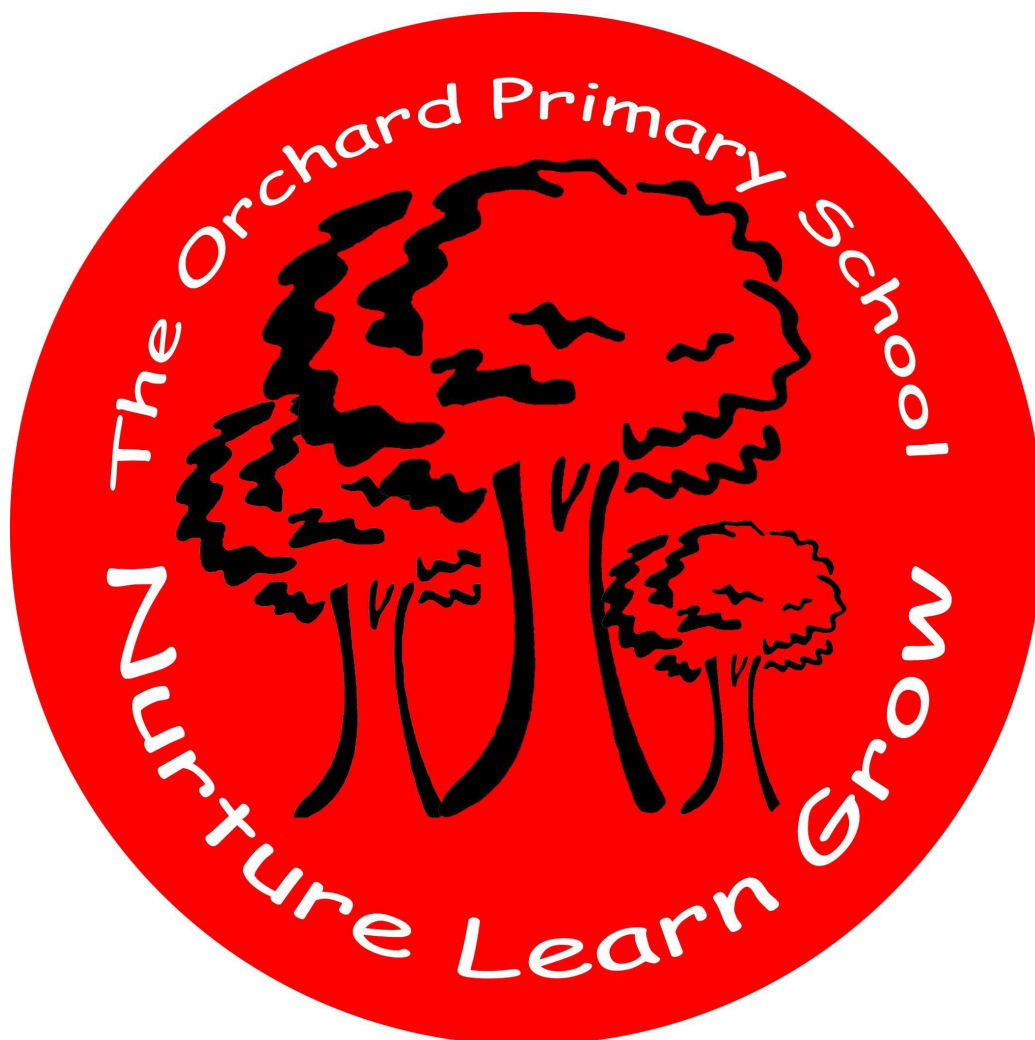


ORCHARD PRIMARY SCHOOL



SEND POLICY SEPTEMBER 2022

Completed by:	Yolande O'Callaghan (Deputy Head – SENCO)
Date to be reviewed:	July 2023
Governing Body:	Curriculum and Community

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1. Vision & Ethos of our school

Special educational needs and disabilities are not labels to define pupils and their ability to flourish personally and academically. We recognise that everyone is different and that our approaches and support must be suitably planned for and be flexible to meet demand effectively and efficiently. We are proud of our inclusive and nurturing approach. We celebrate strengths and the things that make us unique, whilst identifying and targeting areas to improve. At Orchard Primary, we are committed to providing access to a first-class education (Quality First Teaching) for all our pupils, including those with Special Educational Needs and Disabilities (SEND) and other vulnerable groups. All pupils are valued equally, regardless of where their abilities lie. All pupils are entitled to have access to a broad, balanced, and relevant curriculum, which is suitably adapted to meet individual needs in both content and styles of learning. Staff recognise and are committed to fulfilling their responsibility to ensure that every pupil has an equal opportunity to attain good outcomes in their learning, make good progress from starting points and nurture personal development.

At The Orchard Primary School, we believe that the journey through their primary education should be fulfilling, enjoyable, and valuable. We strongly believe that all pupils should come to a school that provides a warm, welcoming environment where the value, respect and self-esteem of individuals are promoted through our commitment to equality of opportunity. The whole school community will ensure that the environment will be stimulating and conducive to learning. There will be clear expectations of behaviour and our aim is for every child to reach their full potential in learning and behaviour through quality provision and adaptive teaching activities. Partnership between all members of the school community is fundamental to achieving all we believe in.

Our core “THE ORCHARD CHILD” virtues underpins our provision for ALL children, including those with additional needs.



2. Aims and Objectives for children with SEND

Our SEND Policy and SEND Information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Positive learning behaviours are encouraged and promoted to enable students to get the best out of each day. We promote high expectations and aspirations from all individuals regardless of any barriers to learning they might have. Everyone is encouraged to contribute positively - to our school, the local community and beyond. Our aim is for individuals to be all-rounded, life-long learners. We believe that this combination enables students to succeed now, in the next phase of their learning and for future success.

We therefore ensure Pupils of all ages and all abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident individuals
- Receive a balanced curriculum in both content and style of delivery which allows pupils to make informed choices as they progress beyond school.
- Be encouraged to achieve their full potential, whatever their abilities.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where pupils feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to manage themselves.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life
- Be taught by outstanding teachers in the belief that every teacher is a teacher of every pupil, including those with SEND
- The SEND Information Report outlines information regarding the ways in which we provide support for all pupils with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

Educational Inclusion - AIM

At Orchard Primary school we aim to offer excellence and choice to all our children whatever their gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important for staff and governors that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with Senior Management, SEND coordinator and individual teachers to ensure all children have equal opportunity to succeed. We have high expectations of all our children and want them to feel that they are a valued part of our school community.

We respect the fact that children:

- Have different educational and emotional needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage and take responsibility for their own behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

We recognise that the majority of our children have skills in languages other than English and that their home languages contribute to the development of their learning. It is acknowledged that children who have English as an additional language (EAL) cover the full spectrum of ability. Where appropriate, children with EAL are assessed by staff from school either in their mother tongue or in English, and appropriate provision is made for them when a need is identified. (EAL policy)

We believe that for most children they learn best with the rest of their class. Our aim is to equip those children with SEND with strategies to be able to work independently, in class, at the cusp of their potential. The aim is to raise the aspirations of and expectations for all pupils with SEN and disabilities with a clear focus on outcomes. Sufficient support is put in place to enable every child to reach their challenging targets, but without developing a learned dependence on an adult. Teachers aim to spend time each week working with all children with SEND, individually or as part of a group.

We endeavour to:

- Identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- Create an environment that meets the special educational needs of each child
- Ensure that the special educational needs of children are identified, assessed and provided for and regularly reviewed
- Ensure that every child experiences success in their learning and achieves to the highest possible standard
- Enable all children to participate in lessons fully and effectively
- Value and encourage the contribution of all children to the life of the school
- Inform and involve parents as soon as possible when there is a barrier to learning identified, and to encourage them to take an active role in their child's development
- Identify the roles and responsibilities of staff in providing for children's special educational, medical and disability needs (Medical Policy)
- Work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- Work closely with external support agencies, where appropriate, to support the needs of individual pupils
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- Regularly assess the progress and ability level of all children using the school's tracking and assessment procedures, particularly those with SEND needs

3. LEGISLATION AND GUIDANCE:

SPECIAL EDUCATIONAL NEED AND DISABILITY

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

- Equality Act 2010: advice for schools DfE (May 2014)
- SEND Code of Practice 0 – 25 (2014, updated 30 April 2020)
- Schools SEN Information Report Regulations (2014, updated 5 September 2022)
- Statutory Guidance on Supporting pupils at school with medical conditions (1 Sept 2014)
- The National Curriculum in England Key Stage 1 & 2 framework (September 2013, updated May 2015)
- Statutory framework for the early years' foundation stage (3 September 2021)
- Teachers Standards (September 2012, updated 13 December 2021)
- Alternative provision (January 2013, updated 27 June 2016)
- Keeping children safe in Education (1 Sept 2022)

The Orchard Primary is an inclusive school that provides a warm, welcoming environment where the value, respect and self-esteem of individuals are promoted through our commitment to equality of opportunity. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of statutory guidance and our own safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to safeguarding, behaviour, anti-bullying, medical, marking and feedback, assessment and curriculum policies.

This school provides a broad and balanced curriculum for all children. The National Curriculum is used as the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges, and respond to children's diverse learning needs.

Some children may need additional or different help from that given to other children of the same age in order to make appropriate progress and fulfil their potential. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs take account of the type and extent of the difficulty experienced by the child.

Inquiries about an individual child's progress should be addressed at first to the class teacher since they will be the person who knows the child best. Other enquiries can be addressed to Yolande O'Callaghan – Deputy Head (SENCO) Please make an appointment with the school office if you wish to speak to the SENCO.

*In Orchard School we believe every teacher is a teacher
of every child including those with SEND.*

Before any child receives Specialised Support, Orchard Primary School endeavours to provide Quality First Teaching (QFT) for all children. According to the archived Department for Children and Schools guidance on personalised learning, quality first teaching (QFT) aims to engage and support the learning of all children and young people in an inclusive and cohesive way, and places a strong focus on pupil participation in learning.

QFT at Orchard Primary School Is achieved through consistently focusing on:

- Highly focused lessons designed with clear outcomes for all
- High demands for pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of questioning, modelling and explaining on the part of the teacher
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both Individually, in pairs and in groups
- An expectation that pupils will accept responsibility for their own learning and work
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Regular meetings with pupils to celebrate successes and to set new targets (Feedback time, Focussed Improvement time & Assertive mentoring meetings)

CODE OF PRACTICE: (Updated April 2020)

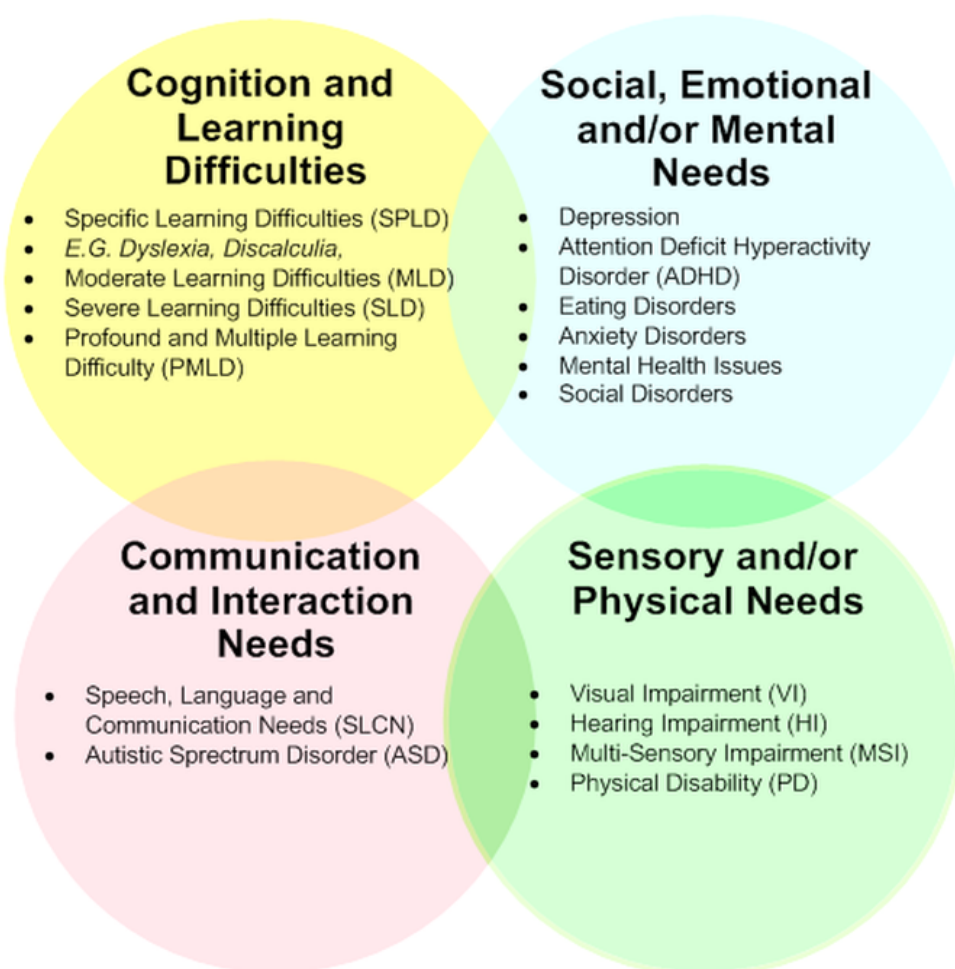
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. It is a set of guidelines that the DfE say local authorities and schools should follow. It is not a legal document, but it does contain legal requirements and statutory guidelines as set out in the Children and Families Act 2014, the Equality Act 2010, and the Special Educational Needs and Disability Regulations 2014.

The current code of practice was introduced in 2015 following a few revisions and additions to the Code of Practice 2014 and again updated in April 2020 with the DfE releasing their SEND risk assessment guidance in response to the coronavirus (COVID-19) outbreak.

4. The Four Broad Categories of Needs

A child or young person will always be categorised by these areas of need on their Learning Support Plan. The child may be included into more than one area and their LSP will show strategies for how to support each of these needs.



We have children in all these categories of SEN.

Communication and Interaction needs:

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use of social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children who is on the Autistic Spectrum, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Children with sensory needs may experience discomfort or become overwhelmed when there are extremes of noise, temperature or smell, or when they are forced into situations such as crowded places.

At Orchard school we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is ***‘additional to and different from’*** that is provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

- We are working closely with parents and children to ensure that we consider the child’s own views and aspirations and the parents’ experience of, and hopes for, their child. Parents are invited to be involved in planning and reviewing SEND provision for their child.
- All children benefit from ‘Quality First Teaching’: this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Children on our SEN register make progress which compares well with the progress made by their peers in school.

Adaptive Teaching

According to Standard 5 of the Teachers’ Standards (DfE, 2011) adaptive teaching is when teachers “adapt teaching to respond to the strengths and needs of all pupils”. Specifically, adaptive teaching requires teachers to:

- ☐ Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- ☐ Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these.
- ☐ Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils’ education at different stages of development.

- Have a clear understanding of the needs of all pupils – including those with SEND, those of high ability, those with English as an additional language – and be able to use and evaluate distinctive teaching approaches to engage and support them.

5. DEFINING SPECIAL EDUCATIONAL NEEDS

A child has Special Educational Needs if:

- *They have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A child of compulsory school age has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *A child has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*
- *For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children of the same age by mainstream schools, maintained nursery schools, or by relevant early years providers.*

From the Code of Practice 2014

6. ROLES AND RESPONSIBILITIES

6.1. SENCO

- *Overseeing the day-to-day operation of the school's SEND policy.*
- *Co-ordinating provision for children with SEND.*
- *Liaising with and advising fellow teachers, including in drawing up of SMART targets*
- *Overseeing the records of all children with SEND.*
- *Where appropriate supporting in meetings with parents*
- *Contributing to the in-service training of staff.*
- *Liaising with local high schools so that support is provided for Year 6 pupils as they prepare to transfer.*
- *Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.*
- *Co-ordinating and developing school-based strategies for the identification and review of children with SEND.*
- *Co-ordinating the provision for and managing the responses to, children's special needs.*
- *Liaising with other SENCO s as appropriate.*

- *Monitoring and evaluating the special educational needs provision and reporting to the Governing Body.*
- *Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs*

6.2 Governing Body

The Governing Body has a statutory responsibility for ensuring that the school responds to pupils' special educational needs in line with the Code of Practice. The Governing Body has a Governor with responsibility for special educational needs who reports back to colleagues, on a termly basis, regarding the special needs provision for pupils within the school.

The SEN governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.3 The headteacher

- work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and /or a disability

6.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any support teachers, teaching assistants, learning support or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensure they follow this SEND policy

7. SEN INFORMATION REPORT (See full report)

7.1 The kinds of SEN that are provided for:

The Orchard Primary school currently provides additional and /or different provision for a range of needs, including:

- Communication and interaction, e.g. Autism spectrum disorder, Speech and Language difficulties
- Cognition and learning, e.g. global delay, dyslexia
- Social, emotional and mental health difficulties, e.g. visual or hearing impairment, processing difficulties, anxieties
- Moderate / severe / profound and multiple difficulties

8. IDENTIFYING CHILDREN WHO NEED SENS **(SEN Support)**

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, their parents / carers will be informed that their child has special educational needs. School staff, in partnership with the relevant external agencies, will identify appropriate provision to meet the child's needs.

Children with SEND are identified through a number of routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings, particularly in reading, writing and mathematics (Key Stage 1 & 2) and the seven areas of learning (Foundation Stage). Where children are identified as “*not making expected progress*” or are “*working at levels significantly below the age expectations*”, in spite of Quality First Teaching and targeted teaching approaches, they are discussed with the SENCO and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - very low attainment levels as identified using end of year/ stage assessments/ statutory tests
- When children are presenting with persistent emotional and / or behavioural difficulties (which have not been managed by behavioural strategies usually employed) they will be discussed with the Senior Leadership Team and outside agencies might be consulted with the permission of the parents.
 - Children who have sensory, physical or medical problems that results in little progress despite provision of appropriate aids or equipment as recommended or suggested by specialist outside agencies, might need additional SEND support.
 - Some children who have poor communication, social or interaction skills and are requiring specific interactions to access learning will be discussed with SENCO. In consultation with the parent a speech therapist might be asked to assess the child and develop a programme of support. In some exceptional cases, in consultation with the parent(s) and class teacher, the SENCO might suggest a cognitive assessment to be carried out by the Educational Psychologist.
 - Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SENS on our SEND register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses.

9.THE GRADUATED APPROACH TO SEN SUPPORT

IDENTIFICATION

Provision for children with special educational needs is a matter for the whole school.

The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important responsibilities to support children with SEND.

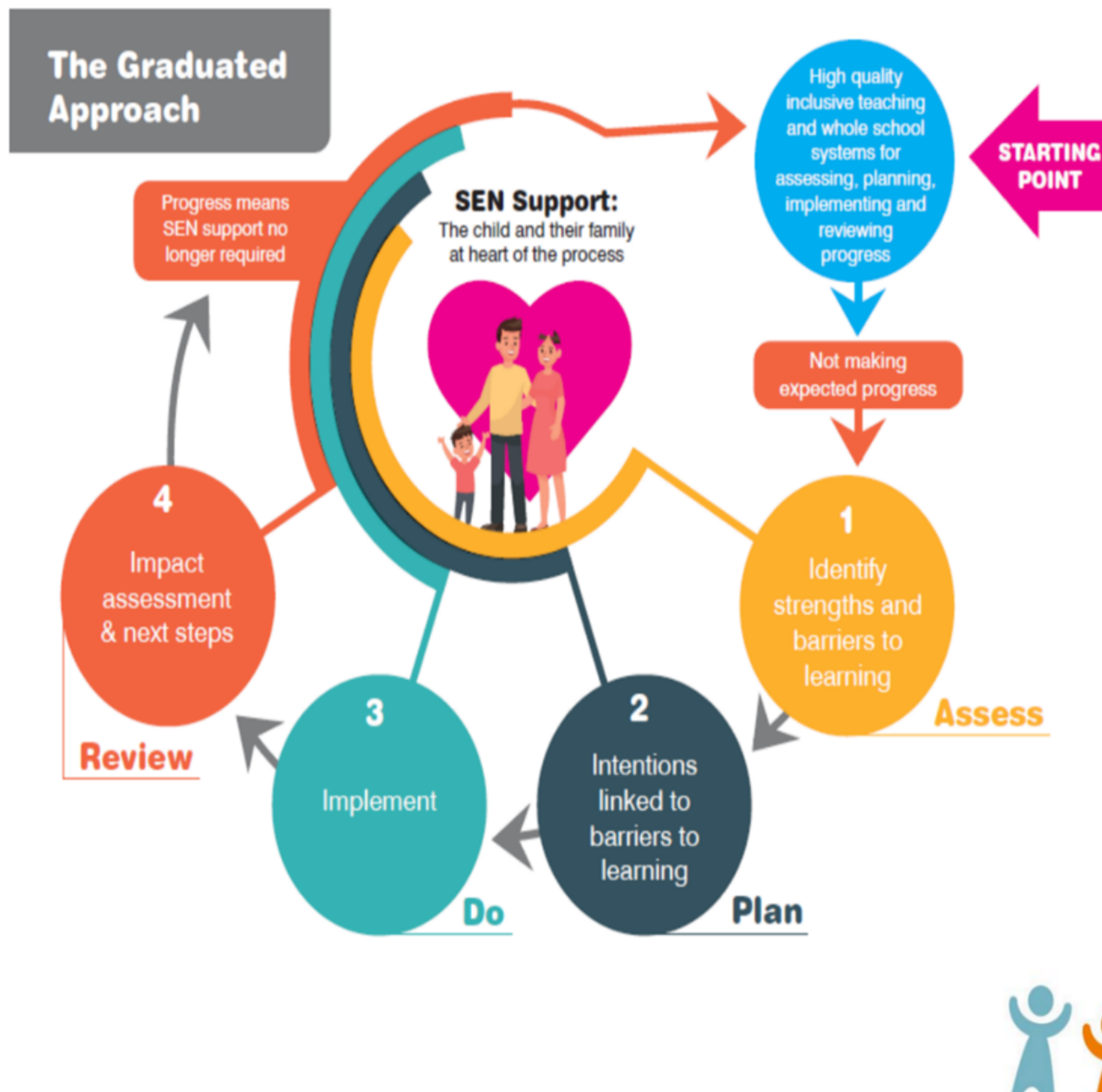
The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years or previous school. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting / previous school and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the difficulties are due to limitations in their command of English or arises from special educational needs.

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (Autumn and Spring terms) or during

informal meetings to discuss their child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEND.



Students who continue to face challenges in their learning, despite receiving Quality First Teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEND support. This SEND support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases.

This is known as the Graduated Approach.

10. ASSESS - PLAN - DO – REVIEW

(Graduated approach – SEN code 2014)

Early identification is vital. The class teacher will consult with parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. As the process continues the class teacher and SENCO assess and monitor the children's progress in line with existing school practices. This is an on-going process. The SENCO will work closely, where appropriate, with parents and teachers to plan an appropriate programme of support.

In order to help children with special educational needs, Orchard applies a graduated response. This may see us using specialist expertise if we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an ISP (Individual Support Plan) for some children and / or review sheet / provision map. If we refer a child for a statutory assessment / Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

- Class teachers use rigorous assessment and tracking procedures to ensure they have a good knowledge of all pupils' abilities and / or needs. Those children with additional needs are catered for through a clearly differentiated curriculum. Teachers may provide children with templates or scaffolding to support their work. Classroom arrangements may also include providing children with specialised equipment (eg. pencil grips, writing slopes), pre-teaching vocabulary / concepts or providing additional adult support (in class or out of class in small groups or 1:1).
- Detailed feedback is given to ensure children understand what they need to achieve and to recognise next steps. Children will be working to achieve individual targets.
- Senior staff and governors monitor the quality of the support given to pupils with special educational needs on a regular basis.
- Class teachers are responsible for the children's learning in their class and will be able to explain what is happening for individual children.
- Extra support, which is additional to and different from the usual classroom experience, is planned for by the class teacher with the guidance or support of the SENCO and / or Specialist

teachers. This additional support may be provided by a teacher, a Teaching Assistant (TA) who has been trained to deliver a specific intervention programme or a Learning Support Assistant (LSA) in a small group or 1:1. This may be in /out of class.

- All additional support is overseen by the SENCO who will meet on a regular basis with teachers and / or support staff to discuss any concerns.
- Targets and progress are discussed with teachers during termly progress meetings with Senior Management (Deputy Heads and / or Assistant Heads).
- Every term pupils in KS1 and KS2 have the opportunity to meet individually with the class teacher to discuss targets and set new objectives. These are shared with parents / carers during parent meetings.
- When a child has an Educational Health Care Plan (EHC), there will be an annual review meeting with parents, SENCO and all staff involved. Pupils' will be asked to review their previous targets and will be involved in setting new targets if at all possible.
- Whenever any outside support is involved, parents might be involved in a consultation meeting and they will be invited when feedback is given by the specialist. A copy of the written report will be given to the parent / carer and any discussions / next steps / strategies agreed. (See SEND Information report)

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out 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 ISP continues to be the responsibility of the class teacher.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on 'Teaching and Learning styles' and brain friendly learning and this has led to members of staff planning lessons that incorporate the different learning styles that children have. Individual Support 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 children experience success. Some children on the special needs register have an Individual Support Plan with individual targets, however others will have a Group Intervention Record with identified targets that will be reviewed at the end of the Intervention.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with Parents

We encourage parents to be involved in their child's learning through on-going dialogue and by valuing their contribution to the process. The home school agreement supports this.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention and share the process of decision making by providing clear information.


Pupil Participation

In our school we encourage children to take responsibility and to make decisions. Children are involved, at an appropriate level, in setting targets for making progress and in the termly review meetings or assertive mentoring meetings, they are able to reflect on their progress. Children are encouraged to make judgements about their own performance against these targets. We recognise success here as we do in any other aspect of school life.

PUPIL PASSPORT

Also known as a one-page-profile, this document captures all the important information about a person on a single sheet of paper under simple headings.

Here is the example we use at The Orchard Primary School:

Pupil Passport - The Orchard Primary School		Teacher: Miss Susan Worthington	
 <p>Andy Brady Date of birth: 2/10/2016 Year: 1 Group: HAZel</p>	<p>What other people like/ admire about me</p> <p>Good problem solving and balance Energetic Persistence Resilience during an appropriate task</p>	<p>Things that are important to me (Including friends, family, objects, etc.)</p> <p>Quiet setting/environment Having a routine and the same key person daily Sensory play (especially water play) Following my set routine - visual timetable</p>	
	<p>Things I am really good at</p> <p>Puzzles, sorting objects, reading and phonics Balancing</p>	<p>How to support me</p> <p>Sensory activities such as sensory circuits - every morning Using visuals and gestures (Makaton/PECs/now & next board/visual timetable) Using simple phrases, words Preparing me for transitions and changes to routine using visuals Bucket Time to increase ability to focus</p>	<p>Things I need some more help with</p> <p>Communicating wants and needs using words Focus and attention Peer interaction Toileting Emotional regulation</p>
<p>When I grow up, I want to</p>			

11. Educational Health and Care Plan (EHCP)

If a child is not making expected progress from their starting point / baseline assessment, despite intervention and support, or when external agencies advise that further action is required, the SENCO or parent may apply for a statutory assessment if the criteria are met. The child then has a multi-professional assessment from the Local Authority (LA) and if deemed appropriate, the LA will issue an Education Health Care Plan (EHCP), previously known as a statement of educational needs.

EHCPs are only issued for high severity cases. Hounslow has very clear criteria that need to be met before an EHCP is issued. If an EHCP is issued, and it is the parents' wish, the School will be consulted to see if the child's needs will be able to be met as stated within the EHCP.

The school will be asked to consider the following when deciding the school is unable to meet expectations:

- if the attendance of the child or young person would be incompatible with the provision of efficient education for others.
- if the attendance of the child or young person would be incompatible with the efficient use of resources.
- if we are unsuitable for the age, ability, aptitude or special educational needs of the child or young person concerned

12. Monitoring and evaluation

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

Other policies to read:

(In conjunction with SEND policy (References):

SEND information report

Safeguarding Policy

Curriculum statement

Marking and feedback policy

Equality policy

EAL policy

Assessment Policy

Accessibility Plan

Appendix A:

- The assess, plan, do, review cycle in practice
- Hounslow EHCP process:
Education, Health and Care plan timescale
- Requesting Involvement from Early Intervention Service flowchart