

## SEN Information Report



### Orchard Primary School SEND Information Report

1. What kinds of special educational needs does the school/setting make provision for?
  - We are an inclusive school and children with a variety of needs are educated within our setting, including those with autism, ADHD, physical disabilities, communication difficulties, global delay and emotional and social difficulties.
2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?
  - We are an open and friendly school and we pride ourselves on developing strong relationships with parents. If we have any concerns about a child's progress or any aspect of their behaviour or development we will speak to parents immediately and we encourage parents to share any worries with us. We can then monitor the situation closely and decide on a plan together.
3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?
  - Teachers regularly assess and record the progress of all children. This enables us to monitor and adapt provision as required.
  - Children with more significant need have a SEND Support Plan. Staff and parents meet on a termly basis to discuss provision and progress.
  - For children working well below age related expectations, the B-Squared assessment system may be used to allow progress to be monitored more precisely.

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

  - Children requiring significant SEND Support have an individual SEND Support Plan which details their needs, targets and progress. These are reviewed with parents and any outside agencies involved on a termly basis. During these meetings progress in relation to academic

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development and any other areas of need is discussed. New targets are agreed upon. Parents are encouraged to feed back about progress at home and to suggest any targets that they feel are important.

- Teachers regularly carry out both formal and informal assessments to monitor and record children's progress. Parents' evenings are held twice a year to discuss progress and to suggest ways in which children can be supported at home. Parents can also meet with a member of the SEND team on these evenings.
- Where in person meetings are not possible, virtual or telephone meetings will be offered.
- A written report is completed for each child at the end of the academic year.

c) What is the school's approach to teaching pupils with special educational needs?

- Wherever possible children are included within whole class activities. These will be adapted as necessary to meet the needs of individual children.
- Where this is not possible the teacher and teaching assistant work closely together to plan appropriate individualised activities that are linked to the work being carried out in class.
- Teachers also plan specific on-going provisions to target children's individual needs. These may be delivered within class or in a small group or one to one setting. We have a range of provisions on offer to target a variety of needs including academic, physical, communication and social and emotional issues.

d) How will the curriculum and learning be matched to my child/young person's needs?

- The class teacher will adapt lessons to allow children to work towards the same objectives at their own level.
- Children with more significant needs may have a more individualised curriculum. The teacher and TA will plan this together and link it to the relevant topic wherever possible.

e) How are decisions made about the type and amount of support my child/young person will receive?

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- The SEND team work with the Headteacher to decide on the allocation of support. This takes into account a number of factors including the severity of the needs of children as well as budgetary considerations.

f) How will my child/young person be included in activities outside the classroom, including school trips?

- We aim to fully include all children in activities outside the classroom and additional staff will attend to support children with SEND and ensure all children can participate safely.
- In the unlikely event that a risk assessment precludes a child from participating, an activity which meets the same curriculum aims will be offered.

g) What support will there be for my child/young person's overall well-being?

- We are a very inclusive school with a supportive and friendly ethos.
- PSHE sessions take place on a regular basis within class and themed days are often held.
- Personal, Social and Emotional Development groups are regularly run within school to provide a nurturing environment for children who may be struggling in any of these areas.
- The school provides "Take Five" sessions at key points during the school day. This is a breathing program designed to help children reduce stress and build resilience.
- We have a trained ELSA worker (Emotional Literacy Support Assistant) who provides bespoke support for children who are struggling with social and emotional issues.
- Where appropriate we can refer children to outside agencies for additional support.

4. Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details?

- Mrs Julia Monks
- Tel: 01623 455939
- E-mail: [senco@orchard-pri.sch.uk](mailto:senco@orchard-pri.sch.uk)

5. a) What training have staff supporting special educational needs had and what is planned?

- Mrs Monks holds the National Award for SEN Coordination
- Staff have carried out training in the following areas:

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- Autism
- Attachment disorder
- Dyslexic difficulties
- Speech and Language difficulties
- Nurture and friendship groups
- Coping with Risky Behaviours
- Anxiety
- Mental Health
- Foetal Alcohol Syndrome
- ELSA (Emotional Literacy Support)
- Delivery of a variety of maths and literacy interventions
- Inclusive classrooms
- The school also holds the ADHD Friendly Kitemark

b) What specialist services and expertise are available or accessed by the setting/school?

- We have access to support from the following services:
  - Educational Psychology Service
  - Schools and Family Specialist Services
  - Speech and Language Therapists
  - School Nurse
  - Physiotherapists
  - Occupational Therapists
  - Social and Emotional Development Team
  - Social Services
  - CAMHS (Child and Adolescent Mental Health Service)
  - Mental Health Team
  - SBAP (School Behaviour and Attendance Partnership)

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

- We have full disabled access throughout the school and changing areas in foundation and key stage one.
- The school regularly seeks advice from support services such as the Physical Disability Service and the Visual Impairment Team to ensure that the school is safe and accessible for individual pupils with specific needs.
- The school will seek to provide specialist equipment as required, dependent on factors such as budget allocation.
- An Access Plan is completed regularly to ensure we are continually improving accessibility for children with SEND.

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7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?
  - We inform parents of the specific provision their child will receive on a termly basis and encourage feedback on this.
  - We hold termly meetings for children with SEND Support Plans. Parents and any external agencies involved are invited to this. Parents are encouraged to share their thoughts and ideas for their children's targets.
  - Whole school parents' evenings are held in the autumn and spring term and parents can meet with a member of the SEN team as well as the class teacher
  - Where meetings cannot be held in person, telephone or virtual meetings will be offered.
  
8. What are the arrangements for consulting young people with SEN and involving them in their education?
  - Children receiving SEND support are asked to share their thoughts about the provision they have received and their feelings about various elements of school life to inform the annual SEND report and future planning.
  - Children with SEND Support Plans contribute their opinions about what has gone well and what they would like to improve prior to their SEND support meetings. This informs the next steps planned for the child.
  
9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?
  - Parents are encouraged to talk to a member of staff. This could be the class teacher, a member of the SEN team or the Head teacher or Deputy Head teacher.
  - The school has a full complaints procedure which is explained in the complaints policy.
  
10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?
  - Where it is felt that a child would benefit from additional support from other services the SEND team will discuss this with parents.

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- If consent is given they will make the referral. This will sometimes be through the termly Springboard meeting at which schools from within the family can ask for support for individual children.

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

- The school will always endeavour to research and share information about services we feel may help parents and children.
- Services that could be useful to a range of parents may be shared on Class Dojo.

12. How will the school/setting prepare my child/young person to:

- i) Join the school/setting?
  - For children beginning in nursery a staggered start is planned with children gradually increasing the amount of time they attend each week. Parents also attend initially and this time is reduced as the children become more comfortable.
  - For children starting in Reception, a series of transition events are held to allow children to meet their new classmates and teachers and become familiar with the environment.\*
- ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?
  - Within school children will undertake several visits to their new class. Additional sessions may be planned for children with SEND.
  - The SEND team work closely with the SENCOs of local secondary schools and share information. Visits take place annually to introduce children to their new setting. The SEND team can arrange for parents to meet with staff to discuss concerns.
- iii) Prepare for adulthood and independent living?
  - The school aims to provide children with life skills through a full PSHE programme.
  - For children with significant and life-long needs specific life skills may be incorporated into their individualised timetable.

13. Where can I access further information?

- Visit the school website at [www.orchard-pri.notts.sch.uk](http://www.orchard-pri.notts.sch.uk)
- You are welcome to visit our school to have a look around. Please ring to make an appointment on 01623 455 939.