THE ORCHARD PRIMARY SCHOOL

SEND POLICY

SPRING 2026

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(Considering changes to take effect from September 2029)

Governing Body: Curriculum and Community

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1. AIMS AND OBJECTIVES

At Orchard Primary School we are committed to providing an inclusive education where every child is valued and supported to achieve their full potential. We recognise that every child has unique strengths, needs and aspirations, and aim to remove barriers to learning so that all pupils can participate fully in school life.

This SEND Policy and Information Report aims to:

- Outline how the school identifies, supports and makes provision for pupils with Special Educational Needs and Disabilities (SEND).
- Ensure all pupils have access to a broad and balanced curriculum.
- Promote high expectations and positive outcomes for pupils with SEND.
- Ensure that parents and pupils are fully involved in decisions about support and provision.
- Define the roles and responsibilities of staff in supporting pupils with SEND.
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2. EDUCATIONAL INCLUSION

At Orchard Primary School we are committed to providing an inclusive environment where all pupils have equal access to learning and are supported to achieve their full potential. We strive to offer excellence and choice to all pupils regardless of gender, ethnicity, culture, religion, language, disability, sexual orientation, age, ability or social background. Through regular assessment and collaboration between staff, the SENDCo and parents, we ensure that barriers to learning are identified early and appropriate support is provided.

We recognise that pupils:

- Have different educational and emotional needs.
- Learn at different rates and in different ways.
- May require a range of teaching approaches and experiences.
- May need additional support at different points in their school life.

Teachers support inclusive learning by:

- Providing high-quality, well-structured teaching for all pupils.
- Adapting lessons and resources to meet individual needs.
- Using a variety of teaching strategies and practical learning opportunities.

- Supporting pupils' emotional wellbeing and promoting positive behaviour.
- Encouraging independence and resilience.

We recognise that many pupils speak English as an Additional Language (EAL). Appropriate assessment and support are provided to ensure that language development does not become a barrier to learning.

We believe that most pupils, including those with SEND, learn best alongside their peers in the classroom. Our aim is to support pupils to become confident and independent learners while maintaining high expectations for all.

To support inclusive practice, we aim to:

- Identify and address barriers to learning at an early stage.
- Ensure pupils' needs are identified, assessed and regularly reviewed.
- Enable full participation in lessons and school activities.
- Work in partnership with parents and carers.
- Work collaboratively with external agencies where appropriate.
- Monitor the progress of all pupils, particularly those with SEND.

3. LEGISLATION AND GUIDANCE: SPECIAL EDUCATIONAL NEED AND DISABILITY POLICY

This policy complies with the statutory requirements set out in the **SEND Code of Practice: 0–25 years (2015)** and the **Children and Families Act (2014)**. It has been written with reference to the following legislation and guidance:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (January 2015)
- Equality Act 2010 and Equality Act: Advice for Schools (DfE, 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils with Medical Conditions (2015)
- Teachers' Standards (2012, updated 2021)
- National Curriculum in England (2013)
- Early Years Foundation Stage Statutory Framework (September 2025)
- Alternative Provision Statutory Guidance (2013)

- Keeping Children Safe in Education (2024)
- DfE Diversity and Inclusion Strategy (2018–2025)

These frameworks ensure that pupils with Special Educational Needs and Disabilities (SEND) receive appropriate support and that schools meet their statutory responsibilities. In particular:

- The **Children and Families Act (2014)** introduced a reformed SEND system and Education, Health and Care (EHC) Plans, bringing together education, health and social care support for children and young people aged 0–25
- The **SEND Code of Practice (2015)** provides guidance for schools on identifying, assessing and supporting pupils with SEND through the graduated approach of **ASSESS – PLAN – DO – REVIEW**. It also replaced the previous categories of School Action and School Action Plus with a single category known as **SEN Support**.
- The **Equality Act (2010)** requires schools to ensure that pupils with disabilities are not discriminated against and that reasonable adjustments are made to enable full participation in school life.
- National curriculum and teaching standards guidance emphasise **high-quality teaching and inclusive classroom practice** as the foundation of support for all pupils.

At Orchard Primary School we believe that **every teacher is a teacher of every child**, including those with SEND. High-quality teaching, also known as **Quality First Teaching (QFT)**, forms the first level of support for all pupils. Lessons are carefully planned to meet the diverse learning needs of pupils and to ensure access to a broad and balanced curriculum.

Where pupils require additional support, the school follows the **graduated approach outlined in the SEND Code of Practice**, providing targeted interventions and monitoring progress regularly. SEND provision is planned around the **four broad areas of need** identified in the Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory Needs

At Orchard Primary School we work closely with parents, pupils, governors and external agencies to ensure that provision is carefully planned and reviewed. Safeguarding and pupil wellbeing are central to all SEND practice.

This policy should be read alongside the following school policies and documents:

- SEND Information Report
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Equality Policy
- Accessibility Plan
- Assessment Policy
- Curriculum Policy

4. DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEND)

At Orchard Primary School, a child is considered to have **Special Educational Needs (SEND)** if they have a learning difficulty or disability which calls for **special educational provision** to be made.

A child has a **learning difficulty or disability** if they:

- Have significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability which prevents or hinders them from making use of the educational facilities generally provided for children of the same age.

Special educational provision refers to educational or training provision that is **additional to or different from** that provided for other children of the same age, whether in mainstream schools, maintained nursery schools, or relevant early years settings. This applies to children aged two or above and ensures that all pupils have the support they need to access the curriculum, make progress, and achieve their potential.

This definition is drawn from the **SEND Code of Practice (2015, updated from the Children and Families Act 2014)** and provides the framework for identifying, assessing, and providing for pupils with SEND at The Orchard Primary School.

5. ROLES AND RESPONSIBILITIES

Orchard Primary School recognises that effective SEND provision requires a **whole-school approach**, with clearly defined responsibilities for the SENDCo, Headteacher, governing body, and class teachers.

5.1 THE SENDCO

The **Special Educational Needs Coordinator (SENDCo)** is responsible for the day-to-day management of SEND provision across the school. At Orchard Primary School, the SENDCo is:

Mrs Yolande O'Callaghan, Deputy Headteacher

Key responsibilities include:

- Overseeing the implementation of the SEND policy.
- Coordinating SEND provision in consultation with class teachers and support staff.
- Advising and supporting teachers, including in the creation of SMART targets.
- Maintaining and managing records for all pupils with SEND.
- Liaising with parents and supporting meetings as appropriate.
- Collaborating with external agencies, including local authorities, educational psychologists, health and social services, and voluntary bodies.
- Supporting transitions, particularly for pupils moving to secondary school.
- Monitoring and evaluating the impact of SEND provision and reporting to the governing body.
- Contributing to staff training and development.
- Managing resources, both human and material, to ensure effective provision.
- Coordinating school-based strategies for identifying and reviewing pupils with SEND.
- Collaborating with other SENDCos as required.

5.2 THE GOVERNING BODY

The **Governing Body** has a statutory responsibility to ensure the school meets the needs of pupils with SEND. The **SEND Governor** works with the SENDCo and Headteacher to monitor provision and strategic development.

Responsibilities include:

- Raising awareness of SEND issues within governing body meetings.
- Monitoring the quality and effectiveness of SEND provision across the school.
- Supporting the strategic development of the SEND policy and ensuring statutory compliance.
- Reporting to the full governing body on SEND provision and progress.

5.3 THE HEADTEACHER

The **Headteacher** has overall responsibility for the progress and provision of pupils with SEND.

Key responsibilities include:

- Working with the SENDCo and SEND Governor to develop the strategic direction of SEND provision.
- Ensuring that all statutory requirements for SEND are met.
- Maintaining high expectations for all pupils, including those with SEND.

5.4 CLASS TEACHERS

Every **class teacher** is responsible for the progress and development of all pupils in their class, including those with SEND.

Responsibilities include:

- Delivering high-quality, adaptive teaching to meet individual pupil needs.
- Collaborating with support staff to plan, assess, and deliver interventions.
- Monitoring pupil progress and adjusting provision in consultation with the SENDCo.
- Communicating with parents regarding pupil progress and provision.
- Implementing strategies recommended by the SENDCo or external professionals.
- Ensuring they follow the school's SEND policy and contribute to inclusive practice.

6. IDENTIFYING PUPILS WITH SEND

At Orchard Primary School, all children are recognised as individuals who progress at different rates. A pupil may be identified as having Special Educational Needs and Disabilities (SEND) if they:

- Make less than expected progress despite high-quality teaching and targeted support.
- Have significantly greater difficulty in learning than peers of the same age.
- Have a disability that hinders their access to education.

Identification may arise through:

- Teacher observations and ongoing assessment.
- Monitoring progress in termly Pupil Progress Meetings.
- Concerns raised by parents or carers.
- Information from previous schools, nurseries, or early years settings.
- Advice from external professionals.

Parents are informed at the earliest opportunity and involved in planning support. Children may have needs in **more than one area**, and the school works closely with external specialists where necessary.

7. TYPES OF SEND SUPPORTED

Orchard Primary School provides support for pupils across the **four broad areas of need** identified in the SEND Code of Practice (2015):

COMMUNICATION AND INTERACTION This area of need includes children with Autism and those with Speech, Language and Communication Needs.	**COGNITION AND LEARNING** This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.
SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.	**SENSORY AND / OR PHYSICAL DIFFICULTIES** This area included children with hearing impairment, visual impairment, multi-sensory Impairment and Physical difficulties.

Support is tailored to individual needs to ensure all pupils can participate fully and achieve their potential.

8. THE GRADUATED APPROACH (ASSESS – PLAN – DO – REVIEW)

The school follows the **graduated approach** described in the SEND Code of Practice:

ASSESS	Teachers assess the pupil's strengths, needs, and progress.
PLAN	Appropriate support strategies, interventions, and SMART targets are agreed with pupils and parents.
DO	Support and interventions are delivered by class teachers, teaching assistants, or specialist staff.
REVIEW	Progress is monitored, outcomes evaluated, and provision adjusted where necessary.

This cycle is ongoing to ensure that support remains effective and responsive to changing needs.

9. SEN SUPPORT

Pupils who require additional support beyond high-quality classroom teaching may be placed on the **SEN Support register**.

Provision may include:

- Small group interventions.
- Individual support or specialist programmes.
- Additional adult support within or outside the classroom.
- Use of adaptive resources, differentiated tasks, and scaffolding.

Targets are regularly reviewed with pupils, parents, and staff to ensure progress.

10. EDUCATION, HEALTH AND CARE PLANS (EHCPS)

For pupils with **complex or significant needs**, the parent or school may request a **STATUTORY EDUCATION, HEALTH AND CARE (EHC) NEEDS ASSESSMENT** from the Local Authority.

- If approved, the pupil receives an **EHC Plan** detailing education, health, and social care provision.
- EHCPs are reviewed **annually** with parents, staff, and external professionals.
- Pupils are actively involved in reviewing their targets wherever possible.

11. ACCESS TO THE CURRICULUM AND USE OF EXTERNAL AGENCIES

- All pupils have access to a broad and balanced curriculum, adapted to meet their needs.
- Lessons are planned with **clear learning objectives** and include a variety of teaching strategies to support different learning needs.
- Where necessary, children may work in small groups or one-to-one outside the classroom to maximise learning, without compromising access to the mainstream curriculum.
- External agencies, including educational psychologists, speech and language therapists, occupational therapists, and health professionals, are consulted when additional expertise is needed.

- The school maintains detailed records of interventions, assessments, and strategies, using **Individual Support Plans (ISP)** or **Group Intervention Records** to track progress.

12. PARENTAL INVOLVEMENT

- Parents are consulted at the earliest stage if a SEND concern arises and kept informed throughout the process.
- Regular meetings, including termly progress reviews and annual EHCP reviews, ensure parents are active partners in their child's learning.
- Reports from external specialists are shared with parents, and strategies are agreed collaboratively.

While the school can identify special educational needs and provide appropriate support, we are not able to offer diagnoses.

13. WORKING WITH PARENTS

Orchard Primary School believes that strong partnerships with parents are essential to support pupils with SEND. Parents are actively involved through:

- Termly parent meetings.
- Meetings with the SENDCo.
- Reviews of Individual Support Plans (ISPs).
- Annual reviews of Education, Health and Care Plans (EHCPs).

Parents are encouraged to contact the school at any time with concerns. The school values parental input and keeps them informed about any outside interventions or decisions affecting their child's learning. The Home-School Agreement supports ongoing collaboration.

14. PUPIL PARTICIPATION

Pupils are encouraged to take an active role in decisions about their learning and support.

Opportunities include:

- Setting individual targets.
- Reviewing progress against targets.

- Sharing views on support strategies and interventions.

Children are supported to make judgements about their own progress, recognising achievement and promoting independence.

15. WORKING WITH EXTERNAL AGENCIES

Where additional expertise is needed, the school works with a range of external professionals.

These may include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Specialist Advisory Teachers
- CAMHS (Child and Adolescent Mental Health Services)
- School Nurse

Parental consent is always obtained before any referrals are made.

16. MONITORING AND EVALUATION

The effectiveness of SEND provision is regularly monitored by the SENDCo through:

- Pupil progress data.
- Termly review meetings and Individual Support Plan updates.
- Monitoring the impact of interventions.
- Staff feedback and observations.
- Governor oversight.

Provision is reviewed to ensure pupils make good progress and that support remains appropriate and effective.

17. ACCESSIBILITY

Orchard Primary School is committed to ensuring all pupils can access the curriculum and school facilities. Details of accessibility arrangements are outlined in the **Accessibility Plan**.

18. COMPLAINTS

If parents have concerns about SEND provision, they should:

1. Speak to the class teacher.
2. Speak to the SENDCo.
3. Speak to the Headteacher.

   If concerns remain unresolved, parents may follow the school's formal complaints procedure.

19. MONITORING ARRANGEMENTS

This policy will be reviewed **annually** by the SENDCo in consultation with the governing body to ensure it remains effective and compliant with statutory requirements.

20. RELATED POLICIES

This SEND policy should be read alongside:

- 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: timescales for Education, Health and Care Plans.
- Requesting involvement from Early Intervention Services: flowchart.