



ORCHARD HOUSE
SCHOOL

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**SPECIAL EDUCATIONAL
NEEDS AND DISABILITIES
POLICY, INCLUDING
ARRANGEMENTS FOR
EHC PLANS**

SEPTEMBER 2024

ORCHARD HOUSE SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Introduction

The Special Needs Policy at Orchard House School follows the requirements of The Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the 0-25 Special Educational Needs and Disability Code of Practice. It is reviewed bi-annually.

The SEND code of practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. It also contains advice and guidance concerning the Equality Act. This policy falls in line with the school's policies on Equal Opportunities and Inclusion.

Orchard House School participates in the the Local Authority Nursery Education Grant and pupils in EYFS may be in receipt of funding.

Mission statement

It is our mission to ensure the inclusion and equality of opportunity for all children to meet their full potential irrespective of special needs or disability.

Special Educational Provision

Aims

- To identify as early as possible children's difficulties
- To recognise that certain children have difficulties which call for special educational provision
- To give every child with special educational needs the greatest possible access to the broad and balanced school curriculum
- To work in partnership with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress. We will also seek the views of parents when establishing support and reviewing it for their child.
- To enable children to feel successful with their learning and develop their self-esteem and self confidence

- To make high quality provision to meet the needs of all children with SEND
- To monitor and assess children's progress regularly
- To create a school environment where pupils feel safe to voice their opinions of their own needs.

Definition of Special Educational Needs

The following definition was taken from the Education Act 1996, Section 312.

A child has *special educational needs* if he or she has a *learning difficulty*, which calls for special educational provision to be made for him or her.

A child has a *learning difficulty* if he or she:

1. Has a significantly greater difficulty in learning than the majority of children of the same age.
2. Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.
3. Is under five and falls within the definitions at 1 or 2 above or would do if special educational provisions were not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.

Special educational provision means:

- Educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in school, other than special schools, in the area.

Early Identification and Early Intervention

The head and staff at Orchard House School aim to maintain a child's self-esteem at all times and to help every child develop to the very best of his or her abilities. In order to achieve this, the parents of any pupil who is encountering difficulties are invited to the school to discuss the problem with the child's teacher and/or the head. Their cooperation and support are welcomed from the very earliest stages. Orchard House School aims for early identification and early intervention of any learning difficulty.

Observation and Monitoring

From the time each pupil enters the school, routine observation and monitoring of pupils by the teacher is a priority. We aim in this way to detect early on children who may have potential problems with their academic, physical, emotional or behavioural development.

Identifying Special Educational Needs

Also see Assessment, recording and Reporting policy

Staff meetings, briefings and Key Stage meetings are held throughout the term to enable effective communication between the head, Head of Learning Support, SENDCOs and class teachers. Any concerns regarding pupils can be discussed. To assist the process of identification of special needs, the school uses formative and summative assessments in each year group. Standardised spelling, reading and maths tests are carried out with each year group each term as well as unsupported writing assessments. (See Assessment, Recording and Reporting Policy)

Nursery and Reception, follow the statutory framework for children aged 3-5 years. This includes following the safeguarding (See Safeguarding policy) and welfare requirements of the EYFS and the learning and development requirements. It is also the duty of all adults working with the children to promote equality of opportunity.

Foundation Stage profiles, PIPS and ASPECTS assessments on entry and on exit will be used to record the progress and development of each child in the Nursery and Reception classes. Any child with emerging difficulties at this stage will be highlighted, brought to the attention of the head, head of Learning Support and SENDCO. At the end of the EYFS profile scores are submitted to the London Borough of Ealing and shared with Key Stage 1 teachers in preparation for transition into Form 1.

EYFS and SEND

The Orchard House Early Years setting receives funding from the local authority. The staff have regard for the SEND Code 2014.

- They should plan for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.
- They should have a clear approach to identifying and responding to SEND.
- In addition to formal assessment there should be monitoring and review of progress.

- The staff must ensure that if a child appears to be behind expected levels a methodology is outlined in the SEND Code 2014 for gathering information and seeking “Early help” (see Working Together), if appropriate.
- They must then follow the cycle of action – assess/plan/do/review, as set out in the SEND Code 2014, is used to create a graduated response to needs.
- They must follow the guidelines, which are given for seeking external help of specialists or requesting an EHC assessment.
- Decisions to involve external specialists should be taken in discussion with parents and parents should be informed if their child is receiving SEN support.

Transferring to SEND Support in the early years

The head , head of Learning Support and the SENDCo:

- will ensure early years staff are aware of the changes and recognise their responsibilities for identifying and supporting children with SEND
- review their core teaching and wider policies so that all early year’s staff are meeting the requirements of the SEND Code 2014
- identify and deliver any training needed by staff
- engage with their LA in relation to relevant changes, such as the development of the local offer and the implications of personal budgets
- review children on the former registers for Early Years Action and Early Years Action Plus to put in place SEND Support. This will include setting clear targets for progress, agreeing with parents what support should be provided and tracking how it is working. Most of these children will have transferred to the SEND Support category by the spring term, with all pupils moving to SEND Support by the autumn term
- continue to put children, young people and parents at the centre of decision-making, including making sure parents are fully informed and involved with how their children are progressing.

Identification Procedures

The school uses a staged process for the identification and remediation of special needs. If any member of staff has cause for concern about a child, the following procedure should be followed.

Initial Concerns

- Any staff member can raise an initial concern, but the class teacher takes overall responsibility for ensuring that these concerns are followed up.
- If a member of staff has cause for concern about a child, he or she must raise these concerns with the child's class teacher. The teacher must then notify the relevant SENDCO and complete the **concerns form**, which is located under IEPs on the School Shared File, Faculty, on Google Drive. This form requires detail of area of concern, examples of work or evidence or recording of incidents, and whether it has been raised with other staff as well, or with the child's parents.
- The SENDCO will analyse recent data and work with the child's teacher. At this stage the school may advise running some screening assessments with the child such as the Dyslexia Portfolio. The SENDCO may also suggest other internal assessments to identify a child's area of difficulty.
- If appropriate, advice will be sought from external professionals who work in school such as the SaLT (speech and language therapist) and the OT (occupational therapist.)
- When a teacher highlights a child as a cause for concern, he/she must then incorporate specific activities into lesson plans to address the issues raised. Samples of work must be kept as evidence of approaches used to support the child in class and the progress made. The SENDCO is available to help with resources/teaching strategies if required to do so. For example, the class teacher and SENDCO may decide that the child would benefit from an intervention programme at this stage.
- The child will be reviewed at least half-termly with the SENDCO and the class teacher/specialist teacher.
- Parents will be informed by the class teacher of the concerns and suggestions for home-school support will be discussed, if appropriate.
- Children who are deemed in need of individual attention, or where their difficulties cause ongoing and persistent concern are placed on the school's Register of Special Educational Needs.
- The teacher or SENDCO will make necessary arrangements for school trips or examinations, taking account the individual SEN needs of the child.
- The class teacher and possibly specialist teacher in conjunction with the SENDCO will draw up an IEP (Individual Education Plan) to make

appropriate provision for the child. The IEP will show SMART (specific, measurable, attainable, realistic, time bound targets), highlighting strengths and weaknesses, teaching strategies and resources.

- When a pupil meets their target, this will be noted and dated on the IEP and a new target will be set. The IEP is reviewed at least termly, or as targets are met.
- Parents are informed of the appropriate targets, strategies and resources to be used. Decisions to involve external specialists must never be taken without first discussing this with the child's parents. Children should also be aware of their own targets.
- Teacher planning should reflect the IEP.
- If 1:1 teaching is offered permission to remove a child from a core subject for 1:1 support must be obtained from the head prior to the commencement of lessons.
- Teaching by external specialists (SLT, OT, dyslexia) will incur a charge. Parents must be informed verbally in a meeting and then the office will write to confirm details of timings and costs.
- 1-1 teachers will work closely with class teachers and the SENDCO to deliver IEP targets.
- 1-1 teachers will provide parents with a short written report in the Autumn and Spring term, and a long report at the end of the Summer term, detailing learning objectives and the pupil's progress. The 1-1 staff will offer a termly meeting with parents.
- A child's targets and progress are monitored and reviewed termly by the learning support teacher and class or specialist teacher. As a result of this discussion, the child may remain at this level of support or may be removed from the SEN Register, as appropriate, given the progress made. The Head and parents will be fully involved in any decision to alter the level of support.

Continued concerns

When a child's problems persist, despite the intervention of the class teacher and the support of targets set, further action is necessary. Further assessments may be suggested and intervention will usually involve the assessment of the child by an educational psychologist, speech therapist, occupational therapist or other outside professional.

- The results, and specific recommendations, from these assessments will be used to modify the Individual Education Plan. This will support specialist and classroom teachers' planning across the

curriculum and ensure that teaching is closely matched to the child's needs and learning style.

- All staff working with children who have reached this stage on the register must ensure they have read all the professional reports available to the school and must incorporate this advice into their management and teaching of the child.
- These reports are highly confidential and are stored in the SEN shared folder on Google Drive so that teachers can access them. If a teacher needs to read a printed version, they must ensure that it is locked away in school and not taken off the premises.
- Children who qualify for extra time in exams must use this in internal timed assessments and the teacher should monitor their work to ensure it is being used effectively.
- Children who qualify for laptop access should use this for all lengthy pieces of work in the classroom in order that it becomes their normal way of working in the school setting.
- The teacher responsible for IT should ensure that the child's laptop/IPAD is linked to a school printer and support given to organise work into an appropriate filing system. This should be monitored by the specialist/class teacher to ensure that this is taking place.
- If a child fails to make appropriate progress, despite the intervention by the school, provision in a specialist setting may be considered.

Roles

In order to give every child with special educational needs access to a broad and balanced curriculum, staff support individual special needs requirements in the following ways:

The form teacher

- Identifies pupils giving cause for concern
- Keeps detailed notes of each child's progress
- Liaises with SENDCO and parents and records decisions on contact forms
- Plans differentiated work for children
- Liaises with SENDCO for strategies, structure and plans for pupils at all stages
- Liaises with Learning Support teaching staff and SENDCO to write IEP
- Directs in - class support

SENDCO

- Supports all staff in setting up and maintaining SEN procedures
- Provides 1-1 support for appropriate children
- Co-ordinates all external specialist support such as Speech and language therapists and Occupational Therapists.
- Offers advice and help with the identification of SEN support
- Maintains a current register of children
- Maintains concerns list for each class.
- Discusses with the class teacher the use of appropriate external agencies
- Liaises with the LA SEN departments when necessary
- Monitors the progress and attainment of pupils on the SEND register
- Provides opportunities for in service training on SEND issues
- Purchases appropriate teaching materials to meet the needs of individual pupils
- Maintains a file of reference information on Special Needs

Training in Special Needs

In-service training is recognised as an important element in staff development. There is regular training in aspects of special needs recognition and support, as well as opportunities to attend courses run by reputable universities and institutions. SEN staff will endeavour to be aware of current research and information with regard to Specific Learning Difficulties and to attend relevant training courses/seminars.

The SENDCOs liaise with other professionals within Dukes Education in order to share relevant SEN information and to improve teaching practice and assessment. The school SENDCOs are also members of the IAPS SENDCO group and attend meetings to discuss current SEN issues.

Meetings with Parents

Once a child has been identified with special needs, the relevant SENDCO and the class teacher will liaise with the child's parents to inform them of the learning difficulty and appropriate intervention.

Admissions

When children enter Orchard House School, parents are expected to inform us of any problems their child may have which might affect their ability to learn. These problems may be diverse. They may be connected with speaking and listening, or they may be medical problems or relate to diet or be of a physiological nature. This information is carefully noted, and the children are regularly monitored with the observation procedure that is in place even in the youngest children's classes.

When the school is asked to accept a child, who has specific special educational needs through having a disability, the decision to admit the child is made by the head after careful consideration. A meeting is arranged with the parents in order to ascertain the level of disability and the head then considers carefully whether the school is able, with reasonable adjustments, to give the child access to all areas of the curriculum.

The management of the child's needs has to be balanced against the physical constraints of the building and the level of support that the school can give the child. Where it is felt that the level of disability is such that the child could cope, then there is every chance that the child will be accepted into the school. However, if the head feels that the school will not be able to commit itself fully to educating the child, due to constraints of the building or because the school may not be able to give sufficient individual support to the pupil, then she will explain carefully to the parents the reason leading to her conclusion that Orchard House will not be suitable for their child.

EHC plans

A Local Authority may have concluded that a child with an EHC plan is best educated at Orchard House and may contribute to the fees.

If the school or parents consider a child eligible for an EHC plan, they must submit an application to the Local Authority.

The SENDCO must ensure that the school is making the necessary provisions for the child as defined in the EHC plan, implement strategies where specified and ensure that outside agencies are providing support according to the specification in the EHC plan.

The school has a duty to review the plan yearly with the Local Authority and arrange attendance from the parents and relevant specialists.

The plan must be kept under review and modified if any changes are required to the provision for the child.

The school must appoint and manage a suitable LSA where mandatory.

Conclusion

The school aims at all times within the limits of its resources to institute best practice in the area of Special Needs. It strongly prefers to do this in partnership with the child's parents and, where appropriate, and relevant, specialist staff or outside agencies. To maintain best practice, this policy is regularly reviewed by the staff in forums to aim for constant improvement. Any suggestions that might improve the school's policy in this area are always welcome and will be considered most carefully.