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SPECIAL
EDUCATIONAL NEEDS
POLICY

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This policy will be kept up to date and will be reviewed once per year as part of the company's Quality Assurance arrangements.

Review Period
1 Year

Approved by
Directors/Governors

Review Carried Out By
Quality Team

Date of Approval
November 2020

Special Educational Needs Policy

1: Introduction

Orion celebrates difference and diversity and recognises that all students have differing needs. We therefore promote a culture of awareness, acceptance and inclusion. We believe that all students have skills, talents and abilities which we have the responsibility to develop further.

This policy outlines our priorities and provision for students with Special Educational Needs and follows the SEN Code of Practice (2015).

All our policies relating to SEN comply with the following legislation:

- Section 69 (2) of the Children and Families Act 2014.
- Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.
- Section 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years' 2014.

We adhere to the Equality Act (2010), which states (Part 6, Chapter 1) that schools have a "duty to make reasonable adjustments" for children with SEN, and that schools "must not victimise a person" on the basis of disability or Special Educational Need. We work hard to create a fully inclusive environment and abide by all guidelines laid out in the Equality Act (2010).

Aims

Orion endeavours to meet the SEN needs of individual students by:

- Identifying those students who have SEN as soon as possible.
- Providing evidence-based interventions at a suitable level when a student is identified as having SEN.
- Using resources effectively to support students with SEN.
- Assessing and tracking the progress of students with SEN.
- Working with outside agencies who provide specialist support and teaching for students with SEN. - Inform and involve the parents of students with SEN.
- Encouraging the student's involvement in the meeting of their needs.
- Providing ongoing training for all staff
- Ensuring all students with SEN receive quality teaching.

All the teachers at Orion are teachers used to working with students with SEN. As such the school adopts a whole school approach to SEN which involves all staff adhering to models of best practice. We are committed to identifying and providing for the needs of all students in an inclusive environment.

Orion operates an equal opportunities policy; all students, regardless of need or SEN status, are afforded the same rights as other students, as per the 2010 Equalities Act.

Meeting Needs

Meeting the needs of students with SEN is a whole school responsibility and priority. Teachers and support staff aim to understand the needs of every student and thoroughly review the progress each student is making during lessons and over time.

The Head of School and governing body review and monitor progress of students with SEN. The Head of School oversees the implementation of interventions.

Student needs are met through a phased approach. All students will start in phase one where they will be assessed and a baseline profile will be created. They will then move through the phases as appropriate according to their need.

Phase One - Assessment of Need

Every student attending Orion is assessed upon entry to the school through a comprehensive baseline assessment process.

Assessment will establish the needs of students in relation to the SEN Code of Practice which identifies 4 broad categories of special educational needs that are:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and physical.

It should be noted that students do not fit neatly into any one category and our role at Orion is to identify each individual's needs following assessment processes that includes;

- Literacy and numeracy assessment
- Social, emotional and behavioural assessment
- Self-awareness activities/exercises
- Observations to identify student's strengths and areas requiring support
- Teacher assessments;
- Individual diagnostic assessments
- Initial careers assessment
- Scrutiny of information provided by parents, schools and other professionals

Outcomes from the assessment process will inform future planning around meeting individual need where special educational need(s) and/or any other needs have been identified. There may be some instances where a special educational need has not been identified but whereby other barriers to learning are evident that may have impact upon progress and attainment.

In such circumstances Orion's processes and procedures will provide support; for example, where;

- A disability that does not constitute a special educational need but that requires 'reasonable adjustments' to be put in place as required by Disability Equality legislation;
- Poor attendance and punctuality are evident;
- Concerns with health and welfare;
- English as an additional language (EAL)
- A student is in receipt of student premium
- A student is a looked after child.
- A student is the son/daughter of a Serviceman/woman.

Student's identified requiring additional support during baseline testing are matched to ability streams e.g. pre entry level, entry level, level 1 and above but all students receive the same curriculum content.

Teachers are responsible for meeting the needs of all students in their classroom. Orion promotes quality first teaching that is managed by the classroom teacher and includes clear differentiation/personalised learning for individual students who require such support with their learning. We see this as being core to all phase-one provision.

Such provision will be through the use of a range of techniques, resources and strategies to achieve successful outcomes that can be clearly evidenced through student progress monitoring.

Where a student does not make adequate progress, following the assessment of need in phase-one, or the assessment has identified immediate movement to phase-two, that student will be moved to phase-two of intervention.

Before moving to phase-two, parents will be contacted under the guidance of the Head of School to discuss their child's progress and the processes of assessment to be undertaken with a view to establish whether there is any identified special educational need(s). The outcomes of the assessment will be either:

- The student remains at Phase 1 with further advice/support to staff to improve classroom provision or;
- Student moved on to Phase 2.

Phase Two – Further Adjustments

This includes phase-one provision with further adjustments of learning objectives, teaching styles, strategies and resources and /or the nature of support. In addition to this, time limited intervention programmes designed to get the student back on track in areas where there are real barriers to learning will be put in place. These interventions will include more structured

programmes to support the development of skills/learning and/or in class support. All programmes will be measured against pre-agreed criteria/outcomes set within specific time-scales for evaluation purposes.

At phase-two, in agreement with the parent the student will be placed on the SEN list and bespoke support facilitated. The Head of School will facilitate regular contact with the parents updating them on their child's progress and, where requested by the parent; further meetings may be arranged outside of the reporting cycle.

Where a student who has been through intervention programmes at phase-two that has included the involvement of class teachers, mentors Head of School, student and parents, the following decision will be made at the end of each intervention:

- The student has made significant progress and is back on track at expected levels of progress and requires no further additional intervention up and above phase-one. Head of School will provide continued support for a period of no more than one term where the student continues at expected levels and at that stage the student's name will be removed from the SEN list following consultation with parents, or;
- The student shows some progress but still requires ongoing intervention at phase-two or;
- The student continues to make inadequate progress and is to be moved to phase-three level of intervention and remain on the SEN list.

Phase Three - Specialist Support

Following the evaluation at phase-two, more in-depth assessment will be undertaken that may involve outside agency specialists. Provision at phase-three will entail further adjustment of learning objectives, teaching styles, strategies and resources and /or the nature of support. In addition, a personalised programme will be designed for the student to provide more intensive support. The student will remain on the SEN list with continuing individual student support.

Phase-three interventions are to facilitate greater access to phase-one and two through targeted intervention programmes designed to overcome specific SEN/barriers to learning. Where a student who has been through intervention programmes at phase three-that has included the involvement of Head of School, outside agencies, class teachers, mentors, student and parents the following decision will be made at the end of each intervention:

- Where the student makes significant progress at phase-three, they will be moved to the phase-two intervention where they will continue to be monitored and supported at that level through the set processes, or;
- Phase-three level of intervention is maintained where it is deemed through a process of assessment that this level of support/intervention is required with continued monitoring and support or;

- Whilst remaining at phase-three intervention in liaison with the student's referring school (if not on roll directly with Orion) a request is be made for a statutory assessment of need to the Local Authority. The outcomes of the assessment may result in:
- The authority's decision not to provide an Education Health Care Plan and the student remains at phase-three level of intervention or;
- The student has an Education Health Care Plan written and in line with the completion of that process a school will be named on that plan and a transition process will be initiated.

Supporting Parents and Families

All students on the SEN list will have contact with a nominated member of staff for SEN under the guidance of the Head of School whose role it is to facilitate regular contact with the parent about student progress. There is an expectation that there will be contact at least bi-weekly by the student's teacher for those well on track to provide a regular praise report. Where there are/have been difficulties nominated staff will contact the parents on a daily basis until the difficulties have been resolved. Where a student is having difficulties that have not been resolved through this process an appointment will be arranged for the parents to meet with the Head of School. Parents will be kept well informed by Orion on the provision they and the Local Authority offer for students with special educational needs.

Working with outside agencies Orion liaises with the following outside agencies to support the student and their family in providing for their needs:

- Educational Psychologist
- Specialist teachers/ advisers
- Health, including clinical psychologist, paediatricians, speech and language therapists, occupational therapists, and;
- Social Services.

Referral to an outside agency will be only undertaken following parental permission/agreement.

Accessibility

Orion has designed the curriculum and Schemes of Work in a way that enables access and is provided for all levels of learning and engages all students throughout their learning journey, regardless of their start point, by keeping them challenged through the utilisation of range of learning methods and styles. Support will be given to students who have SEN in a planned and targeted manner and may require external support and strategies to meet the needs of SEN students. All monitoring staff during lunch, enrichment and break times are made fully aware of individual students SEN needs.

Governing Body Responsibilities

The Governing Body will ensure Orion has an effective policy for identifying and supporting students with Special Educational Needs. The governing body will be fully informed of the SEN Code of Practice and SEN issues enabling them to have influence in Orion's self-review process. The Governing Body will arrange suitable staffing and funding, overseeing Orion's work for students with SEN. Both Orion and the Governing Body are responsible for the monitoring and development of the policy and the provision. A nominated governor will be responsible for SEN.

Head of School

It is the responsibility of the Head of School to implement the Policy agreed and ensure students with SEN have access to all elements of the curriculum and school activities as is reasonably practicable and compatible with their needs. It is the responsibility of the Head of School to monitor sufficiently and inform the Governing Body of any issues in relation to SEN, its implementation and procedures.

Policy Review

This policy will be reviewed annually or at an earlier date if changes are required due to changes in Orion's SEN arrangements or legislation and or guidance.