Orleans Primary School



Special Educational Needs & Disabilities (SEND) Policy

Governor's Committee Responsible	Quality of Education
Status	Statutory
Review Cycle	Annual
Date written/last review	September 2026
Date of next review	September 2027

1 Introduction

1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children has particular learning and assessment requirements that could create barriers to learning. Please see Admissions Policy.

1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

1.3 Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and Objectives

This SEN Policy aims to:

2.1 Set out how our school will support and make provision for pupils with special educational needs (SEN) may have special educational needs either throughout, or at any time during, their school career, including:

- creating an environment that meets the special educational needs of each child
- ensuring that the special educational needs of children are identified, assessed and provided for

2.2 Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

3 Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice (0 - 25) 2015
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010
- National Curriculum 2014
- Schools Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2014

This policy should also be read in conjunction with the following policies:
Behaviour Policy, Assessment Policy, Safeguarding Policy, Complaints Policy, Exclusion Policy, Curriculum Subject Policies, Feedback and Marking Policy, Teaching & Learning Policy, SEN Information Report and the Accessibility Plan.

4 Definitions

4.1 A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

4.2 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

4.3 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.

5. Admissions

We are a mainstream primary school that follows the Local Authority's admissions policy. We are fully committed to the principle of inclusion.
We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their particular needs. Every effort will be made to arrange appropriate provision for any previously identified need. All children with SEND play a full part in the daily life of the school and are encouraged to join in with all activities.

The school's admission arrangements do not discriminate against or disadvantage children with SEND and will follow the local authority's usual school admission procedures. Decisions on the admissions of pupils with an Education, Health and Care Plan (EHCP) are made by the Local Authority in consultation with the school and family, working together to ensure the child's needs and best interests are able to be met.

6. SEN at Orleans Primary School

At Orleans, we can make provision for commonly occurring special educational needs who do not have an EHCP. We have experience of working with children with a range of specific learning difficulties (SpLd), including dyslexia, dyspraxia, speech and language needs, ADHD, autistic spectrum disorders (ASD), Tourette's syndrome, hearing and visual impairments, learning difficulties and social and emotional difficulties. There are other special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these needs can be met.

The school also currently meets the needs of pupils with an EHCP, who have a range of special educational needs. Decisions on the admission of pupils into mainstream schools with an EHCP are made by the Local Authority in consultation with the school.

The admission arrangements for pupils without an EHCP (EHC plan) do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

7. Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole: governors, teachers, support staff and parents. Everyone is expected to play their part.

7.1 SENCo

Our SENCo is Emma Walsh and she can be contacted on 020 8892 1654 or at senco@orleans.richmond.sch.uk . She is a qualified teacher and holds the National Award for SEN Coordination (NASENCO).

The SENCo will:

- Work with the Head of School and SEND and Inclusion Governor to determine the strategic development of the SEN 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 teachers 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.
- Work with the Head of School 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. These include the educational psychology services; the speech and language therapy services; the occupational therapy services; the learning needs support service which include specialist teachers for the dyslexic; a behaviour for learning advisory teacher and subject specific advisory teachers as well as the Emotional Wellbeing Service.
- 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 Head of School and governing board 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.
- Share the SEND policy with all teachers at the start of each academic year.
- Communicate clearly and effectively with parents regarding their child's access to the universal, target and specialist offer in school.
- Signpost the various voluntary organisations within our borough that provide information, help, respite and advice to parents/carers and children with SEND and their siblings.
- Hold advice sessions for parents and carers.

7.2 The Governing Body

The SEND and Inclusion Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Head of School and SENCO to determine the strategic development of the SEND policy and provision in the school.

7.3 The Head of School

The Head of School will:

- Work with the SENCo and SEND and Inclusion Governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

7.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Setting pupil performance targets with the Assistant Head Teachers and SENCo.
- 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 SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy, which is shared with them at the start of each academic year by the SENCo.

7.5 The school safeguarding team

They are responsible for the following:

- Liaising with the Head of School to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the Head of School and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

8 Allocation of resources

8.1 The SENCo is responsible for the operational management of the specified and

agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.

8.2 The Head of School informs the governing body of how the funding allocated to support special educational needs has been employed.

8.3 The Head of School and the SENCo meet annually to agree on how to use funds directly related to EHCPs. The SENCo draws up the resources bid when the school is planning for the next school improvement plan.

9 Assessment

9.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

9.2 The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices.

9.3 The SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support, with agreed targets and outcomes.

9.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

9.5 The school uses the following codes for identification of special educational needs:

K: SEN Support .The child will be receiving additional support in school, through interventions. The child may also be accessing external agency support, such as therapies or CAMHS.
E: EHCP. The child has an EHCP and the school will be in receipt of top-up funding from the SEN High Needs Block, via the child's Local Authority (LA) of residence,

9.6 If the school feels there is evidence that a child requires an assessment for an EHCP the SENCo will make an application to the LA, with supporting documentation, or will support the child's parents/carers in making an application if they chose to do so themselves.

10 Access to the curriculum

10.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement

10.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we adpat work appropriately, and we use assessment to inform the next stage of learning.

10.3 Learning Support Plans (LSPs), which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

10.4 Edukey is used as the central platform for recording, monitoring and reviewing all LSPs. LSPs are dynamic, working documents that are responsive to pupils' evolving needs and are accessible to all staff involved in their provision. Teachers and support staff update strategies and outcomes as part of an ongoing assess–plan–do–review cycle, ensuring that support remains purposeful and evidence-informed. Formal reviews of LSPs take place every term, enabling the school to evaluate progress, refine targets and adjust provision promptly so that pupils with SEND receive timely, personalised and effective support.

10.5 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

11 Partnership with parents

11.1 A named Governor holds the SEND portfolio and is always willing to talk to parents.

11.2 At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

11.3 We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of 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.

11.4 Any operational changes or amendments to the school offer for pupils with SEND, for example the way that targeted or specialist support is delivered, will be communicated to parents and a rationale for these amendments will be provided.

12 Monitoring and evaluation

12.1 The SENCo monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

12.2 The SENCo is involved in supporting teachers developing interventions and targets for children. The SENCo and the Head of School hold regular meetings to review the work of the school in this area.

12.3 The Governing Board reviews this policy annually and considers any amendments in light of the annual review findings.

13 Support Services for the Parents of Pupils with Special Educational Needs

Richmond and Kingston 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).

Freephone number: 0808 164 5527

Email: info@RKsendiass.co.uk

Website: rksendiass.co.uk

https://drive.google.com/file/d/1wbAUl4Vz-taQK5NxQQK-hYbQBeAL1yMP/view

The local authority's local offer is published on:

https://www.afcinfo.org.uk/local_offer

14 Supporting Pupils with SEND in Transferring Between Phases of Education

At Orleans, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The SENCo meets with the Secondary SENCos of local schools in order to pass on relevant information regarding the pupils with SEND in the summer term.

All pupils who are transitioning to local secondary schools have the opportunity to spend a day in their new setting. In addition to this, the SENCo arranges additional visits for SEN pupils. Appropriate arrangements are made for pupils attending schools out of borough. The SENCo will ensure appropriate transition arrangements are in place for pupils transitioning between schools by arranging visits (if logistically possible) and by providing discussion opportunities with the pupils and teachers. Informative handover meetings will play a key role in ensuring smooth transition. Pupils transitioning from our Nursery to reception classes in local schools will have a carefully planned transition with practitioners from the new setting being invited in to meet the child in their current setting. If there is an EHCP in place secondary SENCo should be invited to the Y6 annual review. If the annual review takes place prior to the confirmation of the secondary school space we would still strive to ensure there is a strong well-planned transition for each pupil.

15 Complaints Procedure

Any parent who is unhappy with the help that their child is receiving, should talk to the class teacher and the SENCo. They can also talk to the Head of School, though they are advised to take this course of action following discussion with the class teacher or SENCo If the parent is still unhappy, then they can contact the Chair of Governors. At every stage the complaint will be investigated and dealt with as quickly as possible. If any parent remains concerned and the staff and governors have been unable to resolve the problem, the parent should contact the SEND Section of the Local Authority, and under the terms of the Code of Practice can finally take their complaint to the Secretary of State for Education.

Parents should refer to the school's overall complaints policy for further details.

This policy was developed with the Senior Leadership Team, SENCo and representatives from the governing body and will be reviewed annually.