



Orchard Park High School
"Inspiring Lives, Building Futures"



Orchard Park High School SEND Policy and SEND Information Report 2020-2021

Date: 1 September 2020

This report describes Orchard Park High School's policy and provision for pupils with Special Educational Needs and Disability (SEND). This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

Approval and review:

This report is the responsibility of: Assistant Headteacher & Special Educational Needs and Disability Coordinator (SENDCO)

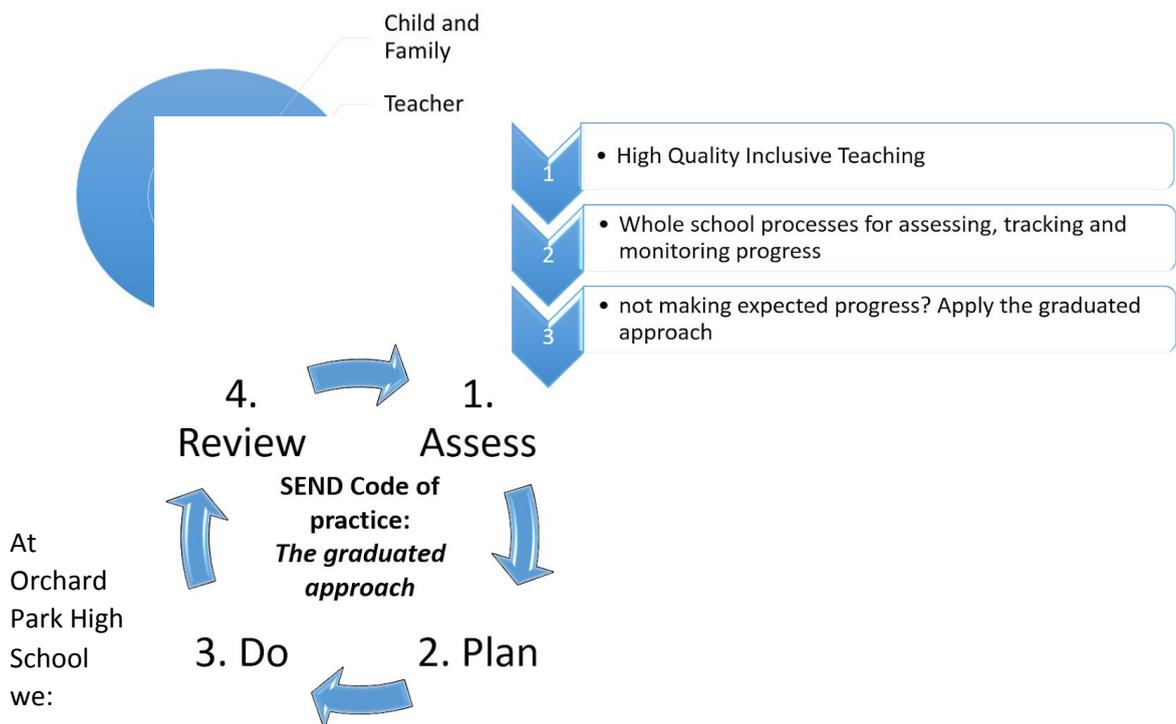
This report was approved by the Local Governing Body on: 12.11.20

Part One: Model SEND Policy

Part Two: Model SEND Information Report

Part One: SEND Policy

1. At Orchard Park High School, the inclusion of all our pupils is of the highest importance. 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. All staff use their best endeavours to make sure that a child with SEND gets the support they need. We ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND and we encourage awareness of the mutual benefits of inclusion. The child and family are at the centre of their provision and are included in decision making. We ensure that arrangements are in place to support pupils at the school with medical conditions. There is a clear approach to identifying and responding to SEND and the school follows the graduated approach of assess, plan, do and review.



- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on their websites about the implementation of their policy for pupils with SEND (the school SEND information report)
- Publish information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans
- Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENDCO) for the school
- Determine their approach to using their resources to support the progress of pupils with SEND
- Co-operate with the appropriate local authority (LA) in reviewing the provision that is available locally and developing the local offer

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Definitions

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 significantly greater difficulty in learning than the majority of others of the same age, or
- 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

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.

3. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report

This policy also complies with the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

4. Roles and responsibilities

SENDCO:

Ms Lisa Wellington. Email: lwellington@orchardparkhighschool.net, 0208 776 0220

Headteacher:

Ms Carly Moran. Email: cmoran@orchardparkhighschool.net, 0208 776 0220

SEND link governor:

Joy Diali

Head of SEND/Safeguarding Greenshaw Learning Trust:

Sarah Vardy. Email: svardy@greenshawlearningtrust.co.uk, telephone 020 8715 1078.

The SENDCO

The SENDCO will:

- Work with the headteacher 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

- 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 potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and local governing body 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

The headteacher

The headteacher will:

- Work with the SENDCO to determine the strategic development of the SEND policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEND and/or a disability

The SEND link governor

- The local governing body will appoint a SEND link governor to have oversight of the school's arrangements for SEND and provide a link between the school and SENDCO and the local governing body on matters relating to SEND.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. Contacts

Contact details of support services for parents of pupils with SEND

Our contribution to the Croydon local offer is published here:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/results.action?qt=ELP&term=&localofferchannel=0&sorttype=relevance&sr=10&nh=10>

Croydon's local offer is published here:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

Contact details for raising concerns

Complaints about SEND provision in Orchard Park High school should be made to the class teacher/ Head of Year /SENDCO/ Head teacher in the first instance, and may be referred to the school's complaints procedure.

Part Two: SEND Information Report 2019 – 2020

1. The kinds of SEND that are provided for

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

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

2. Identifying pupils with SEND 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. Class teachers will make regular assessments of 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 between the child and their peers

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 SEND.

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.

3. 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:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

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

4. 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 SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment and behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

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.

5. 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.

All documentation about special needs included in a student's record is transferred between schools and post-16 provisions as necessary. The SENDCO deals with specific enquiries.

The SENDCO attends all Year 6 Annual Reviews for students with an EHCP.

Additional induction days are arranged, as required, for all students with SEND/ vulnerability factors.

The records of students who leave at the end of Year 11 are transferred to Post 16 placements on request.

6. Our approach to teaching pupils with SEN

Students are assessed on entry to the school. We assess progress at regular tracking points throughout the year. If a student is making less progress than expected for their age or individual circumstances, we will consider whether they have special educational needs. Our SENDCO oversees the assessment of the needs of our students to plan appropriate support and interventions. The SENDCO liaises with a range of external professionals and ensure that recommendations and advice are implemented and reviewed. The SENDCO, in liaison with staff, also identifies students who may be eligible for additional support. Where parents or students have a concern about progress they can also discuss and explore this further with the SENDCO.

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

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

SUPPORT AND INTERVENTIONS FOR PUPILS WITH SEND

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood

- Contact with Primary and previous schools to share information
- Sharing information at Secondary Transfer Day
- Induction programme to support effective mid-year admissions
- Contact with Sixth Forms to share information
- Careers Advice and workshops
- College visit days
- Application and interview support
- Life skills

Access to a supportive environment

Based on each student's individual needs we offer a range of resources:

- Information Communication Technology
- Visual aids
- Exam concession arrangements

Strategies to support and develop Literacy (reading, writing, spelling)

Based on the individual needs of our students, we offer a range of targeted interventions that are additional to and different from our Quality First Teaching:

- In class, small group and individual support
- Phonics based programmes
- Writing frames
- Key word lists, word banks and personalised dictionaries
- Dyslexia friendly strategies and resources

Strategies to support/develop Numeracy

Based on the individual needs of our students, we offer a range of interventions that are additional to and different from our Quality First teaching:

- In class, small group and individual support
- Key Word lists and word banks
- Specific maths programmes e.g. Hegarty
- Maths Homework Club
- SEND Homework Club

Strategies to support positive behaviours, social skills, emotional development and mental health

- Consistent implementation of the school's behaviour policy

- Annual Reviews, Targeted meetings, e.g. Pastoral Support Plans, TAF
- Individual or group support from SEND staff or a Learning Mentor
- School Counsellor
- Restorative Justice
- Peer mentoring
- Reflect 2 Reset
- Form groups
- Anti-bullying policy
- Kick London
- Safe & Well
- Referral to external professionals e.g. Croydon Learning Access Team, Educational Psychologists
- Speech and Language Therapists, Child and Adolescent Mental Health Service (CAMHS)

Support and Supervision at unstructured times of the day including personal care

We have a range of resources and facilities to support students at unstructured times of the day including:

- Lunch Time Club
- Access to appropriate staff and drop in facilities
- Support on trips and visits

Strategies and Programmes to support Speech, Language and Communication Skills

Identification of students with speech and language difficulties is followed by referral to appropriate professionals, including educational psychologist, speech and language therapist. Advice and recommendations from those professionals is then implemented.

- Increased use of visual strategies in classroom
- Staff have access to all relevant information
- Staff have access to training from a range of providers
- Speech and Language group sessions

Strategies and Programmes to support students with Occupational Therapy and Physiotherapy

Needs

- Assessment by and advice from an Occupational Therapist (OT)
- Implementation of individual OT and physiotherapy support programmes by allocated school staff for relevant students
- Provision of support resources such as writing pens, scissors, pencil grips, where required

Access to Medical Interventions

- Liaison with medical professionals to draw up Care Plans for students with medical issues
- Staff training in the administration of support and/or medication for conditions such as EpiPen use, sickle cell, epilepsy

- Liaison with medical professionals e.g. GPs, hospital consultants and mental health practitioners, providing ongoing advice or treatment for students
- Training for staff based on the specific medical needs of students as these arise
- Photographs of the students, with details of their condition and, where relevant, required medication displayed in the staff rooms
- Individual protocols for students with significant medical needs
- Implementation of risk assessments
- Key staff throughout the school trained in First Aid

Engagement with Parents and Carers

Orchard Park High School operates an open door policy where parents are welcome any time to make an appointment to meet with either the teacher or SENDCO to discuss their children's progress. A student's education should be a partnership between parents, teachers and the students themselves.

Therefore, we:

- Share professional reports with parents and carers
- Hold parent and carer workshops to promote learning
- Host regular social events e.g. Coffee Mornings
- Home-School books to help liaise closely with parents and carers
- Meet with parents and carers of children with an Education Health and Care Plan (EHCP) or other specific needs on a regular basis to discuss provision, support and progress
- Set aspirational targets and regularly review progress through:
- Hold Inclusion meetings/Progress Meetings/Academic Review Days and Parent's Evenings

Engagement with Students

- Improve To Upgrade (ITU)
- Self-assessment of learning and progress in the classroom
- Pupil Voice
- Academic Review days
- Annual Reviews (EHCP students)

Arrangements for specialist expertise from outside the school

Our school has access to support from a range of external professionals and may source that and other support based on the individual needs of our students.

- Educational Psychologist
- Speech and Language Therapist
- Specialist Dyslexia Teacher (SpLD team)
- Occupational Therapist

- CAMHS

Staff Training

All staff receive regular training as part of an on-going programme of professional development. A range of special needs training has been delivered and is tailored to meet the needs of our students.

In addition the SEND department receives regular training – recent training has included hearing impairment training, autism training and literacy development training (ELKAN).

For further information, please also see the following links:

The SEND Code of Practice (2015) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Supporting pupils at school with medical conditions
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3>

7. Adaptations to the curriculum and learning environment

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

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.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. Additional support for learning

We have four teaching assistants who are trained to deliver interventions such as The Code, Social Skills and Social Emotional Coaching.

Teaching assistants will support pupils on a 1:1 basis when ...

Teaching assistants will support pupils in small groups when ...

We work with the following agencies to provide support for pupils with SEN:

Insert list of agencies

9. Expertise and training of staff

Our SENDCO has extensive experience in this role and has worked at a number of Inner London schools.

We have a team of four teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in ELKAN, Working Memory and Social Emotional Coaching.

We use specialist staff for Speech and Language, Working Memory, Hearing Impairment and Occupational Therapy interventions.

SENDCO attends relevant training courses including LA briefings, research, projects, national organisations and SENDCO meetings.

SENDCO delivers School INSET supported by outside agencies.

Borough SEND programme is available to all departments

Teaching assistants attend related training courses.

10. Securing equipment and facilities

Orchard Park High School works very closely with external agencies to ensure we have the right level of funding should a pupil require some additional equipment to support their SEN. We seek support from these agencies to guarantee that we not only procure the best value, but also the correct equipment to support that pupil.

11. Evaluating the effectiveness of SEND provision

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

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions after 6/12 weeks

Using pupil questionnaires

Monitoring by the SENDCO

Using provision maps to measure progress

Round Robins

Learning Walks

Holding annual reviews for pupils with statements of SEND or EHC plans.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

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 SEND or disability.

13. Support for improving emotional and social development

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

Pupils with SEND are encouraged to be part of the school council

Pupils with SEND are also encouraged to be part of Learning Development club to promote teamwork/building friendships etc.

Lunch Time Clubs

Social Skills Clubs

Peer Mentoring

Orchard Park High School's Anti-Bullying Policy

We have a zero tolerance approach to bullying.

14. Working with other agencies

When necessary the school seeks advice and support from a variety of services including:

- Educational Psychology Service
- Speech and Language Therapy
- Behaviour Support Service
- Visually Impaired Service

Hearing Impaired Service

- Travellers Education Service
- Child & Adolescent Mental Health Service (CAMHS)

15. Complaints about SEN provision

If parents believe that their son/daughter has a learning difficulty at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their son/daughter with SEND, they should talk first to the Head of Progress. If the parents think that their son/daughter should be given more support they should raise their concerns with the SENDCO. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the Head teacher in accordance with the complaints procedure for the school.

Parents may ask the LA to conduct a statutory assessment of their son / daughter at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEND Tribunal within two months of the decision being made.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up a statement of SEND for the child, the parents again have the right to appeal to the SEND Tribunal.

Complaints about SEND provision in our school should be made to the class teacher/Head of Year/SENDCO/head teacher 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:

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

Contact details of support services for parents of pupils with SEND

There are local and national organisations who parents can contact if they require support:

Croydon Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years).

How to access this service

KIDS operate an open referral system for this service. Parents can ring or e-mail to make a referral into the service.

Contact:

Phone: 0208 663 5630 / 5631

Email: croydon@kids.org.uk

Contact details for raising concerns

If there are concerns in regards to a pupil's SEND needs, then please do contact the SENDCO, Assistant SENDCO/ELP Manger in the first instance:

SENDCO – Ms L Wellington lwellington@orchardparkhigh.net

Assistant SENDCO – Miss B Smith bsmith@orchrdparkhigh.net

School telephone number – 0208 776 0220

16. The local authority local offer

Our contribution to the Croydon local offer is published here:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/results.action?qt=ELP&term=&localofferchannel=0&sorttype=relevance&sr=10&nh=10>

Croydon's local offer is published here:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

For further information about the local offer, see Part One section 4.