



# SEND POLICY

<b>Policy Author:</b> Elizabeth Caldicott	<b>Version No:</b> 1
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# Special Educational Needs Policy

## Purpose

We want all our pupils to achieve their very best. There is a golden thread of inclusion running through everything we do at Orion, and we are committed to a process of identifying, understanding and breaking down any barriers to participation and belonging.

All our pupils, including those identified as having SEND, have the same entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life. We want all our pupils to have a strong sense of belonging, to thrive, flourish and to develop skills for their next stage of learning and development and into adulthood.

Our school's vision for inclusion is based upon being the best version of ourselves and this applies to everyone who works and learns at Orion. We want everyone to feel the freedom to be themselves, valuing each other with kindness and respect and enabling pupils to grow and develop in confidence.

We unlock opportunities for pupils to flourish in a wide variety of disciplines, not simply those that are measured. We patiently nurture development and growth, knowing that character is at the heart of educational achievement.

Orion believes that inclusion is about engendering a belief that our pupils can do 'anything and everything' and this is not limited by a label they may carry. Orion believes in equity of learning opportunities for all pupils across all schools and this is achieved by listening and responding to pupils and their families to build an ongoing, holistic understanding of pupils and their needs.

## Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Help pupils with SEND make a successful transition into adulthood

- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupils
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## **Legislation and Guidance**

This policy outlines our priorities and provision for pupils with Special Educational Needs (SEND) and is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Pupils Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Pupils and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly pupils with a disability or with special educational needs

## **Inclusion and Equal Opportunities**

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## **Definitions**

### **Special Educational Needs**

A pupil has SEND if they have a learning difficulty or disability that requires 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 most 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 pupils or young people of the same age by mainstream schools.

### **Disability**

Pupils are considered to have a disability if they have physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

We will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### **The 4 Areas of Need**

The needs of pupils with SEND are grouped into 4 broad areas.

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

Pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

#### **Communication and Interaction**

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

Pupils who are on the autism spectrum often have needs that fall into this category.

## **Cognition and Learning**

Pupils with learning difficulties usually learn at a slower pace than their peers.

A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

## **Social, Emotional and Mental Health**

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered Adverse Childhood Experiences (ACE's)

These needs can manifest in many ways, for example challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

## **Sensory and/or Physical**

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

## **Roles and Responsibilities**

### **The SENCO**

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the head of School and SEN governor 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 EHCP plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the head of school and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the head of school, monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the head of school, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the head of school and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

### **The Governing Body**

- Will ensure we have an effective policy for identifying and supporting pupils with Special Educational Needs.
- Be fully informed of the SEN Code of Practice and SEN issues enabling them to have influence in the self-evaluation process.
- Will arrange suitable staffing and funding, overseeing Orion's work for pupils with SEN.

### **The SEND Governor**

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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 our school

### **The Head of School**

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within school
- Work with the SENCO and school governors to make sure we meet our responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into our school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support our school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in our identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

### **Class Teacher**

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any class support staff or specialist staff to plan and assess the impact of support and interventions, and consider 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
- Communicating with parents/carers regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

### **Parents or Carers**

Parents or carers should inform us if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a termly report on the pupils' progress

We will take into account the views of the parents or carers in any decisions made about the pupil.

### **The Pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupils' views will be considered in making decisions that affect them, whenever possible.

## **Our Approach to SEND Support**

### **Identifying Pupils with SEND**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments we may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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/carers. 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.

If a pupil is joining our school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then we will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### **Involving Pupils and Parents/Carers**

We will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- 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/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

## **The Graduated Approach to SEN Support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupils and their parents/carers will be taken into account. We may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupils will be made aware of the pupils' needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our shared drive and will be made accessible to staff in a Pupil Passport and SEN Support Plan.

Parent/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. Review**

The effectiveness of the support and interventions and their impact on the pupils' progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupils

The teacher and the SENCO will revise the outcomes and support, considering the pupil's progress and development, and consultation with the pupil and their parents/carers.

## **Levels of Support**

Within the Graduated Approach, there are 3 levels of support used by the school. These are universal, targeted and specialist support.

### **Universal Support**

Universal support is also described as "ordinarily available provision." This is support given in all schools, in every classroom by every teacher and for all pupils, those with and without SEND. The Department for Education guidance promotes 'Quality First Teaching' in schools, which has a strong focus on teachers understanding the unique needs of each child.

This means adjustments can be made, and support can be personalised for all learners, including those with SEND.

This means that most pupils and young people with SEND will have their needs successfully met with 'reasonable adjustments' where needed.

### **Targeted Support**

Targeted support is extra to or different from universal provision. Targeted support offers a more intensive level of support for pupils. This is support that can be given in all schools, in every classroom and by every teacher, and is for some pupils.

### **Specialist Support**

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an Education Health Care Plan (EHCP). The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

This is support that's available in all schools and some classrooms, but for a few pupils. The funding and expertise may need to come from outside the school's resources.

## **Links with External Professional Agencies**

We recognise that we be able to meet all the needs of every pupil. Whenever necessary, we will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Education welfare officers
- Pupils's Services

### **Supporting Parents and Families**

We will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

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- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- 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/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

### **Policy Review**

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