Orleans Primary Special Educational Needs and Disabilities (SEND) Information Report

Governor's Committee Responsible	Quality of Education
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Orleans Primary School is a local authority primary school for children aged 4 – 11 years in the borough of Richmond. We ensure that all pupils, regardless of their needs or abilities, make the best possible progress in school. We aim to offer a high quality, inclusive, nurturing
environment that develops a love of learning for life, for all.

Below are frequently asked questions that give you more information about how we support children with Special Educational Needs at Orleans Primary School.

What Are Special Educational Needs?
A pupil has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.
Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

This information report has been written with regard to the Special Educational Needs and Disability Code of Practice, 2015 and the Children and Families Act, 2014.
In line with the Special Educational Needs and Disability Code of Practice, 2015, section X111 and X1V children have special educational needs if:
"a child or young person has a learning difficulty or disability which calls for special educational provision to be made for him or her."
A child of compulsory school age or a young person has a learning difficulty or disability if He or she "has a significantly greater difficulty learning than the majority of others of the same age."
"has a disability that prevents him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions."

What Are Our Aims for SEND pupils?

- Every child's individual needs to be met and supported so that they feel they belong, they are happy, confident and valued.
- Every child to be treated as an individual and encouraged to reach their maximum potential as a valued member of our community and society.
- Every child to achieve their full academic potential, access the full curriculum and enjoys a love of learning for life.

How Does Orleans Primary School Identify Children That Need Extra Support and What Should I do if I Think My Child May Have Special Educational Needs?

Throughout the year, class teachers, subject and phase leaders meet weekly to closely monitor the progress of all children in the school. This is supported through termly formal

assessments of which data is overseen by the Senior Leadership Team (SLT) This is in addition to daily ongoing observations and evaluations of progress.

If a child is not making expected progress in a particular area of learning, staff can identify and implement the additional support required. This will be shared with families and the child at this stage. We ensure there is clear lines of communication between staff and our SENCo- Mrs Walsh raise any concerns about a child at any opportunity. This is supported by regular learning walks and book scrutinies by SLT.

The school uses the graduated approach cycle of Assess, Plan, Do, Review; where following assessment, support is planned, put into place, and reviewed every 6 weeks to monitor the impact the support is having on the child's progress. The Inclusion team will work closely with the class teacher to create a learning support plan each full term which will include individualised and specific targets, outcomes and strategies that can be shared with families so that it is clear what we are all working together towards.

Should you be concerned about your child's progress, families can speak to the class teacher or Mrs Walsh (SENCo) at any time to arrange a meeting. senco@orleans.richmond.sch.uk

The school has a SEND and Inclusion Policy detailing how needs are identified. This policy can be found on the school website.

How Will Orleans Primary School Support My Child?
Orleans Primary School is a mainstream inclusive setting which fully embraces and complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained, to cater for learners who may have difficulties in the following domains:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or physical need

For children who require additional support, reasonable adjustments to our practices are made as to comply with the Equality Act (2010).

Whilst we incorporate many strategies into our whole class practice, such as movement breaks, emotion coaching, Zones of Regulation, sensory circuits calming and alerting structured breaks and an alternative calm area away from the busy playground; sometimes children require additional support.

Support Staff
Orleans Primary has an extensive support staff team consisting of Higher Level Teaching Assistants (HLTAS) teaching assistants (TAs) and Learning Support Assistants (LSAs) who are deployed to meet the specific needs of the children. This team of staff supports individuals or groups of children in the above areas within the classroom and school environment and may follow individualised timetables to meet specific needs.

Support staff receive regular training over the course of each year in a variety of areas such as Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Anxiety, Trauma and Emotion Coaching, Dyslexia, Phonics and many more.

Curriculum

At Orleans Primary, we believe that with the appropriate access, resources and scaffolding for lessons, as well as following recommendations outlined by external professionals, all children should be able to access our rich and varied curriculum and work towards the same learning objective. The class teacher plans for the individual taking into account the child's views about what strategies help them best, as well as the teacher 's own knowledge and advice taken from outside agencies.

Strategies

Every child's needs are assessed individually in order to determine the best available strategies for them. Strategies may include:

- Scaffolded activities matched to ability and learning barriers
- Visual timetables/task planners/visual checklists
- Sensory circuits (calm, wakeup or organise)
- individual workstations to minimise distraction
- ICT software such as Lexia support Dyslexia
- movement breaks
- Specialist speech and language or occupational therapy interventions
- Sensory toolboxes/wobble cushions/therapeutic resistance bands to support attention, weighted blankets and ear defenders
- Specialist equipment if required

Interventions

Interventions can take place in small groups or a 1:1 session to support children in a range of
areas. Interventions can include:

- Handwriting
- Maths
- Pre-reading /Pre-teaching
- Touch-typing
- Social, Emotional, Mental Health (e.g. Anxiety/emotional regulation/self-esteem/social skills)
- Occupational therapy (OT) recommendations (e.g. Core strength/deep pressure)
- Speech and language therapy (SALT) recommendations (e.g. Lego therapy/listening and attention skills
- Educational Psychologist recommendation
- Phonics
- Reading /comprehension
- Precision Teaching

All interventions are planned and overseen by the class teacher and are in turn monitored

by the SENCo to ensure they have maximum impact on children's progress. Interventions are carefully timetabled to ensure, wherever possible, that children do not miss out on the same subject or lessons. Frequency and length can vary depending on the individual. We provide as many interventions as possible within daily classroom practice to ensure all of our children are given the opportunity to access the full curriculum.

ELSA

We have an Emotional Literacy Support Assistant (ELSA) (Mrs Lorna Barks) who is trained in providing emotional literacy support to children who may require additional help with anxiety, self-esteem, and other areas of their emotional development. ELSA is overseen by a working group of Educational Psychologists.

External Professionals

Although professional advice may involve internal staff, (Head, Deputy Head, Head of Inclusion etc.) sometimes external professionals need to be involved to best support the children such as:

- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Educational Psychologists (EP)
- AfC Mental Health Support Team (MHST)

We have a School Provision Map that shows the range of additional support taking place in our school for children who require extra help in their learning. All the interventions we use should be effective in supporting the children to make expected progress against the targets we have set for them.

Our Governing Board is responsible for monitoring the effectiveness of the provision we have put in place, and the SENCo liaises with the governor responsible for Inclusion and SEND.

What Support Will There Be for My Child's Overall Well-Being?

At Orleans , all pupils are supported with their social and emotional development which is Interspersed carefully through both the curriculum and everyday practice.

We incorporate many strategies into our whole class practice, such as movement breaks, emotion coaching, Zones of Regulation and Time to Talk.

Zones of Regulation

The Zones of Regulation develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This is embedded in our curriculum and daily practice so that the simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

Emotion Coaching

Emotion coaching is embedded into our everyday practice at Orleans Primary. Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child about more effective responses. Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security, and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically. Inappropriate behaviours are not condoned in Emotion Coaching and when the child is calmer, incidents are discussed in a more rational and productive manner. Steps are taken to problem solve and engage in solution-focused strategies.

Time to Talk
We have one trained mental health champions for the school who runs our Time to Talk programme. This provides children with the opportunity of a safe space to talk 1:1 with a supportive adult. These can be referred by a member of staff (KS1) or self-referral (KS2) and sessions take place every week.

Should a child disclose any information that reveals safeguarding concerns during these sessions, the adult will report these to the designated safeguarding lead (DSL).

Social Emotional Mental Health (SEMH) Interventions
Interventions are implemented for children who require additional pastoral care and nurture groups. These include anxiety, self-esteem, and Zones of Regulation. These groups are run as both small groups and 1:1 by support staff or Mrs Barks

Emotional Literacy Support Assistant (ELSA)
As explained above, our ELSA supports the emotional health and development of a number of children within our school to work to remove any barriers to learning and allow our children to feel happy and confident to reach their full potential. Programmes are delivered as both 1:1 and group sessions, over an average of 6 sessions, in our very own calm and nurturing ELSA room.

Assemblies
Assemblies take place twice a week centred around our values; Compassion; Excellence: Responsibility; Collaboration.
Orleans Primary values developing children's personal, social and moral education. One of these is a celebration assembly, taking time to celebrate each child and the whole child over the course of the year. Dojos points are awarded when children demonstrate these core values.

AfC Mental Health Support Team (MHST)
We are part of a cluster of schools who are supported by the Mental Health Support Teams (MHST) - an initiative with Southwest London Partnership. They offer group interventions and movement/art therapy to some of our children, as well as parent support with challenging behaviour at home.

Safeguarding
Safeguarding is embedded throughout the curriculum and there are many

opportunities to teach the children how to keep themselves safe.

What Specialist Services and Expertise Are Available at/accessed by the School?
Sometimes it is deemed that external support is necessary. Should this be the case for your child, we will discuss any referrals with families in the first instance and gain full consent before proceeding with the referral. This academic year the school has worked with:

- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Educational Psychologists (EP)
- Mental Health Support Team (MHST)
- CAMHS (Child and Adolescent Mental Health Service)
- Early Intervention Support Service (EISS)

At the start of each academic year, a planning meeting is held with the Educational Psychology Team, Speech and Language Therapy Team and the Occupational Therapy Team to discuss any requirements of these services and identify staff training needs for the coming
year.

How are these services funded?
Directly funded by the school via accessing the services on offer from the Local Authority. These are delivered in school:

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Additional Speech and Language Therapy

Provided and paid for by the Health Service (Hounslow and Richmond NHS Trust) but delivered in school:

- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy

In addition, the SENCo can make referrals to:

- The Child and Adolescent Mental Health Service (CAMHS)
- The Primary Mental Health Team (PMHT)
- Social Care services
- Early Intervention Support Service (EISS)
- Mental Health Support team (MHST)

What Training Are the Staff Given for Supporting Children With SEND?
The school is committed to further developing the skills and knowledge of the staff supporting children with SEND through regular training.
Staff receive regular training over the course of each year in a variety of areas such as:

- Autism Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Emotion Coaching

- Anxiety
- Trauma awareness (We are proud to hold the Bronze 'Attachment Aware School' award)
- Dyslexia
- Phonics
- Precision Teaching
- Colourful Semantics
- Attention and listening skills
- Emergency first aid training
- Annual safeguarding training (KCSIE)

and many more.
We aim to ensure that all staff working with SEND learners possess a working knowledge of the individual needs and relevant supporting strategies, to help them in supporting access to
the curriculum. The SENCo is responsible for ensuring that staff across the school have the relevant training, to support particular children with whom they are working.

At the start of each academic year, a planning meeting is held with the Educational Psychology Team, Speech and Language Therapy Team and the Occupational Therapy Team to discuss any requirements of these services and identify staff training needs for the coming
year.
In addition to the whole school training plan, individual teachers and support staff attend specialist training courses run by outside agencies that are relevant to the needs of specific children in their class. All support staff take part in a weekly practice-sharing meeting where they come together as a group to share creative and innovative ideas from any recent training or effective strategies to support the children.

How Will My Child Be Included in Activities and Trips Outside of the Classroom?
We have a holistic approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities, regardless of their needs.
Orleans Primary carries out detailed risk assessments for all children including SEND children before attending a school trip. Consideration is made for how school trips can be adapted to assist the individual child. Families are consulted prior to a school trip and invited to attend if
necessary. Social stories are prepared to support the children before the trips.

How Accessible Is the School Environment?
All staff at Orleans Primary School are passionate about inclusion and work towards inclusive
practice wherever possible.

- The school site is fully accessible to children with physical disability.
- All children and their families, regardless of their Special Educational Needs, are always included to take part in all school activities.
- Support is provided for children with SEND who require it at lunchtimes and breaks.

- Wrap around care can be accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Access arrangements are made by the Inclusion Manager for children with SEND who take part in Standard Attainments Tests (SATs) in Year 6.
- Risk assessments are undertaken before all school trips to ensure that they will be appropriate and assessable for all children on the trip.

How Are Resources Allocated and Matched to Children's Special Educational Needs?

The school budget includes money for supporting children with SEND.
The Head of School and Executive Head of School decide on the budget for Special Educational Needs.
The Head of School, SENco and the SLT discuss all the information they have about SEND in the school, including:

- The children receiving extra support already
- The children requiring extra support
- The children who have been identified as not making as much progress as would be expected
- The Head of School and SLT decide what resources, training and support is needed via a Provision Map

All resources, training and support are reviewed termly by the Head of School, SLT and changes made as needed.

How Is the Decision Made About How Much Support My Child Will Receive and How Will Progress Be Measured?

As a school all staff are aware of high quality, inclusive adaptive teaching approaches in order to meet the needs of all our children. Regular assessments are carried out to make sure children are making good progress and meetings take place to discuss and review the progress of individual children.
When a need has been identified, and a plan in place, children are spoken to about their learning and what best supports them through the use of a Learning Support Plan (LSP).

Parents are also consulted when this is planned. We feel that it is important to have the views of the learner so that they feel involved and supported in their own learning and progress.

- Your child's progress is continually monitored by his/her class teacher
- Your child's progress is reviewed formally every term during Pupil Progress Meetings
- Information is shared with you every term at parent 's evening
- If your child is in Year 1 and above, but is not yet working at National Curriculum levels, a more sensitive assessment tool is used which shows their achievements in more detail and will also show smaller but significant steps of progress, this is called 'P levels'

At the end of each key stage (i.e. at the end of year 2 and year 6,) the government requires all children to be formally assessed using Standard Assessment Tests (SATS) and the results are published nationally.

In addition:

- For children at SEND Support, they will have a Learning Support Plan (LSP) that will be reviewed with your involvement, every term.
- The progress of children with an Educational Health Care Plan (EHCP) is formally reviewed at an Annual Review meeting with the Inclusion Team, families, the local authority caseworker, any relevant professionals and, when appropriate the child, involved in the EHCP
- The SENCo will also check that your child is making good progress within any individual work or in any group that they take part

The effectiveness of the school's provision for pupils with SEND is evaluated through the school's on-going monitoring cycle by the Senior Leadership Team.
This includes:

- Pupil Progress Meetings
- Learning walks
- Book/work scrutiny
- Lesson/intervention observations
- Termly Provision Management audit

How Will Orleans Primary School Prepare and Support My Child to Transfer to the Next Stage of Education and Life?

Starting school
Before children start in Reception, they have a home visit from their new class teacher and classroom teaching assistant where there is an opportunity for parents to discuss their child and ask any questions they may have. This is followed by a thorough information evening for
families. The children then take part in an induction morning and gradual integration over the course of a week before transitioning into full-time schooling.

Annual transitions
Some children may find transitioning to their next year group a source of anxiety. For these children, we provide social stories, transition booklets, meet the teacher afternoons and a visit to the new classroom ahead of school beginning to look at their desk, locker, toilets etc. to help them feel as ready and comfortable as possible to begin the new academic year. Significant importance and thought are put into detailed and thorough handover meetings as children transition between teaching staff and any staff working with individual children, although often children remain with the same member of support staff.

Secondary Transition
When a child is moving to secondary school, transition meetings will take place between their current class teacher, Head of Inclusion/SENDCo of both schools and any additional

professionals. This will determine what level of support is required for smooth transition.
In addition, for children with an Educational Health Care Plan we will:

- Hold the Annual Review in Year 5 at the end of the Autumn Term or beginning of the Spring Term to plan for your child's needs in secondary school.
- Hold a Transition meeting in Year 5 Summer Term to discuss your preferred secondary school choices.
- Hold the Annual Review in Year 6 at the end of the Spring Term or beginning of the Summer Term and invite the SENDCo/Head of Inclusion of the named secondary school to attend where we will discuss individual needs of the child as well as strategies to make the transition as smooth as possible for the child. These plans and meetings will also be shared with parents.

How Are Families Involved at Orleans Primary School? How Can I Be Involved?
The school welcomes working in partnership with families at all stages of their child's education. We have an open-door policy and families are welcome to come and discuss their
child's needs at any time. We involve families in school life in the following ways:

- Curriculum meetings
- Information mornings
- Strong and very active PTA with regular events
- Class parent representative meetings
- Annual surveys
- Family workshops

What Is the Local Offer?
The local offer is detailed on the 'AfC ' (Achieving for Children) website, which provides information on local services and support available for families including children and young people aged 0 to 25 years with special educational needs or disabilities.
The Children and Families Bill (2013) outlines the Government 's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND).

The purpose of a local offer is to enable parents and carers to see more clearly not only what
services are available for children with SEND in their area, but how to access them also.

AFC Local Offer - https://www.afcinfo.org.uk/local_offer

SENDIASS is a free and confidential service to support families and children 0-25 with understanding their rights within the Richmond Borough.
SENDIASS - https://www.rksendiass.co.uk/

What Support Is Available at Orleans Primary for Families of SEND Children?
The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar

strategies can be used.
The SENCo and SLT are available to meet with you to discuss your child's progress or any concerns or worries you may have.
All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. Learning Support Plans will be reviewed with your involvement each term if you wish. Homework will be adjusted as needed to your child's individual needs.

The SENCO or Welfare Officer (Mrs Lorna Barks) will share information with you about local support groups, courses for parents and holiday activities that are relevant to your child's needs.