



*Special Educational Needs*

at

## **Cherry Orchard Primary School**

**At Cherry Orchard it is our philosophy to develop and maximize the full potential of every individual. Our general principles are:**

- To ensure we meet the Special Educational Needs of every child and that they have access to a broad, balanced education.
- Early identification and monitoring of pupils with Special Educational Needs (S.E.N). Where possible, these children will be educated alongside their peers.
- Parents have a vital role to play in supporting their child's education and that the views of the child should also be sought.

### **Definition of Special Educational Needs (S.E.N.)**

Children have a Special Educational Need if they have a learning difficulty which calls for special educational provision to be made for them. This will be if the child:

- Has significantly greater difficulty in learning than the majority of children the same age; or
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age in schools within the area of the Local Authority.

The area of Special Need will be identified as either:

- **Communication and interaction** (speech and language difficulties, Autistic spectrum disorders)
- **Cognition and learning** - (general or specific learning difficulties)
- **Social, emotional and mental health**
- **Sensory and/or physical** (hearing impairment, visual impairment, physical & medical difficulties)

### **Procedures and Guidelines for the Implementation of the S.E.N. Code of Practice**

Continuous assessment of all pupils and subsequent target setting will identify the needs of pupils. Pupils are placed on the S.E.N. Register when, after a differentiated curriculum, they continue to display lack of progress and meet the S.E.N. Audit Criteria as set out by the LA.

In 2014, the S.E.N.D Code of Practice devised a new model of action and intervention in schools to support children identified as having Special Educational Needs. This is referred to as '**The Graduated Approach**'. This SEN support should take the form of a **four-part cycle** through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

At Cherry Orchard, we have an initial Cause for Concern stage. Pupils may be moved from one consecutive stage of action to another as deemed appropriate by the Special Needs Co-ordinator (SENCo) and class teacher. Parents will be informed and consulted at all stages of action.

***What does it mean if my child has been highlighted as a Cause for Concern?***

A class teacher may have identified a particular concern regarding a pupil through on-going observation and monitoring, although their needs do not warrant them receiving the support at SEN support level.

The class teacher will discuss their concerns with the SENCo, who will then register the pupil as a Cause for Concern.

The class teacher will record their initial concerns and set targets for the pupil on a Class Provision Map and will then share this information with the parents and pupil. The SENCo and class teacher will review the Class Provision Map termly in order to monitor pupil progress and set new targets as appropriate.

***The staff at school think that my child may have Special Educational Needs (SEN). What happens now?***

The school will collect information about your child from all staff involved with them and we will also ask for your views and any information that you can provide. Parents are an important source of information, so we will work actively with you and keep you fully informed about what is being done to meet your child's needs.

If it is decided that your child needs further support, the class teacher will meet with the SENCo to arrange this. This action is referred to as **SENSupport**, which simply means that work is being done within the school to help meet the Special Educational Needs that your child has.

***What difference will this make to the work that my child does at school?***

The curriculum should be differentiated in order to reflect the individual needs of your child; details of this should be in your child's Individual Provision Plan (IPP) or Pupil Profile. The class teacher will provide a teaching programme for your child which is *additional to or different from* the usual curriculum.

***Does this mean that they will not do the same things as the others in their class?***

No, your child will still be part of the class group but will receive some extra support or support that is different from the others in their class. This support will be carefully planned and aim to provide the specific help your child needs.

***My child's teacher says that they will have an IPP or Pupil Profile. What is this?***

An IPP is an Individual Provision Plan, which we aim to be accessible and understandable to all concerned. The class teacher will contact you to arrange a meeting in order to discuss the IPP with you.

The IPP will only record the provision for your child that is *additional to or different from* the curriculum plan that is in place as part of the normal school provision. It will focus on up to three targets, which you may be able to use to support your child at home, and will include:

- Information about the short-term targets set for your child
- The teaching strategies and provision to be put in place by the school
- When the plan is to be reviewed (these will be held on a termly basis).
- The outcomes and progress that your child has made (when reviewed)

A Pupil profile is a profile of your child's needs including what they find difficult, what their strengths are and how best to support them.

***When will I be given the opportunity to discuss my child's IPP/Pupil Profile?***

Involvement by both parents and pupils is encouraged. Parents will be invited to discuss progress and to contribute to the IPP/PP following the review on a termly basis. Your child's teacher will have a copy of their IPP/PP and take it into consideration when planning and teaching lessons. A parental copy of your child's IPP/PP is available on request.

***My child has been receiving extra support for some time now but they do not seem to have made any progress. What can I do?***

Firstly, you should make arrangements to discuss your child's progress with their class teacher, who will be able to give you any information you require.

There are a number of things that the school will look at when considering whether your child needs more help than they are currently receiving:

- Have they continued to make little/no progress over a specific period?
- Do they continue to work at a level that is **substantially** below that expected of children of a similar age?
- Do they have emotional difficulties that **substantially** and **regularly** interfere with their own learning or that of others in their class?
- Do they have specific needs that require additional equipment or regular visits for direct support or advice from specialist services?

***If it is decided that my child needs more help, what happens next?***

If the school needs to seek support from outside specialist services, **A higher level of SEN Support** is then put into place. This means your child will receive extra support from SEN Support with the involvement of external support services who can provide advice on IPPs and targets, provide more specialist assessments and give advice on new or specialist methods or provision.

### ***Who might these specialists be?***

This will depend on the needs of the particular child. The services that are often brought in include the **Access & Inclusion Service** which may involve:

- **Educational Psychologist (EP)**
- **Learning Support Team (LST)**
- **Behaviour Support Team (BST)**
- **Integrated Specialist Support Service (ISSS)**
- **Physical Disabilities Support Team**
- **Special Schools Inclusion Team**

The SENCo will inform you of the services that might be involved in the support of your child in order to gain your consent and explain why they have been asked to give advice.

### ***How will the professionals from these services assess my child?***

Outside professionals mentioned above who are linked with the school will usually observe your child in their normal classroom setting, if this is appropriate and practical. This will enable them to assess your child's needs and advise the school on new and appropriate targets for your child's IPP. They will also be able to provide advice on the ways in which the school can help your child achieve that targets that are set.

### ***Will my child have one-to-one support in the classroom?***

For a very small minority of children, one-to-one provision may be appropriate. What is important is that your child has an effective personal programme of teaching and learning. This might involve the provision of different learning materials or special equipment or the training and development of staff to enable them to introduce more effective teaching methods.

### ***If you would like a copy of the full S.E.N Policy or more information about special educational needs at Cherry Orchard, please contact:***

Mrs K Maddock – Provision Manager/Special Educational Needs Coordinator - (SENCo)

Mrs A Ridley - Special Educational Needs Governor (via the school office)

Further information and advice may be obtained from:

#### **The Parent Partnership Service**

PO Box 73, Worcester, WR5 2YA

Tel/Fax: 01905 727940/727949

Email: [ppservice@worcestershire.gov.uk](mailto:ppservice@worcestershire.gov.uk)

[www.ppsworcs.co.uk](http://www.ppsworcs.co.uk)

#### **SEN Services**

County Hall, PO Box 73, Worcester, WR5 2Y

<http://www.worcestershire.gov.uk/cms/special-educational-needs.aspx>