



ORWELL PARK SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

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1. Aims and Objectives

At Orwell Park School, we are committed to providing an inclusive, nurturing, and inspiring environment where every pupil, including those with special educational needs and disabilities (SEND), is recognised, valued, and supported to thrive.

Our SEND policy aims to:

- Ensure full compliance with national legislation and statutory guidance, including the *Children and Families Act 2014*, the *SEND Code of Practice (2015)*, and the *Equality Act 2010*.
- Set out how we will identify, support, and make provision for pupils with SEND so they can participate fully in all aspects of school life alongside their peers.
- Promote high aspirations, enabling pupils with SEND to achieve their personal best, develop independence, and lead happy and fulfilling lives.
- Work in partnership with pupils, parents, and carers, ensuring they are involved in decisions about support and provision at every stage.
- Foster a shared responsibility among staff for removing barriers to learning, and ensure the consistent implementation of inclusive and adaptive practices across the school.
- Equip pupils with the skills, confidence, and self-belief to grow as learners and individuals, preparing them for the next stage of their education.

Through this approach, Orwell Park School aims to remove barriers to learning and participation, enabling every child to flourish both academically and personally.

2. Vision and values

At Orwell Park, we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

We uphold and reflect our school values in everything we do:

- **Integrity** – acting honestly and fairly in the best interests of every child.
- **Kindness** – creating a safe and compassionate environment where all pupils feel respected and understood.
- **Respect** – recognising and celebrating individual differences, ensuring that every voice is heard.
- **Collaboration** – working closely with families, pupils, professionals, and colleagues to provide the best possible support.
- **Courage** – encouraging pupils with SEND to take risks, persevere, and embrace challenges.
- **Spirit** – nurturing enthusiasm, positivity, and resilience in all our pupils so they can grow with confidence and joy.

3. Legislation and Guidance

This policy is written in line with current statutory guidance and legislation relating to special educational needs and disabilities (SEND), safeguarding, and school attendance. It reflects the principles outlined in the following key documents:

- **Special Educational Needs and Disability (SEND) Code of Practice (2015):** This statutory guidance outlines schools' duties for identifying, assessing, and supporting pupils with SEND.
- **Keeping Children Safe in Education (2024):** Ensures safeguarding responsibilities are embedded within SEND support.
- **Working Together to Improve School Attendance (2022):** Supports the removal of barriers to attendance, including for pupils with SEND.

This policy is also underpinned by the following legislation:

- **Part 3 of the Children and Families Act 2014:** Sets out the duties of schools and local authorities to identify and meet the needs of pupils with SEND.
- **The Special Educational Needs and Disability Regulations 2014:** Detail the responsibilities of schools and local authorities regarding Education, Health and Care (EHC) plans, SEND Co-ordinators (SENDCos), and the SEND Information Report.
- **The Equality Act 2010 (Section 20):** Requires schools to make reasonable adjustments for pupils with disabilities, ensuring they are not placed at a substantial disadvantage.
- **The Public Sector Equality Duty (Section 149 of the Equality Act 2010):** Requires schools to eliminate discrimination, harassment, and victimisation; advance equality of opportunity; and foster good relations between individuals with and without protected characteristics, including disability.
- **The School Admissions Code:** Requires schools to admit any pupil whose Education, Health and Care (EHC) plan names the school, and prohibits discrimination against pupils with SEND or disabilities during the admissions process.

This framework ensures that Orwell Park School meets its legal duties and upholds its commitment to inclusion, equity, and access for all pupils.

4. 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.

5. Definitions

5.1 Special Educational Needs (SEN)

A pupil is considered to have special educational needs (SEN) if they have a learning difficulty or disability that requires additional or different educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than most others of the same age, **or**
- Have a disability that prevents or hinders them from using the educational facilities typically available to pupils of the same age in mainstream schools.

Special educational provision refers to educational or training support that is *additional to or different from* what is generally provided for other pupils of the same age in mainstream settings.

5.2 Disability

A pupil is considered to have a disability if they have a physical or mental impairment that has a **substantial** and **long-term** negative impact on their ability to carry out normal daily activities.

- *Substantial* means more than minor or trivial.
- *Long-term* means lasting, or likely to last, for at least 12 months.

In line with the Equality Act 2010, the school will make **reasonable adjustments** to remove or reduce disadvantage for pupils with disabilities, ensuring they can access all aspects of school life alongside their peers.

5.3 The 4 areas of need

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

AREA OF NEED	DETAILS
Communication and interaction	Pupils with needs in this area may benefit from support in developing effective communication skills. They might need help understanding spoken language, expressing themselves clearly, or using and interpreting the social rules of communication. Neurodiverse pupils often have strengths and challenges related to communication and interaction. With the right strategies, these pupils can develop meaningful interactions and thrive socially and academically.
Cognition and learning	Pupils with cognition and learning needs may process information at a different pace or in different ways. This broad category includes: • Specific learning differences that affect one or more areas of learning, such as dyslexia (literacy), dyscalculia (numeracy), or dyspraxia (coordination). • Moderate learning needs • Severe learning needs • Profound and multiple learning needs, where pupils may have complex learning needs along with physical or sensory challenges. With tailored support and high expectations, pupils can build confidence and make meaningful progress.

AREA OF NEED	DETAILS
Social, emotional and mental health	Pupils with SEMH needs may benefit from support to understand and manage emotions, build positive relationships, and feel secure in their learning environment. Their needs may be linked to: • Mental health conditions such as anxiety, depression, or eating disorders • Attention-related needs such as ADHD or ADD • Attachment difficulties or experiences of early adversity or trauma These needs may show in a variety of ways, such as withdrawal, difficulty concentrating, or behaviour that challenges but with the right support and trusting relationships, pupils can develop resilience and flourish.
Sensory and/or physical	Pupils with sensory or physical needs may require adjustments or support to fully access learning and participate in school life. This may include: • Vision or hearing impairments • Multi-sensory impairments • Physical disabilities With inclusive teaching practices, specialist equipment, and thoughtful planning, these pupils can access the full range of opportunities available to their peers and thrive within a supportive environment.

6. Roles and responsibilities

6.1 The SENDCo

The SENDCo at our school is Jo Coventry-King (jocoventryking@orwellpark.org)

The SENDCo (Special Educational Needs and Disabilities Coordinator) will:

- Inform and involve parents as soon as it is identified that a child may have special educational needs and/or disabilities (SEND), and maintain ongoing communication regarding their child's needs and the support in place.
- Collaborate with the Head and SEND Governor to shape the strategic development of SEND provision and ensure the school's policy is implemented effectively.
- Take day-to-day responsibility for the implementation of the SEND policy and the coordination of individual support for pupils with SEND, including those with Education, Health and Care (EHC) plans.
- Provide expert guidance to colleagues on supporting pupils with SEND, and work in partnership with staff, families, and external agencies to ensure pupils receive the appropriate support and high-quality teaching.
- Advise on the graduated approach to SEND support and assist staff in applying suitable differentiation and strategies tailored to individual pupils' needs.
- Act as the key point of contact for external agencies, including the local authority and specialist services, to ensure that appropriate external support is arranged.

- Support successful transitions by liaising with future schools and ensuring that pupils and their families are fully informed and prepared for the next stage of education.
- Ensure the timely transfer of information when a pupil moves to another school or educational setting, including all relevant information about the pupil's SEND and the provision in place.
- Advise the Head and Governors to ensure the school meets its duties under the Equality Act 2010, particularly with regard to reasonable adjustments and access arrangements for pupils with disabilities.
- Maintain accurate and up-to-date records of all pupils with SEND and ensure these records reflect the current level of need and support.
- Identify and address staff training needs related to SEND, in collaboration with the Head, and include this in the school's continuous professional development plans.
- Monitor, review, and evaluate the school's SEND provision, assessing its impact and identifying opportunities for improvement in collaboration with the Head and local authority.
- Prepare and update statutory SEND documentation, including the school's SEND Information Report and policy, ensuring alignment with legal and local requirements.
- Analyse data and trends in the identification and support of pupils with SEND, both internally and in comparison with national benchmarks, and use these insights to guide improvements in teaching and provision.

6.2 The Governing Board

The governing board is responsible for ensuring that the school meets its statutory duties regarding pupils with special educational needs and disabilities (SEND). While these responsibilities may be delegated to a committee or an individual, the board retains overall accountability.

The governing board must ensure that:

- The school co-operates with the local authority (LA) in reviewing local SEND provision and in developing the local offer.
- Every pupil with SEND receives the support they need to access education and make progress.
- Pupils with SEND are fully included in the life of the school and participate in activities alongside peers who do not have SEND.
- Parents and carers are informed when the school makes special educational provision for their child.
- The school has appropriate arrangements to support pupils with medical conditions, in line with statutory guidance.
- All pupils, including those with SEND, have access to a broad and balanced curriculum.
- The school has a clear, graduated approach to identifying and responding to SEND.
- Annual progress reports are provided to parents and carers, clearly outlining the achievements and next steps for their child.
- The provision made for pupils with SEND is recorded accurately and updated regularly.
- The school website publishes a clear and up-to-date SEND Information Report, setting out how the school implements its SEND policy.
- The website also includes information about:
 - Admission arrangements for children with disabilities
 - Measures in place to prevent discrimination against disabled pupils
 - Facilities that support access for disabled pupils
 - The school's accessibility plan
- There is a designated qualified teacher appointed as the SENDCo, and that the role and responsibilities of the SENDCo are clearly defined and monitored for effectiveness.
- The board has a defined strategy for allocating resources effectively to support the progress and development of pupils with SEND.

6.3 The SEND Link Governor

The SEND link governor is **Mr James Piper (Head, Perse Prep School)**

The SEND link governor will:

- Raise awareness of SEND matters during governing board meetings.
- Monitor and evaluate the quality and effectiveness of SEND provision in the school and report findings to the governing board.
- Support strategic development of the school's SEND policy and provision by working closely with the headteacher and the SENDCO.

6.4 The Head

The Head has overall responsibility for the implementation and effectiveness of SEND provision across the school.

The Head will:

- Work in partnership with the SENDCO, the Academic Deputy Head and the SEND link governor to guide the strategic development of SEND provision and policy.
- Ensure the school meets its duties under the Equality Act 2010, including making reasonable adjustments and providing appropriate access arrangements for pupils with SEND.
- Maintain oversight of the provision and progress of pupils with SEND across the school.
- Ensure that the SENDCO has sufficient time and resources to fulfil their responsibilities effectively.
- Hold a current overview of the needs of pupils on the SEND register, including trends or patterns within the cohort.
- Liaise with the LA regarding Education, Health and Care (EHC) needs assessments or early reviews of EHC plans when appropriate.
- With the SENDCO and Academic Deputy Head, identify and address staff training needs related to SEND as part of the school's wider continuous professional development strategy.
- Jointly with the SENDCO and Academic Deputy Head, review and evaluate the range, quality, and impact of SEND provision available within the school and support the LA in its review of local provision and the development of the local offer.
- Collaborate with the SENDCO, the Academic Deputy Head and teaching staff to identify and reflect on patterns of SEND identification, comparing these with national trends to ensure high-quality, inclusive teaching across the school.

6.5 Teachers & Teaching Assistants

Each teacher is responsible for the progress, development, and inclusion of every pupil in their class, including those with SEND.

All teachers will:

- Plan and deliver high-quality, adaptive teaching to meet individual needs.
- Take overall responsibility for the academic and personal development of all pupils in their class, including those receiving additional support.
- Work collaboratively with teaching assistants and any specialist staff to plan, implement and evaluate interventions, ensuring these are closely linked to classroom learning.
- Meet with the SENDCO to review pupil progress and determine any adjustments to provision.

- Ensure they are familiar with and follow the school's SEND policy and the published SEND Information Report.
- Maintain open and regular communication with parents or guardians to:
 - Set clear and achievable outcomes, and review progress towards them
 - Discuss the support and strategies in place to meet those outcomes
 - Clarify roles and responsibilities of the school, pupil, and family
 - Listen to parental concerns and jointly agree aspirations for the pupil

6.6 Parents or Guardians

Parents and guardians play a key role in supporting their child's learning and development. They are encouraged to contact the school with any concerns about their child's progress or potential SEND needs.

For pupils on the SEND register, parents or guardians will:

- Be given regular opportunities to contribute their views on their child's needs and the support in place.
- Be asked to share information about how SEND support is impacting their child outside of school, including any changes in their child's needs.
- Be encouraged to express concerns and collaborate with school staff to set aspirations for their child.
- Receive regular reports detailing their child's overall progress.

The school will always take into account the views of parents or guardians when making decisions about a pupil's SEND provision.

6.7 Pupils

Pupils will be encouraged and supported to participate in discussions and decisions about their own support, wherever appropriate to their age and understanding.

This may include:

- Describing their strengths, interests, and difficulties
- Contributing to the setting of targets and outcomes
- Participating in review meetings to reflect on progress
- Giving feedback on the effectiveness of strategies and interventions

The views and experiences of the pupil will be valued and considered in all relevant decision-making processes.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

At Orwell Park School, early identification of special educational needs and/or disabilities (SEND) is essential to ensuring that every pupil receives the support they need to thrive, including our youngest children in the Early Years Foundation Stage (EYFS).

We use a range of approaches to identify potential SEND as early as possible, including:

- Ongoing observations and assessments by teachers and the SENDCO, including Early Years staff
- Termly pupil progress tracking and review meetings, adapted to suit developmental milestones in EYFS
- Initial and ongoing screening, where appropriate (e.g. for speech, language, literacy, or numeracy)
- Conversations with parents and carers to understand a child's early development and any emerging concerns
- Input from external professionals when needed (e.g. speech and language therapists, occupational therapists, educational psychologists)

We always discuss any concerns with parents/guardians before taking action and involve them fully in all decisions. We value their insight and work in partnership to support each child's development.

When a pupil joins the school, including in our Nursery or Reception classes, we assess their starting points through a combination of observations, baseline assessments, and information from previous settings. This helps us identify any early signs of SEND and plan appropriate support.

For pupils in the EYFS, we consider the Early Learning Goals and developmental milestones when identifying potential areas of difficulty. We also take into account the Prime Areas of Learning, such as communication and language, physical development, and personal, social and emotional development.

Across all age groups, we also consider whether a child may have a disability that requires reasonable adjustments so they can access the full curriculum and participate in all aspects of school life.

Class teachers regularly monitor progress and identify pupils whose development:

- Is significantly slower than that of their peers
- Does not match or build on previous rates of progress
- Fails to close or widens the attainment or developmental gap
- Shows challenges in wider areas, such as behaviour, emotional regulation, or social interaction

When concerns arise, the first step is to respond with high-quality, adaptive teaching, carefully tailored to meet the pupil's needs. If concerns persist, the teacher will consult with the SENDCO. Together, and in consultation with parents or guardians, we explore whether the child has SEND and determine appropriate support.

In the EYFS, this may also involve adjustments to the learning environment, use of visual supports, and targeted interventions focused on language, play, or sensory needs.

Where necessary, we may involve external professionals to gain a fuller understanding of the pupil's needs.

Importantly, not all slow progress or differences in development mean a child has SEND. We consider the context of each child's life, including recent events, English as an additional language (EAL), or emotional factors such as bereavement or separation.

To determine whether a pupil needs SEND provision, we review the child's needs, development, and aspirations along with the views of their class teachers, the pupil themselves (where appropriate) and their parents/guardians.

This helps us to:

- Decide on the type and level of support needed
- Identify whether this support can be provided through our core classroom offer, or if something additional is required

When a pupil joins Orwell Park and:

- Has already been identified as having SEND
- Is known to external agencies
- Has an Education, Health and Care Plan (EHCP)

we work closely with families and professionals to ensure we have the right information in advance. This is particularly important for EYFS pupils, where early intervention and a nurturing start can make a significant difference. Wherever possible, support is put in place before or at the point of entry.

8.2 Consulting and involving pupils and parents/guardians

At Orwell Park, we are committed to working collaboratively with parents and guardians at every stage, from the Early Years Foundation Stage (EYFS) through to the end of a pupil's school journey. We place the pupil and their family at the heart of all decisions regarding special educational provision, as we believe this partnership is key to achieving the best outcomes for every child.

When we begin to explore whether a pupil may have special educational needs and/or disabilities (SEND), we will hold an early discussion with the pupil (where appropriate) and their parents or guardians. This includes children in EYFS, where early identification is particularly important to ensure the right support is in place as soon as possible.

These conversations help to ensure that:

- Everyone develops a clear understanding of the pupil's strengths and areas of difficulty
- Any concerns raised by parents or guardians are fully heard and considered
- There is a shared understanding of the outcomes we are working towards
- The next steps are agreed collaboratively

A written summary of these early discussions will be added to the pupil's record and shared with their parents or guardians.

If it is decided that a pupil requires special educational provision, we will formally notify parents or guardians and continue to involve them in all aspects of planning, reviewing and evaluating the support put in place.

This collaborative, child-centred approach is consistent throughout all stages at school, including EYFS, and reflects our commitment to achieving the very best for each pupil.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEND, 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 teacher(s) and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/guardians will be taken into account. The school 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/guardians and the pupil, the teacher(s) and the SENDCO 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 pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, [ISAMS], and will be made accessible to staff in an Individual Education Plan.

Parents/guardians 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(s) 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 SENDCO 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 pupil's 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/guardians and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. 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.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Reviewing progress with the pupil themselves
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/guardians

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We are committed to ensuring that all pupils, including those with SEND, are safe, supported, and able to thrive. We recognise that some children with SEND may face additional safeguarding challenges, including potential barriers to communication or recognising and reporting concerns.

At Orwell Park, we take a proactive and inclusive approach to safeguarding. We provide tailored pastoral care and clear, accessible channels for communication to ensure that every pupil feels heard, valued, and protected.

For further details about the support available for pupils with SEND, including how we help them overcome communication barriers and promote their wellbeing, please refer to our Safeguarding and Child Protection Policy and the OrWellbeing Framework.

11. Expertise and training of staff

At Orwell Park, we are committed to equipping all staff with the knowledge and skills they need to support pupils with SEND effectively. We recognise that high-quality teaching, underpinned by continuous professional development, is central to securing positive outcomes for all learners.

Training for teaching and support staff is provided on an ongoing basis and is tailored to meet the evolving needs of the school community. The Head, the Academic and Pastoral Deputy Heads, the Head of INSET and the SENDCO work together to identify individual and whole-school training needs and incorporate these into the school's wider programme for continuous professional development (CPD).

Our approach to SEND training includes:

- Whole-school training sessions focused on key areas of SEND, including differentiation, neurodiversity, and emotional wellbeing.
- Targeted workshops for staff supporting pupils with specific needs (e.g. autism, speech and language difficulties, sensory processing issues).
- Online courses and video modules, which staff can access flexibly to deepen their understanding of particular areas of SEND.
- Regular “short and sharp” SEND-focused updates shared in staff meetings to maintain awareness and promote reflective practice.
- Reading recommendations and online resources curated by the SENDCO to encourage self-directed learning.
- In-house advice and coaching from the SENDCO and Academic Deputy Head, who is available to support staff with individual pupils, strategies, and classroom adaptations.
- Opportunities to share best practice through professional dialogue, case studies, and learning walks.
- External training and advice from specialist professionals (e.g. Educational Psychologists, Speech and Language Therapists) as needed.

Through this layered approach, we ensure that all staff feel confident, supported, and up to date with current SEND practices, and that the needs of every pupil can be met effectively in the classroom and beyond.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Exam Assessors
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services / Suffolk Emotional Wellbeing Hub(CAMHS)
- Education welfare officers
- Social services
- ADHD & Autism Specialists

13. Admission and accessibility arrangements

We are committed to providing an inclusive environment for all pupils, including those with disabilities, and to taking reasonable steps to ensure accessibility. However, due to the historic nature of our buildings, which include multiple floors and many staircases, and the financial constraints of being an independent prep school, there are some limitations to the adaptations we can make.

1. Physical Accessibility

- We provide step-free access to key areas wherever possible and have accessible toilets on the ground floor.
- Some areas of the historic buildings are only accessible via stairs, and it is not feasible to install lifts or extensive structural modifications without compromising the integrity of the building.
- We make alternative arrangements to ensure that pupils can access classrooms and facilities safely, such as scheduling lessons on accessible floors and providing support where needed.

2. Curriculum and Learning Support

- We make reasonable adjustments to support pupils' learning, including:
 - Adapted teaching strategies and resources
 - Visual aids and checklists
 - Movement breaks or alternative seating arrangements
- We also consider exam arrangements, additional time, or quiet workspaces where appropriate.

3. Ongoing Review and Communication

- Accessibility arrangements are regularly reviewed to ensure compliance with the Equality Act 2010.
- Staff are trained and guided to support pupils with SEN or disabilities, and we work closely with parents and external professionals to identify practical adjustments.
- While we make every effort to accommodate individual needs, there are some adaptations we are unable to provide due to the structural constraints of our historic buildings and financial limitations. In such cases, we discuss alternatives openly with parents to ensure that the child's education and wellbeing can still be supported effectively.
- See Orwell Park's Accessibility Plan.

13.1 Admission arrangements for Pupils with SEN or a Disability

At Orwell Park, we are committed to ensuring that every child is considered for admission on an individual basis, including those with Special Educational Needs (SEN) or a disability. We aim to create a supportive and inclusive environment where each pupil can thrive pastorally and academically.

1. Initial Enquiry and Information Sharing

- Parents are encouraged to share full details of any identified SEN or disability at the point of enquiry or application. This includes relevant reports from professionals (e.g., educational psychologists, speech and language therapists, or medical practitioners).
- Early disclosure enables us to consider carefully how we might meet the pupil's needs within the resources available.

2. Assessment Process

- As part of our admissions process, prospective pupils are invited to attend an assessment day or taster session. This allows us to observe the pupil in a classroom and social setting.
- Staff will consider the pupil's learning profile, communication, and pastoral needs, alongside any existing reports provided by parents or external professionals.
- Where appropriate, we may request further assessments or consult with parents and external agencies before confirming a place.

3. Ensuring Adequate Provision

- Our school has limited additional resources, and we must be confident that we can reasonably provide the necessary support to allow a pupil to succeed.
- In some cases, this may involve adjustments within the classroom, targeted pastoral support, or differentiation of teaching strategies.
- Where a pupil requires specialist input beyond what we can provide, we will discuss this openly with parents to ensure the child's needs can be met appropriately, either here or in another setting.

4. Decision-Making

- Admission decisions are made with the best interests of the child at heart, balancing their needs with the provision the school can realistically and effectively deliver.
- If we are able to make reasonable adjustments and provide the necessary support within our resources, we will offer a place.
- If we determine that we cannot meet the pupil's needs without significant disadvantage to them or to others, we will advise parents promptly and, where possible, suggest alternative pathways.

5. Ongoing Review

- For pupils admitted with SEN or a disability, we work in close partnership with parents and, where appropriate, external specialists.
- Progress is monitored regularly, and provision is adapted where possible to ensure that the pupil continues to thrive academically and pastorally.

13.2 Accessibility arrangements

In line with the Equality Act 2010, our Accessibility Plan sets out how we will:

- Increase access to the curriculum for pupils with disabilities, ensuring they can participate fully in all aspects of school life.
- Improve the physical environment of the school to support greater access for pupils with disabilities.
- Enhance the availability of accessible information for pupils with disabilities and their families.

We strive to treat every pupil with fairness, dignity, and respect. This means removing barriers and making reasonable adjustments to ensure that no child is disadvantaged or excluded because of a disability.

We are committed to:

- Providing an environment that welcomes and includes all pupils, staff, parents, and visitors, regardless of physical, sensory, educational, social, emotional, spiritual, or cultural needs.
- Challenging stereotypes and promoting a culture of understanding, inclusion, and acceptance.
- Considering, on a case-by-case basis, how we can meet more complex or profound physical needs, drawing on expert advice to assess short-, mid- and long-term solutions.
- Promoting a caring, safe, and stimulating environment that nurtures every child's development in line with our school values.
- Ensuring all staff receive appropriate training on equality and disability awareness.
- Working with parents, pupils, staff, governors, and external partners to develop and review this plan collaboratively.

See Orwell Park's Accessibility Plan on the school website under policies.

14. Complaints about SEND provision

Where parents/guardians have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Head in the first instance. They will be handled in line with the school's complaints policy. (See School Website)

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are committed to continuously improving our SEND policy and provision. To do this, we regularly evaluate how well we are meeting the objectives outlined in Section 1.

We assess the effectiveness of our SEND provision by considering:

- The extent to which all staff are aware of pupils with SEND at the start of the autumn term
- The timeliness and accuracy of identifying pupils with SEND
- The progress and attainment of pupils after they have been identified as having SEND
- Whether pupils with SEND feel safe, valued, and fully included in the life of the school
- Feedback from pupils and their parents or guardians regarding the support and provision in place

15.2 Monitoring the policy

This policy will be reviewed by the SENDCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Attendance policy
- Safeguarding & child protection policy
- Complaints policy