



orchard  
EDUCATION

## SEND Policy

Orchard Education Ltd  
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## **Orchard SEND Policy**

### **1. Introduction**

1.1 This policy outlines the framework for Orchard School to meet its duty and obligation to provide a high-quality education to its pupils, all who have special educational needs and disabilities (SEND), and to do everything it can to meet the needs of those pupils.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Develop emotional resilience, independence and self-esteem.
- Develop social skills that will enable learners to access all areas of life.
- Have a key focus on Educational development for all pupils.
- Prepare our learners for adulthood.

1.2 We have high aspirations for our pupils with regards to employment, independent living/skills and community participation and that these aspirations should be developed through our curriculum and extra-curricular provision. The following principles underpin this policy:

- The identification and recognition of children's and young people's needs.
- The involvement of children, parents/carers and young people in decision-making.
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support.
- Successful preparation for adulthood, including careers guidance, work experience opportunities, development of independent living skills, and employment opportunities.

1.3 As a school we primarily, but not exclusively, cater for pupils who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health.

We ensure that all applications to this school are treated fairly and in line with our Admissions Policy and SEND Code of Practice guidelines.

## **2. Legal Framework**

This policy has due regard to legislation, including, but not limited to, the following:

Children Act (2004)

Children and Families Act (2014)

Data Protection Act (2018)

Disability Discrimination Act (1995)

Disabled Persons (Services, Consultation and Representation) Act 1986

Education Act (2011)

Equality Act 2010 (Disability) Regulations 2010

Health and Social Care Act 2012

Mental Capacity Act 2005

Special Educational Needs (Personal Budget) Regulations (2014)

Special Educational Needs and Disability (Amendment) Regulations 2015

Special Educational Needs and Disability (Detained Persons) Regulations (2015)

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2015) 'Supporting pupils with medical conditions'

DfE (2020) 'Keeping children safe in education'

DfE (2015) 'Working together to safeguard children'

### **3. Policy aims and principles**

3.1 The Code of Practice (2015) states:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”.

3.2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

“Has significantly greater difficulty in learning than the majority of others of the same age; 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 academies/ schools.”

3.3 A special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum or alternative educational packages. At the Orchard Independent School, we offer a bespoke, broad and balanced curriculum.

3.4 This policy outlines the framework for the school to meet its duties and obligations to provide a personalised high-quality education to all its pupils including pupils with special educational needs and / or disabilities.

3.5 The range and degree of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in any group/ class can be considerable, and it is recognised that this situation exists at Orchard Independent School.

3.6 The aims and objectives of the SEND Policy relate directly to other school policies and are also based on the values derived from and are guided by the requirements of the various Acts of Parliament and guidance published pertaining to SEND and the 2015 Code of Practice.

### **4. Terminology**

4.1 The term ‘parents’ is employed throughout this policy and elsewhere to refer to any parent, guardian or other responsible adult in ‘loco parentis’.

### **5. Aims**

5.1 The aims of Orchard Independent School are:

To endeavour to provide exceptional intervention to meet the needs of any pupil with SEND in collaboration with colleagues, other professionals, the young person and the parents.

To fully involve parents and students in the identification, assessment and delivery of SEND provision and to strive for close cooperation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues.

To regularly (and at least annually) review plans for pupils with an Education Health and Care Plan (EHCP), ensuring that both pupil and parent views are involved in the review process.

To deliver SEND provision as a responsibility of the Tutor, school therapist, care team and Special Education Needs Co-ordinator (SENCO).

Wherever possible, to ensure full entitlement and access for SEND students to high quality education within a balanced and relevant curriculum.

To educate all our pupils by providing a flexible and personalised curriculum which focuses on strengths and provides targeted support for challenges.

To stimulate students' curiosity, interest and enjoyment in their education and celebrate achievement.

To build students' emotional well-being and promote self-esteem, independence and resilience.

To develop social skills that will allow learners to function as contributing members of society.

To enable SEND students to be familiar with a body of knowledge, skills, principles and vocabulary so that they can lead full and productive lives. The curriculum must be suitable 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 by encouraging social skills such as politeness, initiative, independence and safety awareness.

To assess students with SEND as early and thoroughly as possible through a programme of monitoring in the classroom/school, this will include reading and comprehension skills and mathematical reasoning to establish baseline data and data of personal development throughout each term through the schools SEN review process. (Orchard Assessment Tool, Steppingstone to Success & Plan, Do , Review)

To provide concise SEND information and training in line with school SIP and learner cohort yearly. These will be updated and reviewed on a regular basis and made accessible to school staff. This will be supported by the Orchard SEN Toolkit which is situated within each classroom and securely on the school server.

To support and advise school staff of their responsibilities towards SEND students through training and regular statutory meetings.

To implement a programme of Continued Professional Development (CPD) for teaching and support staff

## **6. Roles and Responsibilities**

### **6.1 Key personnel**

Wendy Taylor – School SENCo

Michael Burton – Executive Principal & SENCo qualified

Rebecca Genney – Principal

Gemma Baker – Full time School Therapist & advisor (Fortis Therapy)

Steven Finney – Centre Manager

Stuart Dainty – Centre Manager

Matthew Maidens – Restorative & Pastoral manager

Lena Griffin – DSL & Welfare Officer

Peter Macleod – Transitioning DSL & Welfare officer

School Advisory panel David Melia, Kate Storr, Steven Broderick & Peter Macleod – To support/challenge, advise and ensure the school endeavours to meet all its statutory requirements.

### **6.2 The Principal has responsibility to ensure the school:**

Regularly reviews how expertise and resources are used to address SEN and Disability and are used to build quality of whole school provision as part of an approach to whole school improvement.

Fully engages parents and / or young people with SEND when drawing up policies that affect them.

Identifies, assesses, and ensures effective provision to improve long term outcomes for all children and young people with SEND.

Uses best endeavours to secure the special educational provision called for by a child or young person's SEND.

Designates an appropriate member of staff (the SENCo) as having responsibility for coordinating provision for pupils with SEND.

Makes reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.

Takes necessary steps to ensure that students with disabilities are not discriminated against, harassed or victimised.

Publishes a SEND information report on an annual basis on the school website. (Each September)

Ensures that those teaching or working with pupils are aware of their needs and have arrangements in place to meet them.

Ensures that tutors understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN and Disabilities most frequently encountered in line with the school's PLTs (Personal Learning Targets, linked directly to EHCP) and the schools ESP's (Emotional Support Plan).

Ensures that tutors monitor and regularly review pupil's progress each half term school a school report and complete a comprehensive SEN review termly.

Cooperates with local authorities during annual EHC plan reviews.

Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education (Pre Christmas/Spring term yearly).

Takes steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments and developing and reviewing EHC plans.

Establishes and maintains a culture of high expectations and encourages pupils with SEND to fulfil their potential and become valuable members of society.

### 6.3 The SENCo must:

Be a qualified teacher.

Attain or be working towards the National Award in Special Educational Needs Coordination within three years of appointment.

Take a leading role in the strategic development of SEND policy and provision in the school.

Ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Undertake day-to-day responsibility for the operation of SEND policy and coordinate the specific provision made to support individual children with SEN, including those who have EHCPs.

Advise on a graduated approach to providing SEND support.

Prepare, publish and update annually a SEND information report outlining arrangements for the admission of pupils with SEND, the steps being taken to prevent pupils with SEND from being treated less favourably than others and the facilities and resources provided to enable access to learning and personal development.

Oversee liaison with the parents of students with SEND.

Oversee liaison with other academies, educational psychologists, health and social care professionals, and independent or voluntary bodies.

Oversee liaison with the potential future providers of education to ensure that the young person and their parents are informed about options and a smooth transition is planned.

Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies.

Be one of the key points of contact for external agencies

Work with other professionals providing a support role to the family.

Ensure that the school keeps the records of all pupils with SEND up to date.

Support the class/subject tutor in the assessment of a pupil's particular strengths and weaknesses and advise on effective implementation of support.

Ensure parents/carers and relevant school staff up to date with any changes or concerns involving the pupil.

6.4 Class tutors must:

Plan and review support for their students with SEND, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the student themselves.

Set high expectations for every pupil and aim for them to achieve their full potential, whatever their prior attainment.

Use appropriate assessment to set targets which are deliberately ambitious in line with the Orchard assessment tool.

Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.

Be aware of the needs, outcomes sought, and support provided to pupils with SEND they are working with.

Keep an up to date Emotional support plan (ESP) that supports the additional needs of all learners in their class.

Keep the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern.



## 6.5 Parents and Carers

We encourage parents to:

Work closely with the school to develop a partnership that will support their child long term so that they successfully prepare for adulthood.

Be aware of their child's targets and progress made towards them.

Attend and taken part in reviews.

## 7. Involving Parents and pupils in decision making.

7.1 Effective planning should help parents, children and young people with SEN express their needs, wishes and goals, and should:

Focus on the child or young person as an individual, not their SEN label.

Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.

Highlight the child or young person's strengths and capacities.

Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.

Tailor support to the needs of the individual and their family.

Bring together relevant professionals to discuss and agree together the overall approach to supporting each learner effectively to succeed in education and life.

Ensure pupils have the opportunity to feed into their ECHP reviews and implement innovative strategies to gather this information, e.g. working with a trusted adult outside the formal review so that they feel comfortable sharing their thoughts and feelings, this will ensure the plan is fully informed and accurate.

## 8. Graduated approach.

8.1 The school will employ a graduated approach to meeting the student's needs, including:

Establishing a clear picture of the student's needs.

Planning with the student and student's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.

Implementing the interventions, with support of the SENCo.

Reviewing the effectiveness of any interventions for identified or potential SEND and making any necessary revisions half termly/termly or in line with any specific intervention date.

## 8.2 Waves of provision.

<b>Wave 1</b>	Quality first inclusive teaching for all pupils	<ul style="list-style-type: none"><li>▪ Shows signs of difficulty in developing literacy or numeracy skills and has poor emotional stability due to SEND, which results in poor attainment across curriculum areas. <i>(in one or more of four categories of need.)</i></li></ul>
<b>Wave 2</b>	Short-term targeted interventions	<ul style="list-style-type: none"><li>▪ Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness</li><li>• SEMH are not ameliorated by the positive strategies in the classroom</li><li>• Has sensory or physical problems</li></ul>

### Wave 3

Long-term support, personalised provision including involvement of any outside agencies

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Has ongoing SEMH difficulties which substantially and regularly interfered with the child's own learning or that of other students.
- Has sensory or physical needs

provision of a differentiated curriculum in the classroom despite the provision of specialist equipment and targeted assistance in the classroom.

- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum in the classroom and targeted assistance.

no progress despite provision of specialist equipment in the classroom

☐ Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum in the classroom

and requires specialist equipment or regular advice or visits by a specialist service.

- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning in the classroom.

## 8.2. Assessment.

Pupils at the Orchard are assessed in all areas of education, social skills, and emotional stability for the first half term of entering the school. These results are collated and feed into each pupil personalised timetable that includes bespoke differentiated academic work, social skills targets, and goals to achieve or improve their emotional understanding.

All Personal Learning Targets (PLTs) will be closely linked to each individual's EHCP outcomes whenever possible.

These assessments will be reviewed half termly, termly, or yearly depending on the progress towards achieving PLTs.

## 9. Data and record keeping

The school will:

Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress and development of all students.

Maintain an accurate and up-to-date register of the provision made for students with SEND.

Record details of additional or different SEND provision; all the above will be stored within a secure server that is owned by the school. Any other paper-based records will be kept within a lockable cupboard inline with our data protection policy.

## **10. SEN and Disability Tribunal**

The school will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

## **11. Confidentiality**

11.1 The School will not disclose any EHC plan without the consent of the student's parents except for disclosure:

To an SEN and Disability Tribunal.

On the order of any court for the purpose of any criminal proceedings.

For the purposes of investigations of maladministration under the Local Government Act 1974.

To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.

To Ofsted inspection teams as part of their inspections.

To the person with SEND responsibility regarding the student's application for disabled students allowance in advance of taking up a place in higher education.

To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

## **12. Admissions**

12.1 Orchard Independent School will consider applications for pupils who have SEND or are under statutory assessment, but do not have an EHCP at the time of consultation.

12.2 The School will require information of any disability or special educational need which may affect a pupil's ability to participate in the admissions procedure and take full advantage of the education provided at the School, so that the School can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the candidate and that the School can cater adequately for the pupil should the offer of a place be made.

12.3 Pupils referred will have Special Educational Needs and Disability (which in most cases will be formalised with an Education Health and Care Plan). In most cases the presenting reasons for referral will be SEMH needs or Communication difficulties, although the young people referred are likely to present with a range of other difficulties including dyslexia, dyspraxia, ADHD, ADD, ODD and GDD which the school will endeavour to support if the local authority cannot find them a specialist provision that caters for their individual specific need to prevent learners from being out of education. The Orchard do not specialise in any specific area of SEND but robustly support learners with a broad range of mild-moderate emotional & communication difficulties.

The Orchard will ensure the local authority are informed in the summer term of any learners that are not making sufficient progress and need a specific setting for their additional needs, and not the broad and balanced offer of the Orchard.

The Orchard is not a secure unit and is not resourced to cater for learners who present high levels of aggressive behaviour to learners or staff, cause significant damage to property and require high levels of skilled physical intervention.

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### **13. Monitoring and review**

13.1 This policy will be reviewed annually or in the following circumstances:

Changes in legislation and / or government guidance.

Because of any other significant change or event.

If the policy is determined not to be effective.

The policy will have an interim review but will still be reviewed annually.

13.2 If there are urgent concerns these should be raised to the SENCo or the Principal in the first instance for them to determine whether a review of the policy is required in advance of the review date.