

The Orchard School



SEND Policy

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Chair of Governors:

Headteacher :

The Orchard School Special Educational Needs & Disabilities Policy

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (September 2015)

1. Objectives of the Policy

The Orchard School is a Special School for students with Social, Emotional and/or Mental Health Difficulties (SEMH) formerly Behaviour, Emotional and Social difficulties. Every student in the school will have an Education, Health Care Plans (E H C Plans) for this as their primary or secondary SEND. In the Secondary school provision, they may also have secondary learning difficulties which also impacts on their learning.

SEMH has been described as a learning difficulty where children and young people demonstrate features of emotional and behavioural difficulties such as: being withdrawn or isolated, disruptive and disturbing; being hyperactive and lacking concentration; having immature social skills; or presenting challenging behaviours arising from other complex special needs. Learning difficulties can arise for children and young people with SEMH because their difficulties can affect their ability to cope with school routines and relationships.

The SEND Policy for The Orchard School, therefore takes into account the varied and specific difficulties each student in the school community presents.

We will ensure that all our pupils will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this;

- the views of the pupil will be sought and taken into account
- our parents have a vital role to play in supporting their pupil's education
- our pupils will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- The school will manage its resources to ensure all pupils' needs are met
- Provision and progress for our pupils will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- Education, Health & Care Plans will be reviewed regularly in line with statutory expectation

Appropriate training will be provided for those involved in the implementation of this Policy.

2. How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the Senior Leadership Team in conjunction with the Governing Body. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, the identification of

training needs and the use made of support services will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

3. Guiding principles

At The Orchard School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.

All pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

As a Special School, The Orchard School is dedicated to the teaching and learning of students with SEMH. The school itself has been designed to meet these students' complex needs. Staff are trained in Team-Teach de-escalation and physical intervention techniques, Restorative Approaches and all receive induction training including the principles of behavioural management. Group sizes are kept small in order to be able to support the students appropriately. The majority of lessons will be supported by at least one learning support assistant. The whole school community can access Learning Mentors throughout the school day.

SEMH is usually the primary learning need of the students at The Orchard School, however this is not necessarily their only educational need. Provision is in place for students who have additional educational needs including specific literacy and numeracy interventions. These interventions are accessed via the ongoing assessment of student attainment as well as reading age and writing age screening.

Students are also able to access bespoke alternative education programmes at Key Stages 3 & 4 to improve engagement, attendance and attainment. This is managed on a case-by-case base with student and parent involvement.

4. Arrangements for coordinating the provision of education for pupils with SEND at the School.

The school's provision for pupils with SEND will be coordinated by Annabel Lilley, Headteacher

All members of the leadership team have an important role to play alongside the headteacher and governing body, in determining the strategic development of SEND policy and provision in the school.

The Deputy Head has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND.

The Deputy Head provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies in collaboration with the pastoral support officers for each Key Stage. The Deputy Head is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities within the SLT with responsibility for SEND are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for all pupils
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils up to date

Monitoring and reviewing the needs of all students at The Orchard School occurs through the Annual Review process. Annual Reviews involve the views of students, staff, parents/carers and any agency involved with the child (eg Educational Psychologist, Social Worker, Early Help) During the Annual Review a comprehensive action plan is put in place for the student, including specific academic attainment as well as behavioural/social targets.

5. Education Health and Care Plans (EHCP)

Once a pupil has an EHCP naming The Orchard School, the Headteacher of the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEND change, the Local Authority will be informed and will arrange to hold a review as soon as possible to ensure that provision

specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

Following their Annual Review, students also can access a variety of interventions and support. All students accessing additional support or interventions will have the impact reviewed and monitored on a regular basis. As with Annual Reviews, students, staff, parents/carers and other agencies are all involved in reviewing and supporting interventions put in place.

All support and intervention for the students at The Orchard School is tracked through data monitoring, which is monitored and reviewed by the Leadership Team. The individual case studies and pupil profiles for each pupil allow staff to have a broader picture of each student's needs and help inform their planning and differentiation in the classroom.

6. Facilities for pupils with SEND at the school including facilities which increase/assist access to the school by pupils who are disabled.

The school seeks to comply with the 2010 Discrimination and Disability Act.

There are only stairs leading to the Primary provision but this also offers lift access for those with a physical disability. In the main secondary school area there are no steps or stairs and there is a ramped access to the school. There are also ramps to all outside sports facilities and the doors comply to the 2010 Discrimination and Disability Act. There are also disabled toilet facilities.

7. The School's Approach to Identification and Assessment of SEND

Although all our pupils already have an identified need of SEMH on entry to the school, there may be unidentified needs that become apparent. At The Orchard School we have an agreed approach to the identification and assessment of SEND taking into account the nature of the special needs.

Identification includes the use of high quality formative assessment, as well as effective tools and early assessment materials, this includes specific learning difficulties such as dyslexia. All new students will be tested in the first six weeks of entry into the school and their reading age determined. All students will be tested once a year. Intervention students will be assessed termly and their progress monitored closely. This data will inform our yearly action plan.

All pupils who are recognised and below average in literacy and numeracy skills or not matching progress with peers will receive targeted intervention in these areas with varying levels of support depending on their needs. This will be identified and determined at termly Pupil Progress Meetings.

Termly Pupil Development Meetings identify pupils that would be suitable for holistic intervention. These may include access to the Nurture group, Learning Mentors, Counsellor, Sensory room, Sensory Circuits, Speech and Language intervention etc.

For higher levels of need, our school has arrangements in place to draw on more specialised assessments from external agencies and professionals. The Orchard School has access to a

bank of other organisations to support in this capacity ranging from, Early Help agencies, CAMHS, YOT, KEPS amongst others.

8. Access to the National Curriculum.

At The Orchard School we follow the National Curriculum statement on Inclusion. We expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils will be able to study the full national curriculum. Potential areas of difficulty will be identified and addressed at the outset of work.

At The Orchard School we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil we provide access to ancillary aids and assistive technology.

All students are given the opportunity to complete subjects at nationally accredited levels eg GCSE, Functional Skills, NVQ, Entry Level, VCerts. This is to ensure that the students at the school are able to access the same post 16 opportunities as their peers from other (mainstream) educational settings.

The school is able to increase the life chances of our vulnerable group of students by ensuring that their academic and behavioural, emotional and social needs are met. This is reinforced by making certain that staff in the school are trained as behavioural experts as well as being subject specific.

9. Preparing for adulthood (transition)

At The Orchard School we help our pupils to start planning for their future adult life as early as possible, and by Year 10 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with pupils and parents at an early stage (and particularly from Year 10)
- Ensuring that career advice and information provides high aspirations and a wide range of options for pupils
- Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 7 of the SEN Code of Practice. The review of an EHC Plan in Year 10 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on

action that has already been agreed with the pupil and will inform decisions about the next stage of education - specifically choices about what GCSEs or other relevant qualifications the child will be studying, the range of post-16 options which may be available and the longer term outcomes that the child wants to achieve in their adult life.

10. Pupils

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. Pupils will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued

Every year students contribute their views in a variety of formats of the school. This allows the Senior Leadership Team the opportunity to hear the voice of the students and act accordingly.

11. How the Governing Body will evaluate the success of the education, which is provided at the school to pupils with Special Educational Needs & Disabilities.

The Governing Body /proprietors of academy schools must publish information on their websites about the implementation of the Governing Body's or the proprietor's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014

WEBSITE SUMMARY – INFORMATION MUST INCLUDE
<ol style="list-style-type: none">1. How the school meets a range of SENDs2. How the school identifies and assesses SEND3. The name and contact details of the SENCO (mainstream schools)4. How the school works with parents5. The curriculum offer for SEND pupils and how the school differentiates6. An example of the school's provision map for supporting the needs of pupils with SEND7. The school's approaches to teaching and learning for pupils with SEND8. Links to relevant policies – Equality & Inclusion (disability, discrimination & equality) Accessibility, Medical (including responsibility for individual Health Care Plans for pupils with Medical conditions)9. Arrangements for engaging with pupils and parents10. Arrangements for preparing for transition11. Expertise and training of staff12. Engaging with the wider curriculum, for example sports or arts provision13. Pastoral care for pupils with emotional and social SENDs14. Arrangements for pupils with SEND who are Looked After Children15. Links with external agencies16. Who to talk to re SEND17. How to make complaints

18. How the school contributes to the LAs local offer
- a. Weblink to the LA Local Offer for accessibility to parents/carers
 - b. How parents and young people can request an assessment for an EHC plan
 - c. Arrangements for travel to and from schools, post-16 institutions and early years providers

As stated in Section 2 the school will continuously monitor and evaluate the working of the SEND policy gathering information on the following aspects;

- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

As support and interventions in the school evolve, so must this policy. Therefore a monitoring and evaluation tool has been created to be completed on an annual basis, in order to ensure that this Policy is a true reflection of the special education needs provision in the school. See Appendix A, Monitoring and Evaluation tool of SEND Policy and provision.

12. Complaints

The School has a comprehensive complaints procedure for both students and parents/carers. Students may file a complaint through PSO's, or through any staff member they feel safe with (generally their Form or Personal Tutor)

Any parent/carer wishing to make a complaint can contact the school office to receive the formal complaints form. Any parent requiring additional support can access this through the local authority or speak to the school's PSO's.

13. Staff Training

All staff working (or volunteering) at The Orchard School are required to complete training which includes behavioural management and restorative approaches training. It is also necessary for all staff to complete Team-Teach training, a de-escalation and physical intervention accreditation. There are always at least 1 Team-Teach tutors on the staff team at The Orchard School so that Team-Teach practices can be reviewed throughout the school year. All staff are required to have a copy of the School Handbook which outlines all professional expectations as well as school systems/processes.

Staff will also complete training in areas relating to their specific subjects and/or SEN as appropriate.

14. Working in partnership with Parents/carers

It is vital for the school to maintain positive and clear communication with parents throughout the school year so as to make sure students feel fully supported. Form tutors and/or PSO's inform parents/carers of the student's school life/experiences, both positive and negative, at least once a week.

The Pastoral Support Officers works very closely with parents/carers to ensure they are fully involved in their child's education, whether this be about accessing school trips, attending meetings, completing forms or links to other agencies.

All parents and carers of pupils at The Orchard School are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at The Orchard School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings