



SEN Policy

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By: Headteacher & Deputy Headteacher

Review Cycle: Annual

STATUTORY POLICY

WEBSITE POLICY

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1. Aims

At Apple Orchard School, we are committed to offering an outstanding school experience which ensures the best possible progress for all our students, whatever their needs and abilities. All students are valued and encouraged to develop confidence in their abilities and strengths and to have high aspirations for themselves. Support is provided for any student who, at any time, is identified as requiring special provision to help them achieve success. We promote an ethos of positive partnership between our staff and the families/ carers of our young people with SEN.

Our aims are:

- To ensure full entitlement and access for all our students to high quality education within a broad and balanced curriculum so that they can reach their full potential and enhance their self-esteem.
- To educate students with SEN, wherever possible, alongside their peers, within the normal curriculum.
- To stimulate and/ or maintain student curiosity, participation, interest and enjoyment in their own education.
- To enable our SEN students to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development. In order that students can develop as valuable members of society, both now and in the future, e.g. students should develop a range of desirable qualities such as safety awareness, politeness, perseverance, initiative and independence.
- To identify and assess students with SEN as early and thoroughly as possible.
- To involve social workers, parents/ guardians, carers, virtual schools and students fully in the identification, assessment and delivery of SEN and to strive for close co-operation between all agencies concerned and for a multi- disciplinary approach to the resolution of pertinent issues.
- To meet the needs of all students who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of available resources.

Our SEN policy and information report aims to:

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

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools, or
- Mental health, social and emotional difficulties that have impacted or currently impact on their capacity to learn and progress at an age appropriate level.

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

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Nicky Robinson - senco@appleorchard.org.uk

She will:

- Work with the headteacher and SLT to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, social workers, parents (guardians or other en loco parentis), and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their social workers/ carers/ parents are informed about options and a smooth transition is planned
- Work with the headteacher and owners to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The headteacher

The headteacher will:

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

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and 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
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

The process of identification ideally starts with a receipt of information from the previous educational setting attended by the young person. EHC Plans, PEPs and reports are shared with appropriate staff. Whether such information is received or not, the staff will observe for any difficulties a student may be experiencing and assessing begins.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

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

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

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

In the school, we use WRAT 5 (Wide Range Achievement Test) and DASH (Detailed Assessment of Speed of Handwriting) as well as SNAP (Special Needs Assessment Profile). These help us identify, respond to and monitor any specific needs a student may have, that may have been have led to learning challenges in the present.

Although the school can identify special educational needs, and make provisions to meet those needs, we do not offer diagnoses. Referrals may be made to CAMHs for an official diagnosis should this be deemed necessary in collaboration with education, care and therapy staff.

5.3 Consulting and involving pupils, social workers, carers and parents

We will have an early discussion with the pupil and their social workers, carers, parents, when identifying whether they need special educational provision. These conversations will make sure that:

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

We will formally notify all staff when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

After the student has had time to settle within the organization, we carry out a SNAP (Special Needs Assessment Profile). This involves contributions from education staff, carers and students in forming a profile of not only educational needs but also behavioural challenges. The results this is shared with the student, education staff and their care staff. These reports are repeated on a yearly basis to monitor progress.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with social workers, carers, therapists, parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

We believe that all students learn best with the rest of their class. Our aim is for all students to be working independently in class and engaging in challenging work. Students with SEND are entitled to be taught by their teacher, not always by a Teaching Assistant. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

When considering an intervention, we look first at the student's profile of learning in order that we can select the intervention which is best matched to the student. We provide the following interventions:

- Academic Monitoring
- Learning Mentor
- Literacy Intervention
- Numeracy Intervention
- Peer Tutoring
- Social Communication (individual and group work)
- Emotional Regulation

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson and expectations.
- Adapting our resources and staffing
- Using recommended aids, such as computers, coloured overlays, visual timetables, larger font, coloured worksheets, readers and or scribes.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 5 teaching assistants who are trained to deliver interventions such as reading, scribing, behavioural and emotional support.

Teaching assistants will support pupils on a 1:1 basis when it is deemed necessary by EHCP requirements or a student's learning needs require this level of support to progress.

Teaching assistants will support pupils in small groups when during all other classes, offering support as needed.

We work with the following agencies to provide support for pupils with SEN:

- CAMHS
- Relevant Authority Virtual School

5.9 Expertise and training of staff

The Head Teacher is the Designated Teacher for all students and plays an active role in all PEPs, and reviews.

All staff are regularly updated through continuous CPD.

5.10 Securing equipment and facilities

The school is compliant with the Equality Act 2010 and accessibility legislation. Where necessary, we secure equipment and facilities to meet the physical and learning needs of our pupils.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using student voice and encouraging students' active participation in their learning.
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or EHC plans
- 6 month statutory review meetings
- LAC Reviews
- Termly PEPs
- Holding 3 monthly meetings to discuss student progress with social services and virtual schools.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

The school is compliant with the Equality Act 2010 and accessibility legislation.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the student voice
- Pupils with SEN are also encouraged to be part of the school in every way that any other student would be.
- If a student is struggling on a particular day or with a certain issue, then the head teacher and teaching assistants will offer support and time out from classes to manage behaviour better.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Apple Orchard School supports a multi-disciplinary approach to maximise the educational provision for SEND students.

Many agencies and support services are able to help identify, assess and provide support for SEND students. Such agencies and support services include a wide variety of specialist teachers and other professionals.

The school may procure the aid of the above specialist services at any time that it is deemed appropriate, for example, advice on the identification, assessment and effective provision of resources.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Rebecca Smale in the first instance. They will then be referred to the school's complaints policy.

The social workers, carers and parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for pupils with SEN

To see more clearly what services are available in the local area and how to access them, please refer to the Local Offer. West Sussex's Local Offer is available from the website <https://westsussex.local-offer.org>

The West Sussex SEND Information, Advice and Support Service provides impartial information, advice and support to parents and carers of children who have special educational needs and/or disabilities. The website is https://westsussex.local-offer.org/information_pages/423-information-advice-and-support-service-sendias-homepage

The charity Reaching Families provide a comprehensive guide

If from out of area, please contact your local authority and enquire about their Local Offer.

5.17 Contact details for raising concerns

Rebecca Smale- Head Teacher – headteacher@appleorchard.org.uk

Anne Davis- Deputy Head Teacher- a.davis@appleorchard.org.uk

Nicky Robinson- SENCo- senco@appleorchard.org.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Rebecca Smale **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions