School's SEN co-ordinator (SENDCO). Working closely with staff she plays a key role in determining the strategic development of the SEN policy and provision in the school in order to cater for the individual needs of pupils with SEN. She will liaise closely with the

pupil's teaching staff, family and where appropriate, with external agencies. The Headmistress attends regular external training in order to remain current with her duties as SENDCO.

### **SEND Leaders and Learning Support Assistants (LSA)**

At Orchard School, we have a SEND team, which consists of 1 Nursery staff member, 1 Reception staff member, 1 KS1 staff member and 1 KS2 staff member. We also have a LSA who is timetabled termly to work with various pupils either individually or in the classroom. As part of inclusion we believe that pupils should receive assistance with their peers within their classrooms, therefore as much as possible the majority of our pupils receive assistance during normal lesson times within their normal classroom setting in order that they can access the curriculum along with the rest of their class.

The role of the SEND team will involve:

- overseeing the records for all pupils with special educational needs;
- maintaining the school's SEND and EAL lists;
- liaising with and advising fellow staff;
- liaising with parents of pupils with special educational needs;
- working with external agencies, professionals and specialist tutors as appropriate;
- monitoring Individual Educational Plans, as and when required;
- supporting staff in developing strategies to meet effectively the learning needs of all pupils at The Orchard School.

### **Inclusion and SEND in the Early Years Foundation Stage (EYFS)**

At Orchard School EYFS we believe that all our children matter. We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the foundation stage. Some children progress beyond this point. For these children we differentiate within the classroom in order to stretch them, where necessary planning more advanced activities which build upon and advance the work that the rest of the class is completing.

At Orchard School, we are aware that some children may not progress at the expected rate as outlined in the document 'Development Matters in the EYFS' (Early Education, 2012). We identify those children who do not meet these developmental milestones through a range of methods, including:

- Information from parents
- Information/records from Playgroups/Nurseries/Pre-Schools
- Information from outside agencies
- On-going teacher observations
- Foundation Stage Profile
- Annual school reports

Those children who may need additional help to meet the Early Learning Goals are largely supported in the EYFS through in-class strategies that are implemented by the class teacher. These may include:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing extra time/ 1:1 activities with the class teacher or teaching assistant that focus on key areas for development.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;

- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources and activities which meet as many of the seven areas of learning as possible: this allows children with different learning styles to engage to their fullest potential;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.

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### **Identification of Pupils with Special Educational Needs and Disabilities**

Identification can be:

- On entry when specific needs are identified and recorded as part of the entrance/transition process;
- By staff recognition of a pupil whom they perceive as having difficulties or specific needs in their particular curriculum area;
- By staff referring a pupil who is experiencing emotional/behavioural problems;
- Through discussion with external professionals e.g. doctors, counsellors etc.;
- Through concern expressed by parents.

### **Provision for Learning Needs**

Once a pupil's difficulties have been identified, appropriate provision is made. Orchard School has made the decision to implement a structure that adheres to the statutory guidance of the **Special educational needs and disability code of practice: 0 to 25 years (July 2014)**.

At Orchard School, the first layer of acknowledgement of identification is termed Step 1. At this stage, a pupil is placed on the SEND list and staff are aware of any adaptations / differentiation that needs to take place in the classroom. Pupils who are at Step 1 will not be receiving any additional support outside of what they would normally receive in the classroom. The register is updated every term and pupils can be taken off, kept on or moved to Step 2 (the next stage) as is seen appropriate. Early identification is very important and the SEND List will often highlight a pupil's difficulties in the initial stages. If a pupil is receiving extra support, then he/she will be considered as being at Step 2. Step 2 means the pupil will be receiving a form of intervention programme or support that would not otherwise take place in the classroom. In the event that Step 2 does not enable the pupil to make satisfactory progress the SENDCo or SEND team leader may need to seek advice from external agencies. Pupils receiving support other than what is offered within the school are considered as Step 3. This often takes the format of external 1:1 support lessons in an area of difficulty. Usually, this service is provided by the parents.

At Step 1 pupils are usually assessed 'in-house' by the teacher or SEND team leader. If a pupil is moved onto Step 2 parents may seek an Educational Psychologist's Report. Teachers are responsible for tracking each pupil's progress in Literacy and/or Numeracy throughout their time at Orchard School.

### **Education Health Care Plan**

A pupil receiving extra support at Step 2 or 1:1 support at Step 3 will have an Education Health Care Plan (EHCP) written for them. This is written for pupils at Step 2 and 3 and for pupils with statements of SEND. These are written and reviewed at each term and are written in collaboration with teachers, pupils and parents. EHCP's generally focus on three or four individual targets and information on how these targets will be worked on and with whom. The EHCP is distributed to the teachers involved in the pupil's learning and parents of the pupil as soon as they are written and have been agreed by all parties. Care will be taken to avoid the four most common weaknesses in EHCP's which are:-

- imprecise terminology (with frequent use of phrases such as 'improved reading', 'increased confidence', 'improved self-esteem');
- failure to indicate which teachers and subjects would be involved;
- lack of pupil involvement;
- failure to link them with other areas of assessment and recording procedures in the school.

The five most frequent strengths in EHCP's are:

- based on sound knowledge of the pupil;
- taking account of pupil's strengths and interests;
- stating realistic time scales;
- linked to resources in school;
- involving parents at some stage (either in their setting and/or review).

### **Timetabling**

The amount and type of support offered to a pupil is dependent on need. Orchard School believes that pupils will not be withdrawn from lessons unless it is necessary to do so. Orchard School believes that pupils with additional needs should spend as much time as possible in the classroom with the most effective teachers and that removal from class should be avoided wherever possible. We believe that all subjects are important to the pupil's development and that every pupil is entitled to a broad and balanced curriculum. Therefore, timetabled lessons should not be sacrificed for support unless entirely necessary.

When a pupil needs to be withdrawn for learning support, every effort is made to ensure that a pupil does not miss core curriculum subjects. Their individual strengths are also taken into account in addition to the advice of staff members and parental requests. Some pupils are withdrawn from a particular lesson in order to ensure extra support is given for English and Maths as appropriate.

### **Able Pupils**

Occasionally a pupil will stand out from their peers as having exceptional abilities. If the need is considered very different from their peer group, the pupil has special needs. In most cases these special abilities can be nurtured within the classroom by differentiation of the curriculum.

### **Emotional and Behavioural Difficulties**

Orchard School caters for pupils with mild emotional and behavioural difficulties primarily through effective pastoral care. The school also provides additional support through our counsellor Mrs Burton, Headmistress.

### **Access to the Curriculum**

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;

- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Education Health Care Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success. We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We regularly give the pupils opportunity to work in small groups or in a one-to-one situation within the classroom.

### **Partnership with parents**

Orchard School works closely with parents in the support of those pupils with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The Home-School Agreement (Terms and Conditions) is central to this. Parents have much to contribute to our support for pupils with special educational needs.

Teachers have meetings to share the progress of special needs pupils with their parents. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs.

### **Pupil Participation**

In our school, we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages. Pupils are involved at an appropriate level in setting targets in their EHCP's and in the termly HCEP review meetings. Pupils are encouraged to make judgements about their own performance against their HCEP targets. We recognise success here as we do in any other aspect of school life.

### **Pupils with Statements and Carers**

Pupils with statements from their local authorities who are suited to the school's educational offer are welcome. If a pupil with a statement requires their dedicated carer in school, for example, to assist with personal care, writing, etc. this can be accommodated provided that the carer has an enhanced DBS check arranged by the school and complies with the child protection regime in force at the time. The school would require a carer (like a new member of staff) to sign a written agreement undertaking to comply with the school's child protection policies and to attend the child protection induction briefing that is given to all new members of staff before working unsupervised on site. A pupil's dedicated carer is not a school employee and the pupil's parents would be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child.

### **English as a Second Language**

The school may recommend that some children, whose first language at home is not English, receive tuition in English as an additional language.

### **Staff Training**

Teaching and support staff have training on working with SEN and disabilities by the SENDCO. This training focuses on helping each child to reach their maximum potential, the appropriate adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the school to the greatest extent possible.

The school trains its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of gifted and talented pupils). The SENDCO liaises with the

teaching staff about the most appropriate means of meeting the needs of pupils with SEN and learning difficulties. The SENDCO has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in assessments.

### **School Behaviour and Discipline**

The school takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils, from the youngest in the nursery upwards are taught that victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a disabled pupil, or a pupil with SEN or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage. Teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the school has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

### **Monitoring**

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

### **Complaints**

The school naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is available from the school office for any parent who wishes to use it. Additionally, all parents of children with SEN or disabilities have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has received unfavourable treatment.

### **Disability Discrimination Act**

The whole raison d'être of Orchard School is whenever possible to provide for pupils who have a disability - albeit a hidden one - and to enable them to realise their potential. We would always consider admitting any pupil - no matter what accompanying disabilities they have providing we are confident that they are able to access the curriculum and we are able to meet their special educational needs. In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical handicap.