

Orleans Primary School



Special Educational Needs & Disabilities (SEND) Policy

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Special Educational Need Coordinator (SENCo):

Leanne Ho 0208 892 1654

info@orleans.richmond.sch.uk

Deputy Head and Inclusion Manager: Sarah Parsons info@orleans.richmond.sch.uk

1. Aims of Policy

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Our vision for SEND pupils at Orleans Primary School

A love of learning, for life, for all

At Orleans Primary School we aim to provide a happy, stimulating and secure community for every child. This, in conjunction with a rich and challenging learning experience, will ensure that all children reach their full potential, both emotionally and physically, and are completely prepared to take their place in our diverse world.

Orleans is a mainstream school that believes that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

3. Special Educational Needs & Disabilities (SEND) Policy for Orleans Primary School

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice (0 - 25) 2015
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010
- National Curriculum 2014
- Schools Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2014

This policy should also be read in conjunction with the following policies:

Behaviour Policy, Assessment Policy, Single Equality policy, Safeguarding Policy, Home learning Policy, Physical Intervention Policy, Complaints Policy, Exclusion policy, Learning and Teaching policy, Curriculum Subject Policies, Feedback and Marking policy and the Accessibility Plan.

This policy was developed with the Senior Leadership Team, SENCO and representatives from the governing body and will be reviewed annually.

4. Definition of SEN

The Special Educational Needs Code of Practice 2015 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational

provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

‘Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.’

‘Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age.’

‘A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.’

Children must not be regarded as having a learning difficulty solely because they speak English as an additional language (EAL) and are new to English. Similarly, when EAL children make slow progress it should not be assumed that their language development is the only reason: they may also have learning difficulties.

4.1 Admissions

We are a mainstream primary school that follows the Local Authority’s admissions policy. We are fully committed to the principle of inclusion.

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their particular needs. Every effort will be made to arrange appropriate provision for any previously identified need. All children with SEND play a full part in the daily life of the school and are encouraged to join in with all activities. If additional provision is necessary the parents/carers are always informed.

The school’s admission arrangements do not discriminate against or disadvantage children with SEND and will follow the local authority’s usual school admission procedures. Decisions on the admissions of pupils with an EHCP are made by the Local Authority in consultation with the school and family, working together to ensure the child’s needs and best interests are able to be met.

5. The kinds of special educational need for which provision is made at Orleans Primary School

At Orleans we can make provision for commonly occurring special educational need without an Education, Health and Care Plan. We have experience of working with children with a range of specific learning difficulties (SpLD), including dyslexia, dyspraxia, speech and language needs, ADHD, autistic spectrum disorders (ASD), Tourette’s syndrome, hearing and visual impairments,

learning difficulties and social and emotional difficulties. There are other special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these needs can be met.

The school also currently meets the needs of pupils with an 'Education, Health and Care plan' with the following kinds of special educational need: ASD, Down's syndrome, dyslexia, dyspraxia and attention deficit disorder (ADD). Decisions on the admission of pupils into mainstream schools with an Education, Health and Care plan are made by the Local Authority in consultation with the school.

The admission arrangements for pupils without an Education, Health and Care Plan (EHC plan) do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

6. Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole: governors, teachers, support staff and parents. Everyone is expected to play their part.

6.1 SENCo

The SENCo is Leanne Ho and she can be contacted on 020 8892 1654 or at lho@orleans.richmond.sch.uk. She is a qualified teacher and has successfully completed the National Award for SENCos.

She will:

- Work with the Headteacher, Inclusion Manager and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to teachers and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Work with the Headteacher on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services. These include the educational psychology services; the speech and language therapy services; the occupational therapy services; the learning needs support service which include specialist teachers for the dyslexic; a behaviour for learning advisory teacher and subject specific advisory teachers as well as the Emotional Wellbeing Service.

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Share the SEND policy with all teachers at the start of each academic year

6.2 The Governing Body

The SEN governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.3 The Headteacher

The Headteacher will:

- Work with the SENCo, Inclusion Manager and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

6.4 Class teachers

The class teacher is the person who has overall responsibility for ensuring that the needs of the EHC plan are met and the child makes good progress from the point at which they started when they joined the class in September. Class teachers are responsible for deploying LSAs and managing all aspects of the work they do.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Setting pupil performance targets with the Deputy Head/Inclusion Manager.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy, which is shared with them at the start of each academic year by the SENCo
- Working closely with parents to support their child
- Planning suitable provision that challenges SEND children at their current level of understanding. Also, differentiate learning activities for SEND children so they are able to access them. Ensure ambitious targets for all children are set and reviewed on a termly basis.

6.5 Learning Support Assistants

Learning Support Assistants are employed to assist child with an EHC plan to meet the objectives outlined in the plan

- At the start of each term every LSA is involved in meetings to plan a programme of learning for the child they are assisting with the class teacher and the SENCo.
- Some of the input they offer can be in a group context, with the child they support being a member of that group
- Most of the support they offer should be within the classroom and they should capitalise on all opportunities to support the child to be integrated into the normal classroom activities
- At all times they should enable the child they support to be independent, doing as much as possible for himself. LSAs should be mindful of the possibility of inadvertently making the child dependent upon adult support in order to function in the classroom. On occasions this may entail them deliberately moving away from the child they are supporting and expecting him to participate in a task or activity independently
- They should ensure that they hear the child read at least once at some point every day
- Induction training will be offered to all LSAs by the SENCo and or Inclusion Manager.
- Following induction all LSAs have an entitlement to continuing professional development which is related to the needs of the school or the child they are working with.

7. Identifying pupils with SEN and assessing their needs (Assess, Plan, Do and Review)

At Orleans Primary School, class teachers monitor the progress of all pupils termly to review their progress. We also use a range of assessments with all the pupils at various points e.g. Reception EYFS baseline assessments upon entry, Y1 phonics screening, end of key stage national assessments and optional Year group testing (NFER tests)

Class teachers will use these and regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware, by the SENCo, of their needs, the outcomes sought for the pupil, the support provided to meet the child's needs, and any teaching strategies or approaches that are required within the classroom. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Examples of extra support focus includes: phonics, reading, writing, fine motor and handwriting and maths groups.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to tailor an appropriate individualised intervention programme. This programme will be reviewed at least termly. If the pupil makes expected or accelerated progress no further action will be taken with regards to SEND.

If expected progress does not happen it may be necessary to consult with outside agencies to receive more specialised expertise and to conduct more detailed assessment.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress.

These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary on a termly basis.

At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

We will use the model of assess, plan, do and review to monitor the impact of any additional support on the pupils' educational progress.

- The assessment will identify a child as needing SEND support and will involve the class teacher liaising and working with the SENCo, to carry out a clear analysis of the pupils' strengths and needs.
- The plan will involve the teacher and the SENCo agreeing, in consultation with the parent and pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress development or behaviour.
- The next step will involve the class teacher being responsible for working with the child on a daily basis, while still retaining responsibility for the pupil's learning, even if the interventions take place outside of the classroom.
- Finally, the review will involve the class teacher, in liaison with the SENCo and parents reviewing and revising the support in light of the pupil's progress and development.

Additional support offered to the families of pupils with SEND may involve links with outside agencies and the school will work in partnership with the appropriate services. For example, we currently have links with NHS services including CAMHS, Speech and Language Therapy, Occupational Therapy, Paediatric Physiotherapy and Local Authority Achieving for Children.

Early Years (Nursery) can apply for additional funding from the Early Years Inclusion Fund. This funding is given to support potential training for staff and to purchase specific resources to support individual pupils' needs.

8. SEN Provision at Orleans Primary School

8.1 How we evaluate the effectiveness of the provision made for pupils with special education needs with or without an Education, Health and Care Plan

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers and staff who support these children will show whether adequate progress is being made.

The SEN Code of Practice (2015, p.94) describes adequate progress as that which:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision provided. The collation of all annual review meetings will be reported to the governing body annually by the SENCo.

8.2 The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked termly. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

8.3 The school's approach to teaching pupils with special educational needs

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.'
(SEN Code of Practice, 2015, 6.37 p.99)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework and the Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / mentoring, small group teaching, use of ICT software learning packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEN funding'. The class teacher will remain responsible for working with the pupil on a daily basis, working closely with these professionals and will ultimately retain responsibility for the pupil's learning.

8.4 Pupils with medical conditions

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans/intimate care plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

8.5 How the school adapts the curriculum and learning environment for pupils with special educational needs

At Orleans we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans, in line with the SEN Code of practice 2015.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (SEN Code of Practice, 2015, 6.12, p.94)

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors are in regular communication regarding staff training and development in relation to SEND via the Head teacher's report. The Governor responsible for SEND meets termly with the SENCo and is kept fully informed of pupil progress and reports to the governing body on the effectiveness of SEND interventions.

8.6 Additional support for learning that is available to pupils with special educational needs

Schools receive notional funding for SEND pupils. This funding is used to support and enhance high quality of teaching in the school. It helps to provide resources to for pupils requiring special educational provision and is matched to needs of individual pupils with SEND and expenditure is evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child lives. The Head teacher has the final say in the use of the personal budget within the school.

8.7 Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to pupils at Orleans are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. A wide range of extracurricular activities are available to all pupils at Orleans including chess club, French club, dance clubs, sports clubs etc.

Parents are encouraged to volunteer to accompany pupils on day trips. If they offer or are asked to accompany a trip they are offered guidance, by the SENCo, on how they can best support the class teachers. This advice is offered either prior to their decision to accompany the trip, to inform their decision, or once they have decided to volunteer. For every trip or visit a Risk Assessment is completed in advance of the event, this is checked by the Head or Deputy Head teacher, to support this process the school may contact venues for further information regarding accessibility. The school will also meet with parents of SEND pupils to discuss reasonable adjustments which will be made.

8.8 Support that is available for improving the emotional and social development of pupils with special educational needs

At Orleans we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, circle time and collective worship and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we may also be able to provide the following: access to a counsellor, a mentor time with member of senior leadership team, or

pastoral mentor, external referral to CAMHS, time-out space for pupil to use when upset or agitated, sensory tent, play therapy, circle of friends, fun club etc

Pupils with emotional and social needs, because of their special educational needs, will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and pupils' views. We have an open-door policy where parents are encouraged to share concerns at any point in the year. Pupil voice is also regarded with high importance and school council is a forum for their views to be shared. At annual reviews, pupils will contribute their thoughts and feelings regarding their learning and attitudes towards school where appropriate. Pupil voice for children with SEND is formally recorded on a yearly basis through a survey completed on a one to one basis, with the SENCo, with visual aids if necessary. Pupil voice is a very important aspect of our school. There are other informal ways we gain pupil views e.g. classroom worry boxes, discussions with Senior Leaders and Governors.

Nationally, Children with SEN are more likely to experience of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time. Peer support systems are in place in addressing bullying behaviour, as well as raising awareness of SEND for everyone in the school community. All staff are made aware of specific needs of pupils and are vigilant in ensuring that pupils with SEND are not treated unkindly or bullied by their peers.

8.9 Supporting pupils with their Mental Health

At Orleans we offer important opportunities to prevent mental health problems by promoting resilience. Through the curriculum, lessons and assemblies we provide pupils with inner resources that they can draw on as a buffer when negative or stressful things happen and this helps them to thrive even in the face of significant challenges.

For some pupils with the most need for help in this area we may also be able to provide the following; access to an educational psychologist, Emotional Wellbeing Practitioner, pastoral mentor, external referral to CAMHS, time-out space for pupil to use when upset or agitated, sensory tent, sensory room, meditation garden, circle of friends, etc. We also have a member of staff who is training to be an Emotional Literacy Support Assistant.

9 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers, teaching assistants and learning support assistants have had training on Safeguarding and child protection. Continued professional development also takes place on inclusion, for example, some have been trained in Numicon, working memory issues and dyslexia; and have

received input from a Speech and Language therapist, Occupational therapist, physiotherapist and Educational Psychologist, in order to support children with SEND.

Where a training need is identified beyond this we will endeavour to find a provider who is able to deliver it at an appropriate cost. Training providers we can approach are Educational Psychologists, Speech and language therapists, occupational therapists, physiotherapist, dyslexia specialists, Teaching and Learning Advisors etc.

Correspondence and information exchanged between the school and these experts will be done so in a professional manner with regard to sensitivity and privacy of individuals involved and stored and communicated in a secure manner, for example using Egress.

10. How equipment and facilities to support children and young people with special educational needs will be secured

Where appropriate and possible we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, ipads, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- A sensory room and meditation garden are available for identified pupils.

Specialist equipment will be considered on an individual basis.

11. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

We will have an early discussion with the pupil (where appropriate) and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' views and wishes
- Everyone understands the agreed outcomes sought for the child

- Understands what the school is able to offer to ensure that this is the most appropriate provision for the pupil
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

All parents of pupils at Orleans are invited to discuss the progress of their children on at least 3 occasions a year and receive a written IEP and IEP review 3 times per year, if they are identified as needing SEN support. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils could have access to some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If, following this normal provision improvements in progress are not seen, we will contact parents to discuss this and identify what we will be doing to help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. We will formally notify parents when it is decided that a pupil will receive SEN support. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made available to parents via the SENCo.

12. The arrangements for consulting young people with special educational needs, and involving them in, their education

When a pupil has been identified as having special educational needs, because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. The focus on the child will be as an individual not their SEND label. The child and the parents will understand the language used rather than professional jargon. It will highlight the child's strengths and capacities and enable them to say what they have done, what they are interested in and what outcomes they are seeking in the future. It will tailor support to the needs of the individual and organise assessments to minimise demands on families. It will bring together relevant professionals to discuss and agree on the overall approach. This approach is often referred to as 'person-centred planning'.

13. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at Orleans are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss

their concerns with class teacher, SENCo or Head teacher to resolve the issue before making the complaint formal to the Chair of Governors (See the Complaints Policy on the school website)

14. How the school involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The school has engaged the following:

- A Service Level Agreement with the Educational Psychology service.
- Access to local authority Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice. These services are only available for children with an Education Health Care Plan (EHCplan) from reception age onwards.
- School Nurse.
- Emotional Health Service
- Educational Welfare Officer

15. The contact details of support services for the parents of pupils with special educational needs

KIDS, delivers a Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-25). Their Helpline can be contacted by visiting their website:

<https://www.kids.org.uk/>

16. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Orleans we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The SENCo meets with the Secondary SENCos of local schools in order to pass on relevant information regarding the pupils with SEND in the summer term.

All pupils who are transitioning to local secondary schools have the opportunity to spend a day in their new setting. In addition to this, the SENCo arranges additional visits for SEN pupils. Appropriate arrangements are made for pupils attending schools out of borough. The SENCo will ensure appropriate transition arrangements are in place for pupils transitioning between schools

by arranging visits (if logistically possible) and by providing discussion opportunities with the pupils and teachers. Informative handover meetings will play a key role in ensuring smooth transition. Pupils transitioning from our Nursery to reception classes in local schools will have a carefully planned transition with practitioners from the new setting being invited in to meet the child in their current setting. If there is an EHCP in place secondary SENCo should be invited to the Y6 annual review. If the annual review takes place prior to the confirmation of the secondary school space we would still strive to ensure there is a strong well planned transition for each pupil.

17.Information on where the local authority's local offer is published

The local authority's local offer is published on: https://www.afcinfo.org.uk/local_offer

Parents without internet access should make an appointment with the SENCo for support to gain the information they require.

The Information Report and Local Offer for pupils and families with SEN at Orleans Primary School is available on the school website at

<http://www.orleans.richmond.sch.uk/page/?title=Special+Educational+Needs&pid=142>

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014

18.Complaints Procedure

Any parent who is unhappy with the help that their child is receiving, should talk to the class teacher and the SENCo. They can also talk to the Headteacher, though they are advised to take this course of action following discussion with the class teacher or SENCo. If the parent is still unhappy, then they can contact the Chair of Governors. At every stage the complaint will be investigated and dealt with as quickly as possible. If any parent remains concerned and the staff and governors have been unable to resolve the problem, the parent should contact the SEND Section of the Local Authority, and under the terms of the Code of Practice can finally take their complaint to the Secretary of State for Education.

Richmond and Kingston Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years).

Parents should refer to the school's overall complaints policy for further details.

www.kids.org.uk

richmondandkingston@kids.org.uk

19. School's response to Covid-19

In accordance with Covid-19 legislation, outside agencies are allowed to return to work in schools, in accordance with our schools risk assessment.

When outside agencies visit, we will ensure they socially distance from adults at all times and minimise contact with pupils. All outside agencies will be required to clean their hands prior to entering and leaving the school building.

Meetings between staff and parents can be held virtually or in person on the school site. If meetings take place in person, they must adhere to our Covid-19 protocols.

Written by Leanne Ho (SENCO) / Sarah Parsons (Inclusion Manager)

SEN Concerns Flow Chart

Raising concerns about a child's Special Educational Needs

High quality teaching that is differentiated and personalised will meet the needs of the majority of children and young people. Only a few pupils will need provision that is additional to, or different from, this basic entitlement. High quality teaching is at the heart of SEN provision. Some pupils will require additional short-term intervention aimed at enabling them to catch up with their peers. This catch-up provision is not SEN provision and therefore pupils who have this provision should not be identified as having SEN. Only those who require provision that is personalised to a high degree and delivered for the longer term should be described as needing SEN intervention and therefore having SEN.

SENCO: Leanne Ho

Inclusion Manager: Sarah Parsons

