



## Special Educational Needs and Disability (SEND) Policy

(Whole School Including EYFS)

<b>First Issued:</b>	October 2012	<b>Next Review:</b>	Spring Term 2027
<b>Last Reviewed:</b>	Spring Term 2025	<b>Version:</b>	5.0
<b>Responsible:</b>	SENDCo / Curriculum Team		

## 1. Introduction

Orley Farm School is a selective independent school where our pupils are at the heart of everything we do. We aim for all pupils to achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. We embrace diversity and everyone is valued and respected.

We are committed to the following aims which are at the heart of our school:

- Treat others as they expect to be treated
- Forgive
- Share
- Listen
- Be honest with ourselves and others
- Be kind and helpful
- Do our best to be our best selves

This document provides information about the ways in which we support all of our pupils including those with Special Educational Needs and Disabilities (SEND) in order that they can reach their full potential. Our provision is constantly evolving to meet the individual needs of our children and capitalising on best practice and educational research. This document was reviewed in the Summer Term 2024 and is in line with the 2015 Code of Practice which states:

***‘All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.***

***This should enable them to:***

- ***achieve their best***
- ***become confident individuals living fulfilling lives***
- ***make a successful transition into adulthood, whether into employment, further or higher education or training’***

*Special Educational Needs and Disabilities (SEND) Code of Practice 2015*

This policy should be read in conjunction with the following school policies:

- [Equal Opportunities Policy](#)
- [Feedback Policy](#)
- [Assessment, Recording, Tracking and Reporting Policy](#)
- [Safeguarding and Child Protection Policy](#)
- [Teaching and Learning Policy](#)
- [EYFS Policy](#)
- [Pupil Mental Health and Wellbeing Policy](#)

This policy should also be read in conjunction with:

- [Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014,](#)

- [The National Curriculum in England Key Stage 1 and 2 Framework Document September 2013](#)
- [Teachers' Standards 2012 and the School's SEN Information Report Regulations 2014.](#)

## 2. Policy Aims

- To create an environment that meets the special educational needs of each child selected by our assessment procedure
- To ensure that the special educational needs of children are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To enable all children to have full access to all elements of the school curriculum considering reasonable adjustments in the classroom setting
- To ensure that our children have a voice in this process, where appropriate
- To establish effective communication with outside agencies
- To support teachers' continuing professional development (CPD) in SEND and Inclusion

## 3. What are Special Educational Needs and Disability (SEND)

Children with Special Educational Needs have particular differences that call for special provision to be made. These differences may fall in any or a combination, of the following areas:

- **communication and interaction**
- **cognition and learning**
- **social, mental and emotional health**
- **sensory and physical needs**

All children may have special needs at some time in their lives. Children are considered to have a particular need if:

- they have significantly greater difficulty in learning than the majority of children of the same age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age in mainstream schools.

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 in school.

We use a graduated response in order to maximise the learning potential of all the children. This is based on a whole school ethos which respects individuals' differences, maintains high expectations for all and promotes good communication between teachers, parents and pupils.

#### 4. How are Children with SEND Identified?

The majority of children who join Orley Farm in the Foundation Stage have already attended an early education setting. In some cases, children enter the school with their SEND needs already assessed. However, all children are assessed when joining us so that we can build upon their prior learning.

A school admissions questionnaire which contains questions linked to the child's early development and family history is completed upon joining. Pertinent questions are asked in order to ascertain whether there is a family history of Specific Learning Difficulties (SpLD) or indeed indicators of possible SpLD. All of the information gathered is used to provide a starting point for the development of an appropriate curriculum for all our children.

We will assess each pupil's skills and levels of attainment on entry. Class teachers will regularly assess 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 even after interventions are put in place
- results in the attainment gap continue to widen

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 SEND.

We strive to make a clear distinction between 'underachievement', often caused by poor early experience of learning, and Special Educational Needs. Some pupils in our School may be underachieving but will not necessarily have a Special Educational Need. It is our responsibility to identify this quickly and to ensure that appropriate interventions are put in place to help these pupils progress.

It is our responsibility to ensure that pupils who have been identified with Special Educational Needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes which address the root causes of any learning difficulty are essential ingredients of success for these pupils.

#### 5. Who is Responsible for Supporting SEND Children?

- All Staff support SEND

**Class Teachers** are responsible for:

- The progress and development of every pupil in their class
- Providing '**quality first teaching**' which is differentiated for individual pupil's needs

***Definition of 'Quality First Teaching': 'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.'***

- Working closely with any nursery nurses, TAs, LSAs 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
- Liaising with parents to discuss targets and progress

- Writing and evaluating provision maps for individual children with the SENDCo team
- Ensuring they follow this SEND policy

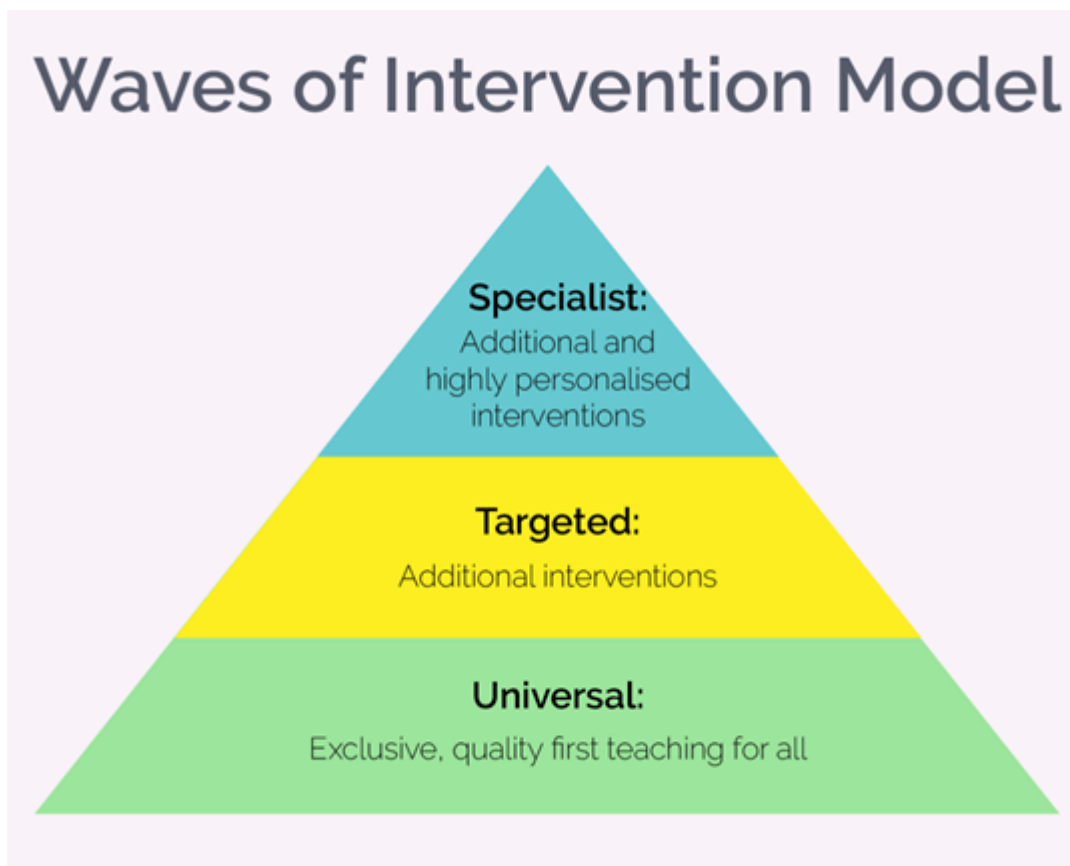
**The SENDCo will:**

- Work with the Headteacher and Governors 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
- Liaise with parents
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with future schools 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

Our SENDCo is **Monica Solanki** [solankim@orleyfarm.harrow.sch.uk](mailto:solankim@orleyfarm.harrow.sch.uk)

#### 6. How does the school support SEND children?

The school uses a graduated response to meet the needs of SEND pupils as outlined in the Code of Practice 2015.



*Special Educational Needs and Disabilities (SEND) Code of Practice*

### **Universal Wave 1**

The effective inclusion of all children in high quality learning and teaching where strategies which support all learners are firmly in place. The Assess, Plan, Do, Review cycle should be firmly embedded in this high-quality teaching.

### **Targeted Wave 2**

This is additional time limited provision in the form of small group or 1:1 intervention to accelerate progress through identification of misconceptions and gaps in knowledge. These are not primarily SEND interventions.

### **Specialist Wave 3**

This is specific targeted literacy and numeracy intervention for children requiring SEND support. This is often delivered on a 1:1 or a very small group basis. This also includes additional time-limited numeracy and literacy provision to enhance the progress of identified children where the Universal and Targeted approaches are not having the desired effect.

Where a Teacher suspects a child may have SEND, there should be no delay in putting appropriate support in place where required, whilst informally gathering evidence. Teachers will complete a **Record of Concern** for the SENDCo for those children in the class who are not performing at an age appropriate level.

The Teachers and SENDCo will work together to ensure that targeted intervention is provided for these learners. In the event that the pupil makes inadequate progress the SENDCo will then take the lead in further assessments of the child's needs or by requesting that parents contact External Agencies.

Adequate progress can include progress which:

- is similar to that of peers starting from the same baseline
- matches or betters the child's previous rate of progress
- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider

Teachers make the decision together with the SENDCo as to whether a Provision Map or a Pupil Passport will best meet the child's needs.

The triggers for a child to move on from Wave 2 intervention to Wave 3 intervention include where a child:

- continues to make inadequate progress
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulties in developing literacy and numeracy skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group
- has sensory or physical needs requiring visits by a specialist service
- has an on-going communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment may be made to the LEA. A range of written evidence about the child will support the request. All Education and Health Care Plans must be reviewed annually.

The annual review of the Education and Health Care Plan ensures that once a year, the parents, the pupil (if appropriate), the School and all professionals involved, consider both the progress the pupil has made over the last twelve months and whether any amendments need to be made to the description of the

pupil's need or to the special educational provision specified by the Education, Health and Care Plan (EHCP).

## 7. Provision Maps

All children receiving targeted or specialist intervention will have a Provision Map. The Provision Map will show the short-term targets set for the child, who will be delivering the intervention in order to achieve the targets and how often intervention will be delivered. Provision Maps will also indicate the planned outcomes. These will be reviewed termly with teachers, parents and, where appropriate, children.

Teachers will make best use of their timetables to establish appropriate opportunities for the delivery of 1:1 intervention lessons. In the case of targeted support, the SENDCo and the Form/Subject Teachers will decide on a case by case basis which lessons to withdraw a child from if this is necessary.

## 8. Pupil Passport

We encourage children to take responsibility, to make decisions and share their voice. We recognise the importance of all children developing both social and emotional skills as well as educational skills.

Children are involved at an appropriate level in writing a pupil passport. This encompasses everything a learner needs to best support their barrier to learning. This is a document about the learner written by the learner and they take full responsibility to share this with their teachers and parents.

## 9. How do we Assess, Monitor and Evaluate Children with SEND?

### **Assessment**

The cycle **Assess, Plan, Do, Review** is intrinsic to the provision of high-quality teaching and intervention.

- **Assess:** The Class Teacher or SENDCo will assess the needs of the child and may recruit an outside agency to help
- **Plan:** Barriers to learning are identified, targets established and support and intervention planned.
- **Do:** Support is provided
- **Review:** The impact of the support is assessed and changes made if necessary.

## 10. Partnership with Parents

The School works closely with parents in the support of those children with special educational needs. We encourage the active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

We meet regularly with parents to discuss the progress of children who have special educational needs for which specialist intervention is necessary. We consult with the parents regarding any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

## 11. Monitoring and Evaluation

Monitoring and Evaluation is conducted in the following ways;

- classroom observation by the SENDCo and Senior Leaders

- ongoing assessment of progress made by intervention groups through tracking
- work sampling/moderating
- evaluating planning
- teacher discussions with the SENDCo
- SENDCo/Teacher discussions with children involved in targeted intervention
- SENDCo/Teacher discussion with parents
- Use of data e.g. PTM/PTE/PTS/CATs etc

The SENDCo monitors the movement of children within the SEND system in the School and provides staff with regular summaries of the impact of the policy on the practice of the School.

The SENDCo attends regular Curriculum Team meetings where SEND issues can be addressed. The SENDCo meets weekly with the SEND team of LSAs and regularly with the heads of department, heads of section and the SLT.

## 12. **SEND and mental health**

Some SEND and neuro-diversities also impact on a child's mental health.

In the same way we approach possible safeguarding concerns, when a pupil with SEN demonstrates changes in behaviour, staff will consider if there are possible mental health difficulties and not dismiss the changes solely as a result of their special needs. All concerns should be reported to the Special Educational Needs Co-ordinator (SENDCo), Mental Health Lead and Designated Safeguarding Lead. The SENDCo will identify how the setting will meet the needs of pupils whose mental health difficulties mean they need special educational provision, and work with the Mental Health Lead and the Designated Safeguarding Lead where it may be necessary to use the support of outside agencies such as CAMHs.

## 13. **Policy Review**

Continuous monitoring, evaluation and review of this policy takes place amongst staff, the Curriculum Team and the Education Committee.