



# SEND Policy and Information Report

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The document aims to outline the school's Send Policy, detailing the school's approach to supporting students with Special Educational Needs and Disabilities. Additionally, it includes a Send Information Report, which provides details on the support provided and its effectiveness.

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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 SEND.

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 SEND, 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 SEND 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 SEND 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 SEND 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 SEND by offering continual and appropriate forms of educational provision by the most efficient use of available resources.

Our SEND policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEND)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

## **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 SEND 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 SENDCO**

The SENDCO/Designated Teacher is Michelle Lawson [Michelle.lawson@appleorchard.org.uk](mailto:Michelle.lawson@appleorchard.org.uk) 01403 783416

and Assistant Nicola Robinson [senco.team@appleorchard.org.uk](mailto:senco.team@appleorchard.org.uk)

The SENDCO/Designated Teacher has an important role to play with the headteacher and governing body, in determining the strategic development of SEND policy and provision in the school. Michelle Lawson is part of the school leadership team

The SENDCO will:

- Work with the headteacher, Deputy head teacher and SEND Governor Catherine Beard to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, 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 SEND receive appropriate support and high-quality teaching.

- Advise on the Assess, plan, do, review graduated approach to providing SEND
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- liaising with parents (guardians or other en loco parentis) of pupils with SEND.
- 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, Deputy headteacher and SEND Governor Catherine Beard 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 SEND up to date.
- Keep details of education and welfare provision for pupils with education, health and care (EHC) plans and pupils who speak English as an additional language. All students with an EHCP, will have the plans reviewed on an annual basis, amended as needed and appropriate. Information will then be shared all relevant staff.

## **4.2 The headteacher**

The headteacher will:

- Work with the SENDCO, Deputy headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability in the school.

## **4.3 Class teachers**

Each class teacher is responsible for:

- The delivery of high-quality education and 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

## **5. SEN information report**

### **5.1 The kinds of SEND 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, dyscalculia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), Childhood trauma, ACES.
- 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 SEND 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, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENDCO, should assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents/guardians or other *en loco parentis*) we will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs

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

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. (guardians or other *en loco parentis*) 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 PUMA and access tests in Maths, PIRA and access tests in English 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.

In addition to these assessments, we have the following tests that are delivered in school by our external access arrangements and dyslexia co-ordinator to determine whether provisions for extra time, readers and scribe are needed to support pupils 'normal way of working' arrangements.

- TOMAL 2 - Test of Memory and Learning, 2<sup>nd</sup> Edition (Short-term/Working Memory)
- DASH - 2 Detailed Assessment of Speed of Handwriting, 2<sup>nd</sup> Edition (Writing Speed)
- CTOPP 2 Comprehensive Test of Phonological Processing, 2<sup>nd</sup> Edition (Phonological Processing Speed/Rapid Naming)
- TOWRE 2 Test of Word Reading Efficiency, 2<sup>nd</sup> Edition (Efficiency of sight word recognition and phonemic decoding)
- AAB Academic Achievement Battery (Reading, reading fluency, reading comprehension, spelling)
- SPaRCS Test: Test of Spelling, Processing Speed and Reading Comprehension Speed

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, (guardians or other en loco parentis) 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' (guardians or other en loco parentis) 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 SEND 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 SENDCO 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 (guardians or other en loco parentis)
- 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 organisation, 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 result 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 SEND**

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 adapted 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:

- Adapting our curriculum to ensure all pupils can 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 trained teaching assistants who are 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 SEND:

- CAMHS
- Relevant Authority Virtual School
- Dyslexia and exam access arrangements coordinator

### **5.9 Expertise and training of staff**

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

Our experienced SENDCO has worked as a qualified teacher with students with SEND and behavioural needs for 7 years.

### **5.10 Securing equipment and facilities**

The school is compliant with the Equality Act 2010 and accessibility legislation and has a separate accessibility plan on the school website. The school updates this annually and aims to 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 SEND 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 SENDCO
- Holding annual reviews for pupils with statements of SEND 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 SEND to engage in activities available to those in the school who do not have SEND**

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.

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

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

The school's Accessibility Policy aims to:

Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services at the school

Improve the availability of accessible information to disabled pupils The schools Accessibility Policy is published on the school's website.

### **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:

- If a student is struggling on a particular day or with a certain issue, then the SENDCO, teachers and teaching assistants will offer support and time out from classes to manage behaviour better.
- Pupils with SEND are encouraged to be part of the student voice

- Pupils with SEND are also encouraged to be part of the school in every way that any other student would be.
- We have a zero-tolerance approach to bullying.
- Students take part in Therapy sessions each week and are encouraged to talk about their emotions.
- The school follows the therapeutic approach.
- Students with emotional and social difficulties are encouraged to take part in group therapy sessions to support communication and building positive friendships.
- All pupils attend Relationship, Health and Personal Development lessons.

### **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, including social workers, IRO, therapists, Speech and Language therapists, dyslexia assessor, CAMHS, Virtual school and Local authority professionals including west Sussex local offer.

**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 SEND provision**

Complaints about SEND provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy. (available on the school's website)

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 SEND**

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](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**

Richard Keightley Head Teacher – [Richard.keightley@appleorchard.org.uk](mailto:Richard.keightley@appleorchard.org.uk)

Anne Davis- Deputy Head Teacher- [Anne.davis@appleorchard.org.uk](mailto:Anne.davis@appleorchard.org.uk)

Michelle Lawson- SENDCo- [Michelle.lawson@appleorchard.org.uk](mailto:Michelle.lawson@appleorchard.org.uk)

Nicola Robinson-Assistant SENDCo- [Senco.team@appleorrchard.org.uk](mailto:Senco.team@appleorrchard.org.uk)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the headteacher, Deputy head teacher and SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the SEND Governor.

## **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

Education policy