



**Scotch Orchard  
Primary School**

Caring | Believing | Achieving



## **SEND Policy**

Date Written: February 2022

Written by: Zoe Franks – SEND Lead ATLP School Improvement team

Next review: February 2023

Published to website: February 2022

At Scotch Orchard Primary School, we strongly believe that we are an inclusive school, which has an immersive environment for all our pupils regardless of ability or need.

We value the individuality of all of our children. We are committed to giving every child the opportunity to achieve their fullest potential and fulfil their dreams.

At Scotch Orchard Primary School, we value the importance of ensuring that all of our children receive quality first teaching and that all staff members receive the training required to support each individual child.

All staff at Scotch Orchard Primary School follow the SEND code of Practice and adhere to all 'must' requirements identified in the code of practice. All staff ensure the correct measures are taken to support all children with SEND.

## **The Code of Practice 2014 defines SEND as follows:**

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others the same age, or

Has a disability, which prevents or hinders him or her from making use of facilities, provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The four broad ‘areas of need’ are:

- **Communication and Interaction** – This includes children with speech and language delay, impairments or disorders, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** – This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional and Mental Health Difficulties** - This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and Physical Needs** -This includes children with sensory, multi-sensory and physical difficulties.

**Staffordshire’s Local Offer in place to support all families with any SENDs advise and can be found on the following this link:**

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

## **How does Scotch Orchard Primary School know if children need extra help?**

Teachers use AFL (Assessment for Learning) or teacher assessment as part of daily practice. Within lessons, they monitor children’s progress, and adapt all teaching to support the individual child through scaffolding. Assessments completed at certain points throughout the year work to support teacher judgments. Teachers have high expectations and adopt a “can do” attitude. Pupils with SEND work on the same curriculum as those pupils who do not have SEND and learning is scaffolded to enable pupils to achieve and make progress from their own individual starting points.

We know when child need help if:

- concerns are raised by parents/carers, teachers or the child’s previous school
- there is lack of progress
- poor test scores
- there is a change in the child’s behaviour
- a child asks for help

## **What should I do if I think my child may have special educational needs?**

If you have concerns then contact your child's teacher in the first instance. Following this a meeting may be arranged with the SENCo.

## **How will I know how Scotch Orchard Primary School supports my child?**

When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess Plan, Do and Review.

Those children not making progress over a period of a half term may be placed on monitoring and parents notified. Those children not making progress for two full terms will be placed on the SEND register. A child can only be removed from monitoring or the SEND register after two full terms of progress can be measured.

**Assess** – This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and the child.

**Plan** – This stage identifies the barriers to learning, planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do** – The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching with other staff. The teacher will plan and assess the impact of support and interventions and ensure it links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

**Review** – Reviews of a child's progress will be made half-termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child.

All of those involved – child, their parents or carer, class teacher and SENCo contribute to this review. This stage then informs the next cycle, if necessary.

- Each child's Personal Learning Plan, (PLP) will be drawn up by the class teacher in consultation with the child and their parents with support from the SENCo if necessary. PLP targets are half-termly but may be reviewed earlier if necessary

to support the child or if achieved.

All targets are sent home.

- If a child has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy & literacy skills etc. then the child may be placed in a small intervention group.
- Child Progress Meetings are held termly. This is a meeting where the class teacher meets the Senior Leadership team to discuss the progress of the children in their class.
- Occasionally a child may need more expert support from an outside agency such as the Paediatrician, Speech Therapists, CAMHS, Autism Outreach Team etc. Referral may be made through parents to GPs or in some cases, a school referral may be completed with parent consent.
- While the majority of learners with SEND will have their needs met with quality first teaching, in extreme and complex cases some may require an Education, Health and Care plan (EHCP) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.
- Where a child has an Education, Health and Care plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

### **How will I know how my child is doing?**

- You will be able to discuss your child's progress at Parents' consultation and termly review meetings. Class teachers are on the playground at the end of the day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher, or SEND Champion or SENCo, by visiting the school office.
- PLPs (Personal Learning Plans) reviews take place termly. The class teacher sets targets but Parents/carers are always encouraged to contribute their input to be included on the PLP.
- Child and parent voice are in place and are monitored for effectiveness by the SEND Governor and the governing body.

### **How will you help me to support my child's learning?**

- The class teacher may suggest additional ways of supporting your child's learning at parents' consultation, review meetings or by arranging a meeting with you.
- The SENDCo or the SEND Champion may meet with you to discuss how to support your child if requested by the parent or class teacher.
- The SENDCo or the SEND Champion may meet with you to discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.
- Parent/carer workshops are arranged throughout the year, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas are offered.

- Scotch Orchard work closely with the Lichfield SEND hub and any pupils with more significant need can be referred to the SEND hub to ensure we have accessed to a breath of experience and professional services prior to any applications for further services.

### **What if my child has medical needs?**

- If a child has a medical need then a detailed Health Care Plan is required following a discussion with parents. It is the parent's responsibility to ensure the school are aware of any medical need.
- Where necessary, and in agreement with parents/carers, medicines are administered in school where a signed medication form giving consent is completed and held at the office.

### **What specialist services and expertise are available at or accessed by the school?**

The SENDCo has completed the National Award for SENCo and Postgraduate Certificate in Education (Special Needs and Inclusion).

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- SENDIASS
- Behaviour Support Service
- Educational Psychologist
- Speech & Language MPFT
- CAMHS (Child & Adolescent Mental Health Service)
- Occupational Therapy
- Physio Therapy
- Paediatrician
- Family Support Service SCTSP
- Action For Children
- Social Services

A staff-training audit is carried out yearly and our next audit is expected to be completed March 2022 .

### **Who can I contact for further information or if I have any concerns?**

Please do not hesitate to contact the school directly if you have further questions or if you wish to discuss your child's educational needs. If are unhappy about something regarding your child's schooling, please contact one of the following:

- ❖ Your child's class teacher
- ❖ SENCo
- ❖ Mrs J Bishop - Head Teacher

Appointments can be made with any of these people through the school Office.  
01543 227400

**For complaints please follow the school's complaints procedure available at the school office or via the school website.**

**Support Services for parents of children with SEND include:**

SEND Family Partnership (formerly Parent Partnership) is for parents and carers of children and young people aged 0 to 25, with special educational needs and disabilities (SEND). They offer information, advice and support about education, health and social care issues. They can be found at:

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

Facebook: [StaffordshireSENDlocalOffer](#)

Email: [localoffer@staffordshire.gov.uk](mailto:localoffer@staffordshire.gov.uk)