Orchard Lea Federation

Every Child, Every day

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Date agreed: September 2025

Date for renewal: September 2026

Vision

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

Our aims are that:

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

Our Objectives are:

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

Definition

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is **additional to, or different from** that made generally for other children or young people of the same age by mainstream schools.

Disability

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

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

Children **must not** be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

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

- Attendance and Punctuality.
- Health and Welfare.
- EAL.
- Being in receipt of Pupil Premium funding.
- Being a Looked After Child.
- Being a child of a service parent.

How we meet these objectives

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

These plans may include information about:

- Individual programmes of work.
- Individual targets where appropriate.
- Review dates, findings and decisions.
- Parental involvement in and support for the plans.
- Arrangements for pupil involvement.
- How advice from external agencies is being implemented.

There are four broad areas of special educational need:

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

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

Identification, assessment and provision

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

Identification

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

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

Implementation

The SENDCO will:

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

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

The Governing Body will:

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

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offe.r
- Do all it can to make sure that every pupil with SEND gets the support they need.
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- Inform parents when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for pupils with SEND.

- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of pupils with SEND.

The SEND link governor

The SEND link governor is Nicola Coles.

The SEND governor will:

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

Class teachers:

Each class teacher is responsible for:

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

Parents or Carers

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

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

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

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

The pupil

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

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

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

Monitoring Children's progress

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

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

Recording

Early Year's on entry assessment in Year R is used as an initial form of assessment together with information gained from pre-school, to identify children who may require additional learning support at the earliest possible opportunity. Following the initial on entry assessment, the statements within all areas of learning are used to track the progress of children through Year R until they reach the Early Learning Goals.

Individual Education Plans are records of the short-term targets that have been set and worked towards for individual children and the support that has been implemented for them. Plans are continually monitored and targets extended/amended as appropriate. They are reviewed fully each milestone by the Class Teacher, with support from an LSA and the SENDCO when needed. They are working documents. If a target is not achieved, the reasons for this will be

discussed. The target may then be adapted into smaller steps or a different approach may be tried to ensure that the child does make progress.

Stages of Learning Support

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

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

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

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

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

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

If a pupil is joining the school, and:

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

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and involving pupils and parents

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

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

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

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

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

The graduated approach to SEND support

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

1. **Assess**

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

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

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

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

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

3. **Do**

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

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

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

4. **Review**

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

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

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

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

Levels of support

School-based SEND provision

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

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

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

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

On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEND provision

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

Provision / action that is additional to or different from that available to all, will be recorded on the child's plans. This will be written by the class teacher alongside the Special Educational Needs Co-ordinator and LSAs, pupils, parents and carers. It may also involve consultation and advice from external agencies such as: Child and Adolescent Mental Health Services, Speech and Language, Communication and Interaction team or Educational Psychology.

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

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

The school's level of provision is decided by several members of staff- Special Educational Needs Co-ordinator, class teachers, Learning Support Assistants and Senior Management where appropriate. There is a link to the Hampshire's Local Offer on the SEND information report.

School use an Entry and Exit criteria checklist to assess when pupils are added to, or removed from the SEND register.

Nature of intervention

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

- Different learning materials or special equipment.
- Small group and/or individual support.
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

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

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

Annual reviews of EHCPs

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

External Agencies

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

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

The Disability Discrimination Act in Schools

Statement from Hampshire County Council:

This school is fully committed to the following statement and will make all reasonable arrangements to provide inclusive education and services for all those involved with the school. (See also our Accessibility Plan and Equalities Objectives).

As a major part of Equal Opportunities legislation the Disability Discrimination Act (1999) in schools means that it is unlawful to discriminate against a disabled person for a reason connected with their disability. Discrimination occurs when any person in or connected with the school is treated less favourably than someone else.

For all schools the areas of the Act that are most relevant are related to employment, the provision of services through education to children and their parents/carers, and the school's use as a community building. Schools must also make "reasonable adjustments" to recruitment practices, to policies and procedures and to buildings to ensure that they do not discriminate in the way they are implemented. To ensure full access to the services offered schools must also provide auxiliary aids, e.g. information in different formats if the communication need of the parent/carer or the child requires this.

Where physical barriers prevent people from accessing the services of the school the service should be provided by another reasonable means. From 2004 steps need to be taken to remove physical barriers to education in all schools.

Staff development

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

Admission and accessibility arrangements

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

Evaluating the effectiveness of the policy

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

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

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

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

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

Monitoring the policy

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

It will be approved by the full governing board.

Links with other policies

This policy needs to be read in conjunction with:

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

SEN information report

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

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

Complaints

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

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