



The Orchards School

Special Educational Needs and Disabilities (SEND) Information Report

At The Orchards School we recognise that all pupils are individuals. We are committed to offering an inclusive curriculum to ensure that all pupils can fulfil their potential and make the best possible progress, whatever their individual needs or abilities. At The Orchards we encourage all our children to strive to improve upon their previous achievements and develop their creativity and independence. We provide an environment, which gives opportunities for all individuals to attain their positive aspirations and develop all the skills, which will support them in all aspects of their lives as responsible and healthy citizens.

The information that follows is a description of the systems and resources we have in place within our school to help us achieve this aim.

What types of Special Educational Needs and Disability do we provide for?

According to the SEND Code of Practice: 0-25 (2015), a young person has a Special Educational Need or Disability (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is support which is additional or different to support usually available to young people of the same age in mainstream schools

As an inclusive school, we currently provide additional and/or different provision for children with a range of individual needs.

These needs may be:

- Communication and Interaction (e.g. speech and language difficulties, autistic spectrum disorder)
- Cognition and Learning (e.g. dyslexia, dyspraxia)
- Social, Emotional and Mental Health Difficulties (e.g. attention deficit hyperactivity disorder - ADHD)
- Sensory and Physical Needs (e.g. visual impairments, hearing impairments)

How are children with SEND identified and who identifies their needs?

A child may be identified as having SEND at any point during their time at our school and anyone who works closely with them may contribute towards the collective decision that they have SEND.

If a collective decision is made that a child has SEND, they will be placed on the SEND register to ensure that they continue to be closely monitored and appropriate support and provision is in place for them.

As a school we recognise that all children are individuals and that they may make progress at different rates and times and in different ways.

Specific individual needs are usually identified through our ongoing systems of assessing, monitoring and evaluating children's attainment and progress. The following information may contribute towards this identification:

- Teacher observation and assessment of behaviour and learning
- Early Years baseline assessments
- A child attaining significantly below age expected levels, despite additional or different strategies, resources, support and/or intervention
- A child making less than expected progress, despite additional or different strategies, resources, support and/or intervention
- Discussions with Parents/Carers
- Liaison with previous school or nursery
- Liaison with Outside Agencies

If concerns are identified, they will be shared and discussed with Parents/Carers.

The main areas of concern will then be identified and a cycle of planning and implementing resources and provision to support the child will begin. These resources and provisions will be time limited and reviewed. If concerns continue and little or no progress is made after 2 or more cycles, the child may have a Special Educational Need, requiring additional to or different resources and provision to be implemented for a longer period of time.

In consultation with Parents/Carers, the child will be included on the Special Educational Needs Register.

The cycle of assess, plan, do and review (known as The Graduated Response) will continue with individual targets being set and reviewed regularly.

If concerns continue and/or the child does not make the progress expected, it may be advised to involve Outside Agencies for further assessment.

How do we assess and review the progress of children with SEN?

The learning and progress of all children, regardless of need, is continually observed and assessed by the Class Teacher and is monitored by Senior Leadership Team during pupil progress meetings.

In addition to this, the progress of children with SEND is also monitored closely by the SENDCo, who is continually evaluating the effectiveness of SEND provision.

Progress is monitored, assessed and reviewed through:

- Regular Pupil Progress Meetings
- Progress data scrutiny
- Entry and exit data from additional provision/interventions
- Group and/or individual targets
- Assessment by and discussion with Outside Agencies

In accordance with the SEND Code of Practice: 0-25 (2015) the process of responding to children who have been identified as needing additional support, follows the four step cycle called the Graduated Response.

Assess - The child may be assessed in a variety of ways to identify the area(s) of need and next steps/targets for progress will be identified.

Plan – Strategies, resources, provision and/or intervention will be identified to support the child to make progress towards their next steps/targets.

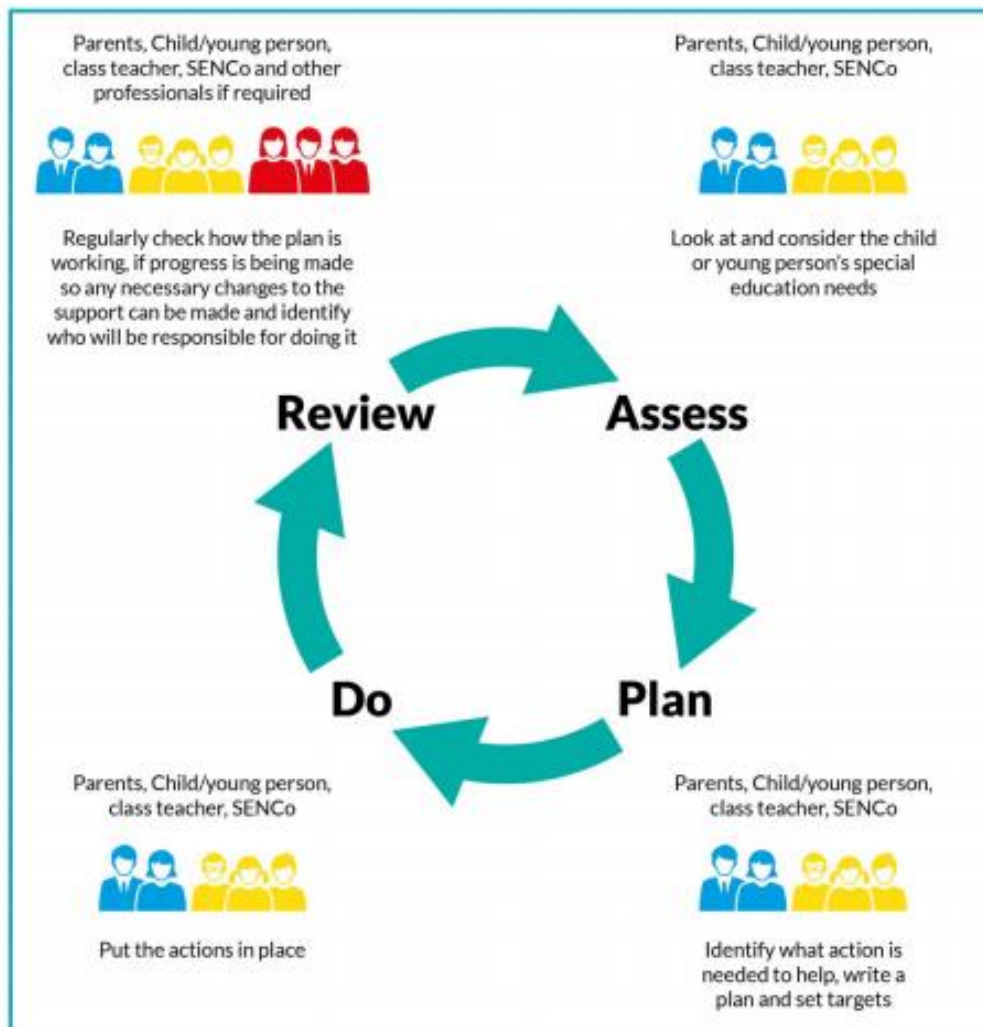
Do - The strategies, resources, provision and/or intervention will be implemented over a period of time.

Review - At the end of the period of time, the child's progress and the impact of the strategies, resources, provision and/or intervention will be reviewed.

If it has been successful, then further support in this area may not be necessary. However, if less than expected progress has been made, the strategies, resources, provision and/or intervention may be refined to support the child in a different way.

The cycle would then begin again.

Every child on the SEND Register will have individual targets set and reviewed by the Class Teacher at least termly. The design, implementation and review of these will follow the Graduated Response cycle.



Taken from
the Support
Young

Special Educational Needs and Disability (SEND) in Worcestershire'

'Understanding
for Children and
People with

What happens if strategies, resources, provision and/or interventions are put in place but the child does not make progress?

A child's progress will be continually monitored by the class teacher and SENDCo following the graduated response.

Leaders and governors monitor the impact of teaching and the interventions in school. This evaluation and monitoring is carried out through:

- Analysing the children's progress and attainment
- Learning walks and lesson observations of teachers and teaching assistants.
- Looking at teachers' planning and looking through children's books.
- Talking to the children/ parents
- Child and parent questionnaires
- Pupil progress meeting are held to discuss the progress the children are making.

If they are not making the progress that we would expect, it may be necessary to adapt or change the provision, complete more detailed assessments to identify more specific needs and support needed and/or involve Outside Agencies.

(See How do we work in partnership with others to support a child with SEN? for more information on Outside Agencies)

What support and resources are available to children within the school?

We recognise that all children, regardless of any diagnosed SEND, may need some support in their learning at some time. This support may be short or longer term and may take the form of an additional resource or extra provision. In order to cater for these needs we have a wide variety of resources and practices that are 'ordinarily available' to all children to support them in their learning.

Children will experience 'Quality First Teaching' (QFT). This is an approach to teaching which means teachers will provide focused lessons, with high levels of interaction, appropriate use of questioning, modelling and explaining. As part of this QFT, sometimes 'reasonable adjustments' will need to be made to make sure that all of the children in the class are able to fully access the lesson and fulfil their learning potential.



Taken from 'Understanding the

People with Special Educational Needs and Disability (SEND) in Worcestershire'

Support for Children and Young

In addition to QFT and support from Teaching Assistants, resources and provision available to support children in school may include:

- Visual Timetables
- Personalised visual prompts
- Having a specific seating position in class
- Additional equipment or resources such as a writing slope, coloured overlay, enlarged font, weighted lap pad or ear defenders
- Specialist equipment such as adapted furniture or radio aids
- A 'safe space' within or outside the class room
- A personalised work station
- Personalised reward systems (where necessary)
- Access to word processing programs on laptops
- A variety of carefully planned and monitored intervention programmes to support phonics, reading, writing, maths, speech, language, social and emotional needs

The support, resources and provisions for each child will be different because it is designed to meet their individual needs.

There are broadly four levels of support available to children, depending on their individual needs.

Support for all children

Support or resources will include things that are available for all children as part of QFT.

It may include:

- Whole class visual timetables
- Whole class reward systems
- Visual cue cards e.g. to support phonics and writing
- Differentiated activities

Targeted Support

Targeted support or resources may be needed by some children.

It may include:

- Additional materials or equipment to support progress e.g. a writing slope, coloured overlay, access to a computer
- Interventions in small groups

Specialist Support

Specialist support or resources may be needed by a few children.

It may include:

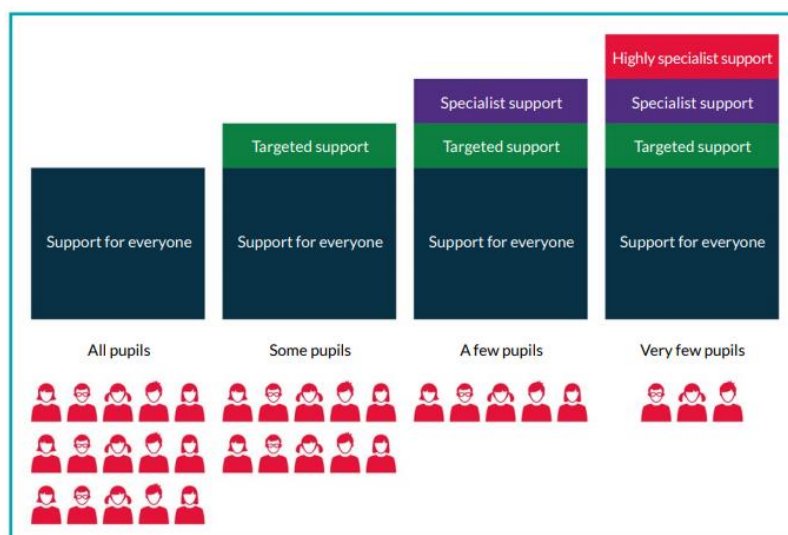
- 1:1 or very small group intervention
- Help for a child to join in class activities and interact with others
- Assessment or support from an Outside Agency

Highly Specialist Support

Highly specialist support or resources may be needed by very few children.

It may include:

- A higher level of adult support
- A specific, targeted, specialised resource or support package
- A specific programme of support advised by an Outside Agency



How do we ensure the effectiveness of provision made for children with SEND?

The provision for and progress of children with SEND is closely monitored by both the Class Teacher and the SENDCo.

The SENDCo regularly liaises with Class Teachers, Teaching Assistants and the Senior Leadership Team to ensure monitoring and evaluation is robust and that the development of SEN practices is part of whole school development.

The effectiveness of SEN provision at The Orchards School will be measured in a number of ways, including:

- Looking at the child's progress and attainment levels and comparing this to pupils nationally.
- Talking to pupils and parents to know how successful the support has been in enabling them to achieve.
- Monitoring and evaluating interventions to judge their effectiveness.
- Reviewing children's individual targets.
- Parents/carers are able to discuss and contribute to the target setting process.

What support will there be for children's overall well-being?

The Orchards School aims to create a happy and safe learning environment where children develop self-esteem and resilience through a focus on their personal development and overall wellbeing.

Children's views, thoughts and feelings are highly valued. Their views are collected through 'Pupil Voice' questionnaires which are used to gather their thoughts and feelings on various aspects of school life and learning.

Targeted interventions are used to support children's social skills, emotional resilience and ability to build relationships with others.

Other pastoral, medical and social and emotional support within school may include:

- Access to support from school staff, Outside Agencies and/or services
- Social and moral themed assemblies to raise topics and themes
- The school has a number of qualified First Aiders who are qualified to treat all minor injuries, administer prescription medicines and monitor identified medical conditions.
- Outside Agencies may also support children with emotional and social needs such as the Educational Psychologist, Family Support, CAMHS (Child and Adolescent Mental Health Services) or a Social Worker.

How do we work in partnership with others to support a child with SEND?

Working in partnership with others is key for the development of the whole child.

We strive to build trusting relationships with others, in order to identify and monitor needs and overcome potential barriers to learning.

Our partners include:

- Parents/Carers
- The children
- Outside Agencies
- Local Feeder Nurseries
- Local Middle Schools
- Social Workers

Parents/Carers

We actively encourage Parents/Carers to be involved in their child's education and provide many opportunities for involvement, including:

- Parent Consultations with the Class Teacher
- Annual school report
- Individual discussions with the child's Class Teacher, SENDCo, Head Teacher as requested
- Contributions to children's IPP's for children on the SEND Register
- Annual Review meetings for those children who have an Education and Health Care Plan
- Meetings with Outside Agencies

The Children

Children's views, thoughts and feelings are highly valued.

Children's views may be collected through 'Pupil Voice' questionnaires which are used to gather their thoughts and feelings on various aspects of school life and learning.

Outside Agencies

We have access to a wide network of Outside Agencies who are able to provide support to the SENDCo, Teachers, Teaching Assistants, Parents and individual children. These include:

- Speech and Language Therapy
- Educational Psychology
- Early Intervention Family Support
- CCD Team (Complex Communication Difficulties Team)
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health Service)
- School Nurse
- GP's and Paediatricians
- Visually Impaired Team
- Hearing Impaired Team
- Umbrella Pathway (Autism Assessment Team)

(If you would like further information about any of these agencies, please contact the SENDCo)

Local Nurseries and Middle Schools

We work closely with local Nurseries and Middle Schools to help to ensure smooth transitions.

To support class, phase and school transitions we provide:

- Nursery and Reception transition
- Liaison time between Class Teachers
- Opportunities to visit new classes/schools
- Additional meetings with the SENDCo/Class Teacher as needed
- Additional visits to new classes/schools
- Individual support/transition packages as necessary

How do we ensure children with SEN access and are involved in their learning, progress and the wider school?

We actively encourage all children to be involved in their learning through:

- Identifying clear objectives and steps to success within lessons
- Regular verbal and/or written feedback identifying next steps for learning
- Allowing children time to respond to feedback
- Offering opportunities for self and peer assessment
- Offering opportunities for children to share their thoughts and feelings about their learning and wider school experience

All children are encouraged to take part in wider school activities and life. We ensure that all children have the opportunity to and are able to access:

- School trips
- Extra-curricular activities (Clubs)
- School council

What is the Local Authority's Local Offer?

A 'Local Offer' provides information about provisions that families can expect to be available across education, health and social care for children and young people who have SEND in that Local Authority.

Worcestershire's 'Local Offer' can be found at:

www.worcestershire.gov.uk/sendlocaloffer

How can Parents/Carers raise concerns or make a complaint?

At The Orchards School we aim to build positive relationships with Parents and Carers. We are open and honest with them and hope that they feel able to do the same with us.

If Parents/Carers have concerns or complaints they should:

- Talk to their child's Class Teacher as a first point of contact. This may then be passed on to the SENDCo if necessary.
- Talk to the SENDCo

In the event of a situation not being resolved, complaints should then be referred to the Head Teacher and the 'Complaints Procedure' will be acted on as necessary.

Who can Parents/Carers contact if they need more information or support?

The child's Class Teacher and/or Year Group Leader should always be the first point of contact.

If further information is needed then Parents/Carers may be directed to the SENDCo or Head Teacher.

School Phone Number: 01527 872271

School Website: www.theorchardsschool.org

As a school, we will always try to support families however we can, but sometimes further advice or guidance from other services may be required.

The contact details of various organisations which may offer be able to offer support or guidance in the local area are available at:

www.worcestershire.gov.uk/sendlocaloffer

SENDIASS (SEND Information, Advice and Support Service) have a dedicated team of advisors offering impartial, confidential and easily accessible information and advice about SEND.

Website: www.hwsendiass.co.uk

Email: sendiass@worcestershire.gov.uk

Phone: 01905 768153