



Orchard Park High School

SEN Policy and SEN Report

Orchard Park High School is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, Grennell Road, Sutton, Surrey, SM1 3DY.

Orchard Park High School

SEN Information Report

2023-2024

This report describes Orchard Park High School policy and provision for pupils with 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 Governing Body on: **6th November 2023**

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SEN Information Report 2023-2024

1. The kinds of SEN that are provided for

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

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

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry through our NGRT 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 SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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. All students on the SEND register will have an IEP (Individual Education Plan) created for them and is able to be accessed by all staff. 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 SEN 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 SENCO 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 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 support our high level SEND students with any transition days or events that are offered by their next provision and support with this in school.

6. Our approach to teaching pupils with SEN

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

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

We also provide the following interventions; these will be allocated to your child by the SENCO if it is deemed appropriate;

- ReadWriteInc Reading intervention
- EAL support
- Speech and Language lessons
- Social skills
- Zones of Regulation
- ELSA intervention
- Stepping Stones - support with organisation in tutor time
- Homework club

7. Adaptations to the curriculum and learning environment

We may make the following adaptations to ensure all pupils' needs are met - we feel the best place for a child to be is in the classroom to be taught by subject specialists.

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, TA support, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Access arrangements for assessments and PPEs
- Ensuring all staff are aware of Quality First Teaching strategies and all information on our SEND students are shared to all staff at the beginning of the term

8. Additional support for learning

We have teaching assistants who are trained to deliver interventions and support our SEND students and those in the ELP.

Teaching assistants will support pupils on a 1:1 basis when deemed appropriate and in line with EHCP funding and support.

If you feel your child needs additional support; please contact the SENCO

9. Expertise and training of staff

Our SENCO has passed their NASENCO qualification and has experience across two Boroughs in supporting students with SEND.

We have a team of teaching assistants, who are trained to deliver SEN provision and supported through professional development in CPD and observations and targets from the SENCO.

We use specialist staff for Speech and Language Interventions

10. Securing equipment and facilities

Students who need further support with specialist equipment or facilities will be supported by the SENCO in working with the Borough to obtain and be trained in these where appropriate and necessary.

11. Evaluating the effectiveness of SEN 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 from TA feedback and student progress

Using pupil questionnaires

Monitoring by the SENCO

Holding annual reviews for pupils with EHC plans

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

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

No pupil is ever excluded from taking part in these activities because of their SEN 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 SEN are encouraged to be part of the school community through house events and sharing ideas with their house captains

Pupils with SEN are also encouraged to be part of extra-curricular clubs as well as social skills groups and accessing the library at break, lunchtime and after school to seek support from a TA if needed

We have a zero tolerance approach to bullying.

14. Working with other agencies

As a school we are committed to ensuring all students have the support they need and work with a variety of external agencies to facilitate this.

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO 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

16. The local authority local offer

Our contribution to the local offer is our ELP provision - students must have an EHCP where their primary need is DLD.

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