

Policy Name:	Orbis SEND (Inclusion) Policy
Policy Type:	Statutory
Issue Date:	24^h November 2024
To be reviewed:	Annually – 24th November 2025
Approved by:	Board of Trustees
Policy Owner:	Dan York

Aims

1. Our SEND policy and information report aims to:
 - a) Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
 - b) Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Legislation and Guidance

1. This policy and information report is based on the statutory 'Special Educational Needs and Disability (SEND) Code of Practice' (January 2015) and the following legislation:
 - a) Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
 - b) The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.
 - c) The Equality Act 2010, which sets out schools' responsibilities to prevent discrimination against pupils with disabilities.

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

Definitions

1. 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) A significantly greater difficulty in learning than the majority of others of the same age, or
 - b) 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.
2. 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.

Roles and Responsibilities

1. The SENCO

The SENCO will:

- a) Work with the headteacher and SEN trustee to determine the strategic development of the SEN policy and provision in the school / trust.
- b) Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- c) Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- d) Advise on the graduated approach to providing SEN support.
- e) Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- f) Be the point of contact for external agencies, especially the local authority and its support services.
- g) Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- h) Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- i) Ensure the school keeps the records of all pupils with SEN up to date.

2. The SEN Trustee

The SEN trustee will:

- a) Help to raise awareness of SEN issues at governing board meetings.
- b) Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- c) Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

3. The Headteacher

The headteacher will:

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

4. Teachers

Each teacher is responsible for:

- a) The progress and development of every pupil in their class.
- b) 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.
- c) Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- d) Ensuring they follow this SEN policy.

5. The Designated Teacher for Looked After Students

The Designated Teacher for Looked After Students at Southfield School is Julie Tailby, contactable through jtailby@southfieldsch.co.uk; at Kingsthorpe College the designated teacher is Briony De Wit and can be contacted by email: Briony.De-Wit@kingsthorpecollege.org.uk

The Designated Teacher for Looked After Students will:

- a) Monitor the progress of students who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school.
- b) Ensure that students who are 'looked after' have access to the appropriate network of support.

- c) Check that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed (at least every four months).
- d) Ensure that information concerning the education of students who are 'looked after' is transferred between agencies and individuals.
- e) Prepare a report on the student's educational progress to contribute towards the statutory review (these are usually held at six monthly intervals or more frequently if there is a concern).
- f) Discuss feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School (VS) team.
- g) Liaise with the student's social worker to ensure that there is effective communication at all times.
- h) Celebrate the student's successes and acknowledge the progress that they are making.
- i) The Designated Teacher for Looked After Students has strategic responsibility for the inclusion of students who are adopted or in local authority care.

6. SEN Information Report

The kinds of SEN that are provided for

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

- a) Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- b) Cognition and learning, for example, dyslexia, dyspraxia
- c) Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- d) Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- e) Moderate learning difficulties

7. Identifying pupils with SEN and assessing their needs

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. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- a) Is significantly slower than that of their peers starting from the same baseline
- b) Fails to match or better the child's previous rate of progress
- c) Fails to close the attainment gap between the child and their peers
- d) 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.

8. Consulting and involving pupils and parents

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

- a) Everyone develops a good understanding of the pupil's areas of strength and difficulty
- b) We take into account the parents' concerns
- c) Everyone understands the agreed outcomes sought for the child

d) Everyone is clear on what the next steps are

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

9. 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:

- a) The teacher's assessment and experience of the pupil
- b) Their previous progress and attainment and behaviour
- c) Other teachers' assessments, where relevant
- d) The individual's development in comparison to their peers and national data
- e) The views and experience of parents
- f) The pupil's own views
- g) Advice from external support services, if relevant

The assessment will be reviewed regularly.

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.

10. 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 parents and pupils which information will be shared as part of this.

11. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first stage in responding to pupils who have SEN. This will be differentiated for individual pupils.

12. Adaptations to the curriculum and learning environment

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

- a) 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, etc.
- b) Adapting our resources and staffing
- c) Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- d) Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

13. Additional support for learning

We have teaching assistants who are trained to deliver a range of interventions.

When appropriate, teaching assistants will support pupils in small groups.

Where required, we will work with the external agencies to provide support for pupils with SEN.

14. Evaluating the effectiveness of SEN provision

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

- a) Reviewing pupils' individual progress towards their goals each term
- b) Reviewing the impact of interventions
- c) Using pupil questionnaires
- d) Monitoring by the SENCO
- e) Using provision maps to measure progress
- f) Holding annual reviews for pupils with EHC plans

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

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

All pupils are encouraged to go on our residential trip(s).

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.

Support for improving emotional and social development

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

- a) Pupils with SEN are encouraged to be part of any whole school activities.
- b) We have a zero-tolerance approach to bullying.

16. Complaints about SEN provision

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

The 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:

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

17. Contact details for raising concerns

Please refer to the individual school or trust complaints policy.

18. The local authority local offer

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