

# ORCHARD SCHOOL BRISTOL

## Special Educational Needs or Disability (SEN/D) Policy and Procedures

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## **SEN/D POLICY**

Legislative framework: Orchard School SEN/D policy for young people with Special Educational Needs or Disabilities is governed and informed by the statutory framework set out in:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEN code of practice 0 – 25 2014, updated 2015
- Children and Families Act 2014
- Statutory Guidance on 'Supporting pupils at school with medical conditions April 2014'
- Education Act 2002
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCo with the SEN/D governor in liaison with SLT, all staff and parents of pupils with SEN/D

### **Introduction**

This policy details how Orchard School will do its utmost to ensure that the necessary provision is made for any student who has Special Educational Needs or disability. It also outlines how those needs are made known to all staff who are likely to teach them.

- The staff and governors of Orchard School will endeavour to ensure that all SEN/D students reach their full potential, are fully included within the school community and are able to make successful transition between educational establishments.
- This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEN/D students.
- All teachers are teachers of SEN/D students. Teaching and supporting such students is therefore a whole school responsibility requiring a whole school response.
- Orchard School will work to ensure that teachers in the school are able to identify and provide for those students who have Special Educational Needs, allowing them to participate fully in activities with students who do not have Special Educational Needs. This will be strived for so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of their peers.
- We recognise that meeting the needs of SEN/D students requires partnership working between all those involved - LA, school, parents/carers, students, children's services and all other agencies.
- Orchard School is committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students for whom Orchard School is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

### **Our fundamental principles are:**

- SEN/D students will have their needs met. (See **appendix 1** for the role of the student).
- SEN/D students will make accelerated progress as a result of intervention/support.
- All teachers are aware of the importance of early identification and of differentiation in providing for SEND students whom they teach.
- SEN/D students are offered full access to a broad, balanced and relevant education.
- The views of the students are sought and taken into account.
- Partnership with parents / carers plays a key role in supporting their child's education and enabling them to achieve their potential. Our school will endeavour to support parents / carers through the process of transition and adjustment. (See **appendix 2** for details of parental involvement).
- SEN/D students have full access to all school activities so far as it is reasonably practical and relates to the student's needs.
- We work in partnership with external agencies to meet the needs of the student.
- There is a smooth transition at each transition stage for the student.

### **Orchard School has a duty to:**

1. Inform the student's parents/carers that special educational provision is being made for them because they have SEN/D (i.e. they are being supported at the School Support level of the SEN Code of Practice).
2. Ensure that parents/carers have knowledge about the SEN/D provision that the school makes.
3. Ensure that parents/carers are able to make their views known about how their child is educated and have access to information, support and advice regarding their child's SEN/D.
4. Ensure that teachers in the school are aware of the importance of identifying and providing for those students who have SEN/D.
5. Ensure that staff are confident in making this provision.
6. Ensure that a student with SEN/D joins in the activities of the school together with students who do not have SEN/D.
7. Have a written SEN/D policy containing the information as set out in the Education (Special Educational Needs) Regulations 1999 (reproduced in the SEN Code of Practice), and report to parents on it in the school prospectus, including the name of the person responsible for coordinating SEN provision.

### **The Role of the SENCo**

In collaboration with the Head Teacher and Governing body, the SENCo must determine the strategic development of the SEN/D policy and provision at Orchard School with the ultimate aim of raising the achievement of students with a SEN/D, this includes:

- Liaising with and advising colleagues on all matters relating to SEN/D.
- Contributing to the continuing development and training of school staff.
- Overseeing the review and maintenance of Education Health and Care plans and records for all SEN/D students.
- Overseeing the day-to-day operation of the school's SEN/D Policy.
- Co-ordinating provision for SEN/D students.
- Managing the assistant SENCo.
- Managing the learning support assistants.

- Liaising with and advising colleagues on all matters relating to SEN/D.
- Organising and maintaining the records of all SEN/D students.
- Liaising with parents/carers of SEN/D students in co-operation with pastoral and subject staff, learning support assistants and others as appropriate.
- Liaising with external agencies including the LA officer with responsibility for SEN/D and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.
- Collaborating with SENCoS in partner schools in order to facilitate joint working, transition and communication and in so doing ensuring the maximisation of expertise, resources and mutual support.

The assistant SENCo is line managed by the SENCo. The assistant SENCo supports the SENCo in the role outlined above and takes responsibility for aspects of the SEN/D provision, including the performance management for up to three of the learning support assistants.

### **The Role of the Governing Body**

Governors have responsibility for the strategic overview of and the implementation of the SEN/D Policy. The day-to-day management and organisation of SEN/D at Orchard School is the responsibility of the Head teacher and the SENCo in conjunction with the support of colleagues in the Learning Support Department. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEN/D Policy. All governors will ensure that they are up to date and knowledgeable about the school's SEN/D provision.

### **Definition of Special Educational Needs**

A young person has SEN/D if they have a learning difficulty or disability which calls for special educational provision to be made. This provision will be necessary in order for the young person to be able to access the curriculum and make progress. A young person of compulsory school age has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has 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.

Many young people who have SEN/D may have a disability under the Equality Act 2010 – that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled young people and those with SEN. Where a disabled young person requires special educational provision they will also be covered by the SEN/D definition.

The SEN Code of Practice 2014 does not assume there are fast and hard categories of special educational needs, but recognises that children's needs fall into four broad

areas. These are: Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties, Sensory and/or physical.

### **Identification, Assessment and Provision**

Orchard School adopts a graduated response to meeting Special Educational Needs. This will utilise the initial use of classroom and school resources before bringing in external expertise. When a young person is identified as having Special Educational Needs, the school will intervene as described below at School Support.

#### **1. Early Concerns**

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents / carers or other agencies are addressed by appropriate differentiation within the classroom. Records are kept of strategies used.

From September 2014 subject teachers are at the heart of the new SEN/D Support system, with parents fully involved in decisions about their child's support and what they want to achieve. Subject teachers work together with the SENCO, drawing in specialist expertise to remove barriers to learning and put in place effective provision in the form of a four part cycle of assessment, planning, action and review (the graduated approach).

The Teacher's Standards 2012, make it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all pupils". The SEN Code of Practice 2014 echoes this point, as it states that "teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff".

Subject teachers:

- Focus on outcomes for the child and are clear about the outcome wanted from any SEN support.
- Are responsible for meeting special educational needs. They use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupil. They set clear progress targets for pupils and are clear about how the full range of resources are going to help reach them.
- Involve parents and pupils in planning and reviewing progress.

Subject teachers working with the SENCo assess where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness. Together they draw on evidence from a clear analysis of pupil's needs such as:

- teacher's assessment and experience of the pupil;
- information on pupil progress, attainment, and behaviour;
- pupil's development in comparison to their peers;
- the views and experience of parents;
- the pupil's own views; and
- advice from external support services.

In such cases the child may be placed on the SEN/D register under the category SEN Support.

## **SEN Support**

From September 2014 SEN Support replaces the previous categories – School Action and School Action Plus. The aim of this new category is to focus on the impact of the support provided to an individual child, rather than how children access support according to the category they fit into. It will also challenge schools to improve the quality of teaching and learning for all pupils, rather than inappropriately and inaccurately labelling some pupils as having SEN. The aim is to improve the experience and outcomes of school for all pupils by putting the pupils at the heart of the provision.

This categorisation is reviewed by the SENCo throughout the year and if it is deemed to be being unsuccessful, additional information may be sought from parents, and in some cases outside agencies. They may already be involved with the young person. The school will seek ideas on fresh targets and strategies or more specialist assessments that can help with planning. The school will always ensure there is parental consent before any outside agencies are involved. When all of the available information is collated, the school will alongside the parents and child - consider the next strategy for action and level of appropriate intervention. The school is committed to person centred planning: supporting the pupil and their parent, in order to facilitate the development of the young person and to helping him or her achieve the best possible educational outcomes.

## **Managing pupils on the SEN/D register**

As has been outlined; pupils who are deemed to require additional intervention are put onto the Special Needs register under the category of SEN Support. These pupils may spend time withdrawn from the class (in a small group or on a one to one basis), for specific, timed activities related to their individual needs. This may be delivered by staff working within the Learning Support Department and is in addition to the differentiation and support provided by the class teachers. The work will develop skills and knowledge and understanding for that pupil which they will be able to transfer into the classroom. There should be obvious progress in the classroom as a result of withdrawal interventions.

These pupils will have Pupil Passports as detailed above. These will be reviewed each term and necessary adjustments will be made. Pupils will be involved in this review process and where there are specific targets for pupils these will be evaluated and new targets set.

Pupils who are attending interventions for which they are being withdrawn from lesson or tutor time will have specific targets for these interventions. These targets should be short-term SMART targets (on a term to term basis) that can be easily evaluated and that allow success to be measured in the short term by the member of staff responsible for that intervention. These short-term targets should be linked to longer term outcomes that pupils are working towards achieving. These will be reviewed annually and will be included on the Pupil Passports, in EHCPS or support plans.

A small amount of pupils may also receive support in their learning through Learning Support Assistant (LSA) deployment in lessons. The SENCo manages the LSAs and organises LSA deployment based on pupil need. See **appendix 3** for more information on the role of the Learning Support Assistant in supporting Inclusion in Orchard School.

### **Statutory Assessment of SEN/D**

Where, despite the school's best endeavours, the pupil is still not making satisfactory progress this will be discussed with the parents and pupil. The need for the school and / or parents to approach Bristol City Council to request a Statutory Assessment will be considered. This may or may not result in an Education, Health and Care Plan being issued. Where a student has an EHCP the school will carry out an Annual Review meeting which parents, pupil, outside agencies, tutor and SEN/D staff will be invited to attend.

Where a request for a statutory assessment is made the student will have demonstrated significant cause for concern and the school will provide written evidence to the local authority detailing:

- the school's actions through School Support;
- the pupil passport including any targets and an evaluation of the pupil's success in achieving those targets;
- records of regular reviews and their outcomes usually in the form of pupil support plans (PSP);
- the student's health including the student's medical history **where relevant**;
- the pupil's attainment in literacy and mathematics as well as an overview of attainment in other subjects;
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- views of the parents and of the involvement of other professionals, for example, involvement by the social services or education welfare service;
- the teaching strategies that have been used with the pupil and a review of these;
- the provision that has been put in place and how this has had an impact on the pupil's progress.

### **Students with Social Emotional and/or Behavioural Difficulties Policy**

The main focus of provision for pupils with social emotional and/or behaviour difficulties is to support students experiencing long or shorter term difficulties to overcome these difficulties and be comfortable in the school environment. This is achieved through focussed work individually, in small withdrawal groups, in-class support and staff development. The school uses the Thrive approach (**see appendix 4**) to work with young people who have been identified as having a significant social, emotional or behavioural difficulty that they need support for.

Foci of support include:

- Regulation or Anger management ;
- Conflict resolution or Integration Skills;
- Social Communication Skills;
- Confidence Building ;
- Closing gaps in emotional development;
- Looking at and working on the effects of trauma;
- The development of self-esteem.

### **Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils with medical conditions may also have special educational needs (SEN) and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision. In these cases the SEN code of practice (2015) is followed.

Orchard School will provide support to pupils with medical conditions to enable them to access the normal school day and environment. Pupils may need slight modification to timings or access to spaces where they can administer treatments or medications. Orchard school will strive to provide these and other arrangements that are recommended by medical professionals. Orchard school will also provide LSA support for these pupils at times when they might require it and/or specialist training of staff where appropriate.

### **Accessibility**

The DDA (disability discrimination act), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement these plans.

Orchard school has an accessibility plan that can be accessed on the school website.

Orchard school is committed to identifying and removing barriers to learning for all pupils and this is at the forefront of planning for teaching and learning as well as the wider curriculum of the school.

Orchard school strives to ensure that participation in after-school clubs, leisure and cultural activities and school visits is equal for all pupils. This is done through making necessary adjustments to the physical environment of the school and the employment of any necessary physical aids.

The delivery of written information can be adjusted where necessary to ensure that it is available to pupils with disabilities. The school will take account of pupils' disabilities and pupils' and parents' preferred formats, the information will be made available within a reasonable time frame.

### **Access Arrangements for examinations**

It is possible to apply to the examination boards for special exam arrangements for literacy or other difficulties that could prevent certain pupils achieving their potential in exams. Pupils who may require these exam arrangements might be pupils with:

- physical disabilities
- specific learning difficulties (e.g. dyslexia)
- social, emotional and behavioural difficulties which result in them being unable to sit their exam in the main examination hall (e.g. because they may disrupt others by leaving their seat, calling out, because of their anxiety etc)

Access arrangements include:

- extra time
- modified/enlarged print papers
- a reader
- an amanuensis (scribe)
- a prompt
- a transcript
- a separate room
- a live speaker instead of recorded tracks when a pupil with a hearing difficulty is sitting an exam such as a Modern Foreign Language listening paper

### **The Process Involved**

In order for the Examination Boards to grant a reader, an amanuensis or extra time a detailed assessment and report on each individual has to be provided. This assessment/report must be completed by either the Educational Psychologist or a Specialist Teacher who has an accredited qualification. Within this report it is necessary to ascertain 'that given assistance with literacy access skills, the candidate has the cognitive capacity to participate meaningfully in the content of the examination at the level entered.' To be granted a reader the student must have a standardised score of below 85 on a standardised test. To be granted an amanuensis (scribe) the student must have a standardised score of below 85 on a standardised spelling test. For other access arrangements students' individual needs may be taken into account along with test scores, information from professionals and Education, Health and Care plans where appropriate.

The SENCo liaises with the Examination Officer in order to co-ordinate both special exam applications and the allocation of staff to provide the support required in the exams.

### **Admission Arrangements**

Normal admission arrangements apply. Orchard School strives to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equal opportunities. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need the school will make every effort to accommodate them. If a child is transferring with an Education, Health and Care Plan, or has been receiving a high level of extra support in their last school, the continuation of this support will be negotiated with the LA to ensure their needs can be met.

The 2015 Code of Practice states:

- young people with SEN should be educated in mainstream settings;
- schools, including academies, must admit a child named on an EHC plan;
- parents and young people can request for a school to be named in an EHC plan and the LA must comply with their wish except in exceptional circumstances.

The LA must comply with a parent or young person's wish except when:

- it would be unsuitable for the age, ability, aptitude or SEN/D of the young person,  
or

- the attendance of the young person there would be incompatible with the efficient education of others, or the efficient use of resources.

The LA will consult the school and consider their comments very carefully before deciding whether to name it in the young person's EHC plan, sending the school a copy of the plan.

## **Procedures**

### **Pupil Passport**

The SENCo may decide to create a Pupil Passport with the pupil. This is reviewed regularly during an academic year. All staff teaching a particular pupil will be able to access it on the Staff Shared Area. Parents are often consulted about the pupil passports and can be sent copies.

Pupil Passports provide:

- A brief outline of the pupil's likes and dislikes;
- An outline of the information a pupil would like their teachers to know about them in order to best provide for their needs and what this means for them in the classroom;
- Strategies for classroom teachers to use in supporting the pupil's learning, as described by the pupil.

Staff are also sent regular updates detailing pupils' needs, where they are in terms of progress and how best to differentiate for and support them in the classroom.

### **Key Workers**

Learning support assistants at Orchard also take on key worker roles for certain pupils. In their key worker capacities they meet regularly with pupils, look at progress and attendance with pupils, communicate with other staff regarding pupils, communicate with parents and carers and ensure that pupils' voices are heard.

Key workers ensure that for those pupils who need it; there is a consistent person for them to go to in school who has time allocated for them and parents can be contacted with updates and feedback on progress more frequently.

### **Monitoring**

The schools system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. Teaching staff are responsible for monitoring the progress of all pupils in their classes including those with SEN/D. They are responsible for implementing the necessary support for those pupils who are not reaching age related expectations or their individual targets for that subject. The SENCo will monitor the data from classroom teachers' assessments of pupils on the SEN/D register at each data grab throughout the academic year. The impact of interventions and SEN/D support will be evaluated through the data for these pupils and their progress in relation to age related expectations and individual targets defined by their flight path. The level of provision needed for pupils on the SEN/D register will be assessed depending on this progress.

The school's system of assessment also includes reference to:

- Baseline assessment results ;
- SAT results for the end of a key stage 2;
- Standardised screening and assessment tools ;
- Observations of behavioural, emotional and social development;
- Thrive assessments;
- An existing Education, Health and Care plan;
- Assessments by a specialist service, such as educational psychology, identifying additional needs ;
- Another school or LEA which has identified or has provided for additional needs.

The intervention in place across the school is recorded on the SEN/D Provision Map. This is regularly kept up to date by the administration staff, overseen by the SENCo. This identifies every pupil who is on the SEN/D register and which provision each receives. This further illustrates what provisions are available across the school, how often it runs, who staffs it and the cost of that particular provision. The SEN/D Provision Map enables the careful monitoring of provision across the school and regular evaluation of that provision.

If a pupil has consistently met their targets over a six month period and has closed the gap between their attainment and the age related expectations or individual targets defined by their flight path then it may be considered appropriate to remove them from the SEN/D register.

### **Referral Process**

Mainstream staff can also refer students for additional support via the student referral process. They may approach the SENCo with concerns about a pupil, evidencing everything that has been done already to support that pupil in lessons. This can also be done via the Student referral panel. The student referral panel meets every fortnight. Heads of houses and pastoral managers bring to the panel students they feel need additional support, along with evidence and information about what is already in place. The panel consists of heads of houses, pastoral managers, the deputy head for inclusion and the SENCo. The SENCo will feedback to school staff any decisions to allocate additional support after this referral process and this will be recorded on the whole school provision map.

### **Outside Agency Involvement Procedure**

The school recognises and values the support available from outside agencies co-ordinated by the local authority. The Educational Psychologist visits the school regularly and meets with the SENCO to plan any programmes of assessments and observations. The SENCo and the link Educational Psychologist also hold a review of the school's provision at the beginning of the year. Additionally, the school has a multi agency panel that meets every six weeks and has representatives from CAMHs, the EP service and an independent behaviour service. The panel advises and suggests strategies to support students exhibiting either extreme learning difficulties and /or significant behavioural/ emotional difficulties.

The SENCo liaises with the following outside agencies when appropriate:

- Educational psychology services
- Not Just Behaviour – independent behaviour specialists

- SENDCAT – for exam access arrangements advise and assessment
- CAMHs – Community adolescent mental health services
- BAT – Bristol Autism Team
- Social Services
- Educational Welfare Service
- School Nurse
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Child and Family Guidance
- Sensory impairment support team
- EMAS team Ethnic minority achievement support

Parents are informed if there is any outside agency involvement and will be asked for their consent.

### **Resources and Training Procedures**

The resources used by young people with special educational needs or disabilities are available in the inclusion department or in classrooms. Any particular requests for additional resources regarding special educational needs should be made to the SENCo in the first instance.

An amount of the school budget is allocated to special educational needs. This money comes from the money that is expected to be spent on all pupils (AWPU), the notional SEN/D budget from the schools budget and individual funding for pupils who have an EHCP and/or higher needs block funding. This money will be spent on additional resources, staffing costs, and to enable the SENCo to co-ordinate, support and meet the objectives set out in this policy. Some pupils may be allocated high needs block funding allocated following an application made to the local authority that sets out the objectives for that pupil and how they are being met. The pupil's needs are evaluated using the Bristol Universal Descriptors.

The training needs of staff are identified and planned for through teaching and learning audits and learning walks carried out by SLT and members of staff with key roles and responsibilities in the school. CPD sessions are planned and delivered on a weekly basis and are tailored to meet the needs observed. Training needs and good practice to be shared are also identified through the school's self-evaluation process.

In order to maintain and develop the quality of teaching and provision across the school and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo. The SENCo explains the systems and structures in place around the school's SEN/D provision and practice and discusses the needs of individual pupils. The SENCo regularly attends the local authority's SENCo network meetings in order to keep up to date with local and national updates in SEN/D. The school receives core visits from the Educational Psychology Service who provide support and challenge in relation to SEN/D. The SENCo delivers in-house CPD to pass on developments and strategies related to SEN/D to all staff.

## **Transition Procedure**

The SENCo liaises with the feeder schools regarding the transfer into Year 7 of students with SEN/D in order to facilitate a smooth transition and appropriate planning of an appropriate curriculum, including SEN/D provision.

This involves:

- visiting the school
- meeting the student
- meeting parents
- meeting with relevant teachers in order to get an overview of the student's needs
- ensuring records are transferred
- attending year 5/6 annual reviews where Orchard School Bristol has been consulted and where appropriate
- arranging extra transition events to allow pupils with SEN/D and their families to familiarise themselves with Orchard School as much as possible prior to transition
- home visits if necessary

All Year 7 students have their reading level assessed on entry, all students also complete a piece of unaided writing – these are screened by the SENCo and teachers as indicators of special educational need.

All Key Stage 2 SATS data is received by the school prior to pupils arriving in September.

When students transfer from other schools during their secondary education transfer data (including Teacher Assessment levels and performance in end of key stage tests) are used to inform teachers in their planning and as a means of identifying SEN/D.

Pupils with SEN/D transitioning from Orchard school to further education colleges or sixth form colleges will have support in this transition. This support may take the form of:

- supported visits to the new establishment;
- extra career and further education guidance;
- meeting and/or information sharing between the SENCo and those responsible for SEN/D at the new establishment;
- EHCP reviews completed in a timely manner to allow for transition requirements to be written into the plan;
- meetings with parents and carers in relation to this transition process.

## **Evaluating the success of the SEN/D policy**

The following procedures provide evaluative points for assessing the effectiveness of Orchard School's SEND policy:

- student assessments and review meetings;
- student and parent views relating to the statutory review of need and provision outlined in EHCPs;
- evaluation of pupils' individual targets and longer term outcomes;
- assessment data collated from internal and external examination procedures;
- internal teacher assessments;
- teaching and learning audits;
- attendance of LA SENCo meetings
- parent voice.

The SEN/D policy will be reviewed annually to ensure that it still provides an accurate description of SEN/D in the school.

### **Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

- The school regularly consults health service professionals. Concerns can be initially brought to the attention of the school nurse by the SENCo or coordinating teacher, and referrals will be made as appropriate.
- CYPS will be accessed through the CYPS referral process. Teachers will alert the SENCo if there is a concern they would like discussed. Child protection issues will be reported through the schools Child protection leads and in line with the safe guarding policy.

### **Local Offer and SEN Information Report**

As well as the SEN/D Policy, we publish an SEN/D Information Report which includes information for identifying, assessing and making provision for pupils with SEN and admission of disabled pupils. We have also produced a 'Local Offer' of services offered at Orchard School so that parents can understand what is available, and how to complain if they need to. The 'Local Offer' and the school's SEN/D Information Report can be accessed via the school website and also via Bristol City council's Findability site - <http://www.findabilitybristol.org.uk>.

### **Complaints Procedure**

If parents/carers have a complaint concerning the provision for their child they should initially try and resolve this with the class teacher, tutor or Head of Department. If this proves unsuccessful the matter should be referred to the SENCO and ultimately the SEN Line Manager. After this, the Complaints Policy would need to be referred to for further action.

## Appendices

### **Appendix 1**

#### **The student's role**

- Students are fully involved in the selection of targets, in consultation with the SENCo targets are formalised and agreed.
- Students should where possible also be actively involved in the monitoring of targets and the evaluation of progress.
- Students views are the centre of their pupil passports and these are all written in collaboration with the pupils.
- Students attend their Annual Reviews and are encouraged to be active participants.
- Students should be enabled to understand their difficulties and what they like about learning, as well as being aware of appropriate strategies which work for them.

### **Appendix 2**

#### **Parental Involvement**

- Parents are encouraged to be fully involved in their child's education.
- Parents are contacted if their child is identified as having a special educational need.
- Parents can contact members of the Inclusion Department at any time to discuss their child's progress, difficulties, Pupil Passports etc.
- Parents of students with EHC plans are involved in Annual Reviews. A written parental report is requested prior to the Annual Review meeting and parents are always invited to attend the meeting.
- Parents are informed if their child's level of progress and other assessment indicates they should be moved onto the SEN Register.
- Parents may be contacted by their child's key worker and are able to contact the key worker if needed
- If a child is offered support with their learning and a parent does not wish this to happen a letter from parents is required stating this.
- SENCo attends all Parents Evenings in order to be available to parents.

### **Appendix 3**

#### **The role of the Learning Support Assistant in supporting inclusion in Orchard School**

The learning support assistants in Orchard School are planning for and delivering in increasing amount of interventions outside of the classroom. These may be run for a group of young people or at times on a 1:1 basis. These interventions are aimed at helping pupils to make accelerated progress in a range of areas; academic as well as social and emotional. Learning support assistants have been trained to deliver interventions and they are report to and are supported by the SENCo or assistant SENCo to ensure effective monitoring and progress.

Effective deployment of learning support is dependent on good communication between staff and a willingness to support each other inside and outside of the classroom.

Learning support assistants at Orchard also take on key worker roles for certain pupils. In their key worker capacities they meet regularly with pupils, look at progress and attendance with pupils, communicate with other staff regarding pupils, communicate with parents and carers and ensure that pupils' voices are heard.

Learning support assistants are also deployed in classrooms.

The range of support that LSAs can provide to pupils in the classroom or outside of the classroom is almost endless, they can:

- Clarify explanations
- Support the reading of challenging texts
- Support students in making notes – without actually doing it for them
- Provide frameworks for writing and recording for those who need it
- Help students develop better organisational skills
- Work on differentiated activities with groups of students (not necessarily pupils on the SEN register as it may be more important for them to be working with the teacher)
- Supervise and support practical work, reinforcing any health and safety requirements
- Read back students' work as a form of checking to enable students to identify errors and area for improvement
- Act as an amanuensis to help students who have difficulties to record their ideas and thereby build their confidence
- Help students to develop information retrieval skills
- Contribute to the planning and reviewing of pupil passports, perhaps by identifying significant difficulties and specific subject areas where the students' needs are greatest.
- Support teaching staff in ensuring that any specific resources and equipment required by disabled students is in place
- Support disabled students in moving around the school and in accessing the curriculum without obstructing the development of independent learning
- Support students in unfamiliar surroundings, i.e. on school visits
- Reinforce the school behaviour policy and support behaviour strategies used in class
- Work with students with emotional/behavioural difficulties
- Focus attention and redirect to task, where students have concentration difficulties
- Help build the students' confidence and self-esteem by developing positive relationships with them and ensuring that they can experience success in the tasks that they are doing
- Where appropriate, liaise between student and teacher (i.e. students often find it easier to discuss difficulties with a well-known LSA than with a teacher)
- Liaise with pastoral staff when students have approached them about personal issues
- Model and encourage appropriate social skills for those students with communication and social interaction difficulties
- Scaffold learning
- Browse for literacy

## **Appendix 4**

### **The Thrive Approach**

Thrive is a 'systematic approach to the early identification of emotional developmental needs in children and young people so that differentiated provision can be put into place quickly by the adults working most closely with the child.' It is based on brain development, attachment theory, child development and research into 'the role of creativity and play in developing emotional resilience'. It uses an online assessment and action planning tool to assess children and young people.