

Orleans Primary School

SEND information report and local offer 2020/ 2021

Please Note: Due to the unprecedented times we are experiencing through Covid-19, the following information is dependent upon Government legislation and guidelines.

Introduction - What is a SEND information report?

This document is intended to offer guidance on what we offer at Orleans and to provide clear and comprehensive information about our Special Educational Needs and Disability (SEND) provision. We can be contacted directly for further information (contact information below).

What is Special Educational Needs and Disability (SEND)?

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability that calls for extra support to be put in place. 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 in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school. (SEND Code of Practice 2014)

How does Orleans Primary identify a special educational need?

Every pupil in the school has their academic progress tracked regularly. The class teachers also have regular meetings with the SENCo to address any concerns there may be about the social and emotional wellbeing of our pupils. Our expectation is that the children make at least expected progress and we strive to close the gap in attainment between them and their peers. The SEND Code of Practice (2014) describes adequate progress as:

- similar to that of children of the same age who had the same starting point;
- matching or improving on the pupil's previous rate of progress;
- allowing the attainment gap to close between the pupil and children of the same age.

To make sure that every child's needs are met, we use the Assess, Plan, Do, Review model:

- class teacher assesses the child's needs;
- class teacher plans appropriate adjustment;
- class practice is adapted for the child;
- progress is reviewed

If there continue to be concerns, the class teacher and the year group leader will discuss it with the SENCo. If it is felt that your child will benefit from additional targeted support and intervention (such as maths, English work or friendship groups), you will be notified and appropriate support will be organised. All support is monitored, reviewed and adjusted.

Assessments from external agencies may be arranged to provide further understanding of the needs. The school works in partnership with other agencies to offer support where necessary, for example, educational psychologists, the school nurse, speech and language therapists, emotional literacy support assistants, family support workers, physiotherapists and services. Additional support will then be given, using the Assess, Plan, Do, Review model and the class teacher will update you on progress.

About Orleans Primary School

Orleans Primary School is a two-form primary school in the heart of St. Margaret's. Our most recent outstanding OFSTED report stated that "a love of learning, for life, for all" is not only the motto, but the "beating heart of this school". The 'all' is important here. The needs of the children that come here are diverse and individual to each pupil. We recognise and celebrate their strengths first and foremost.

Orleans is committed to improving outcomes and having high expectations for all children, including those with SEND. We understand that all children are entitled to an education that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood.

In line with the SEN Code of Practice 2014 we always aim to:

- Do our best to ensure that the necessary provision is made for any individual who has SEND
- Co-operate with our local authority in the 'local offer'
- Ensure that we have a designated member of staff who is responsible for co-ordinating provision for children with SEND
- Ensure that the children at Orleans with SEND take part in the activities of the school with other children as far as possible.

What kinds of SEN are provided for?

Special Educational Needs fall into four main categories, although of course for some children, the need may span two or more areas or may be difficult to precisely identify at the outset. Broadly, we provide for the

following needs:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

At Orleans we currently meet 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, ADHD and IDIC developmental delay. Decisions on the admission of pupils into mainstream with an Education, Health and Care plan are made by the Local Authority in consultation with the school.

How does Orleans Primary support children with special educational needs?

Our priority is to provide high quality teaching for all pupils (Quality First Teaching). Teachers regularly adjust their practice to ensure all children have access to the teaching.

This includes:

- differentiating the activity;
- arranging and adapting class furniture and seating plans;

- adjusting the format of resources such as the whiteboard, books and reading materials;
- supplying specialised writing tools and classroom equipment;
- using signing and visual timetables as well as implementing a variety of teaching styles to engage and include all pupils.

We also look at the whole school day and the wider school environment, responding to individual needs and making adaptations when necessary.

We provide:

- quiet zones in the playground;
- meditation garden;
- mediation techniques and counselling sessions;
- sensory toys and distraction tools to help with focus and concentration.

Assemblies, special themed activities and lessons within the curriculum also help develop and foster sensitivity and understanding of people with different needs and experiences and celebrate the contribution they can make.

How is Orleans Primary accessible to children with SEND?

As part of our requirement to keep the appropriateness of our curriculum and learning environment accessible to all, we evaluate the needs of individual children and make 'reasonable adjustments' to allow all children access to the curriculum activities clubs and trips. This is always done in partnership with parents/carers. For more information, see our accessibility plan in our inclusion policy.

What are the policies for identifying children with SEND and assessing their needs?

The SEND policy can be found on the school website and is regularly reviewed and updated. At Orleans we follow the SEN Code of Practice (CoP) 2014 and use the graduated response of assess, plan, do and review. High quality teaching, which is differentiated and personalised, will be the main method to meet the needs of a pupil. Further identification of SEND will be made over successive cycles that may involve more specialist expertise, and that as soon as identification has been made the school will make provision in respect of this need. Early identification enables us to assess the needs of a pupil and take the appropriate action in providing additional support, which is why our open-door policy is so important. Fostering constructive dialogue between parents and teachers is a vital part of the identification process.

It is important to note that, as highlighted in the SEN CoP (2014), low attainment or slow progress by a pupil is not seen as automatic evidence of SEND, but a possible indicator, viewed against expected attainment and progress.

Who is the Special Educational Needs Coordinator (SENCo)?

The SENCo at Orleans is Leanne Ho. Leanne is a qualified teacher and has successfully completed the SENCo Accreditation course at Bath Spa University. She can be contacted on 020 8892 1654 or

lho@orleans.richmond.sch.uk

What are the arrangements for consulting parents of children with SEND and involving them in their child's 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

Parents are involved in discussions with the school to identify if their child has a Special Educational Need and they are formally notified once a decision to provide SEND support is made. The parents are invited to meet with the class teacher and SENCo at least three times a year to discuss and review targets outlined in the child's individual education plan (IEP). These meetings are longer and give parents the opportunity to review their child's progress in depth. Parents are encouraged to share any queries at any point during the year with the SENCo and class teacher. We also involve the child in reviewing and setting their own targets.

We have also created a Parent forum with parent of children who have additional needs. We meet on a termly basis and discuss how school can support parents, for example coffee mornings and workshops led by outside agencies.

7. What are the arrangements for assessing and reviewing children's progress towards outcomes?

Each term the class teacher together with the Senior Leadership Team (SLT) and the SENCo meet to review pupil progress. Children with SEND are closely monitored and the impact of interventions are reviewed and adjusted accordingly. The SENCo liaises with the class teacher to review current IEPs and assess progress against the outcomes. New targets are set and shared during extended parent consultation meetings. The SENCo is available to meet with parents as and when it is required at a mutually agreed time.

8. What are the arrangements for supporting children in moving between phases of education?

Children identified as having SEND are visited in their nursery settings by the SENCo and class teacher in order to support a smooth transition. Parents of these children are invited to meet with the SENCo before they begin in Reception and have the opportunity to visit their new class at the end of the summer term prior to September entry. All pupils entering the school at another point will have a meeting with the Head Teacher, SENCo and class teacher prior to starting in order to prepare for school entry.

All children moving year group have the opportunity to visit their new classes for a morning and spend time with their new class teacher on 'moving up' day. This enables them to feel prepared and secure for the next phase of their education. Class teachers are given dedicated time to discuss 'handover' and there are opportunities for parents of children with SEND to meet beforehand. All children with an EHCP plan receive an annual review, which the current class teacher and, where possible, the new class teacher attend.

Upon confirmation of a secondary school placement in Year 6, the SENCo arranges further visits in liaison with Secondary SENCos to the school of choice and a thorough handover meeting is arranged between the primary and secondary school SENCos. Parents are kept updated and informed throughout the process. For pupils who move between schools during their primary years the SENCo will liaise with the new school to ensure a smooth transition.

9. What is the approach to teaching children with SEND?

All teachers set high expectations which inspire, motivate and challenge pupils. This teaching promotes good pupil progress and outcomes. Lessons are well structured and respond to the strengths and needs of all pupils. Teachers engage pupils in challenging and motivating lessons and make effective use of knowledge about pupils' attainments, needs and strengths. Systematic and effective ongoing assessment and evaluation informs teaching and improves learning of SEND pupils.

10. How are adaptations made to the curriculum and the learning environment of children with SEND?

High quality teaching is differentiated for individual pupils to enable full access to all areas of the curriculum that meet the needs, aptitudes and interests of pupils. Teachers set high expectations for all of their pupils whatever their prior attainments. The curriculum promotes a love of learning and contributes very positively to academic achievement, physical well-being and moral, social and cultural development. Teachers' planning reflects individual needs through differentiation, which may take the form of scaffolds, prompts and guides, multisensory resources, adult support and a range of specialist interventions. Some pupils may require adaptations to their learning environments which may include working in quiet spaces, smaller groups or 1:1 sessions. Some pupils with an EHCP of SEND may have a dedicated learning support assistant and or specialist teacher depending on the requirements on their plan.

11. What is the expertise of staff to support children?

The SENCo shares good practice and expertise for whole school training by delivering INSET and planning continuing professional development (CPD) opportunities for the staff in relation to SEND and Inclusion as well as conducting pupil observations, regular informal consultations with staff, delivering intervention groups and involving outside agencies for support. Where the SENCo feels the school requires additional support to meet the pupil's needs, a referral with parental consent will be made to the relevant external agencies. These include an Educational Psychologist, Speech and Language Therapists and Occupational Therapist.

12. How is the effectiveness of provision made for children with SEND evaluated?

Accurate assessments and early identification for pupils with SEND are implemented in close liaison with class teachers, SENCos and parents. We use the model of assess, plan, do and review to monitor the impact of any additional support on the pupils' educational progress. 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 will show whether adequate progress is being made. For pupils with 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 to be made. Every pupil in the school has their progress tracked termly. In addition to this, pupils with SEND will have more frequent and detailed assessments to inform targets and to measure small steps of progress. Individual Education Plans (IEPs) are set and reviewed termly and every effort is made to set SMART targets i.e. specific, measurable, achievable, realistic and timely. If these assessments do not show adequate progress is being made, the support plan and planned outcomes will be adjusted.

13. How are children with SEND enabled to engage in activities with children in the school who do not have a SEND?

Staff at Orleans use their best endeavours to ensure that the necessary provision is made for any individual pupil that has SEND and ensure that all pupils engage in activities alongside their peers. All

clubs, trips and activities offered to pupils at Orleans are available to pupils with SEND. 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 cooking club, singing club, chess club, French club, dance clubs, sports clubs etc.

14. What support is available to improve emotional, mental and social development?

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 example, or circle time and through whole school learning in assemblies, collective worship and special weeks, such as anti-bullying week; and indirectly, through every conversation adults have with pupils throughout the day, which is intended to guide, support and nurture. Building self-esteem is important, but building self-efficacy is paramount to helping a child maximise their learning opportunities at school. In the past we have, sought support from the school EP in some cases, provided a Drawing and Talking intervention, set up a Fun Club or Circle of Friends group, as ways of meeting a pupil's needs. At Orleans we try to adapt our actions to the specific need of the child.

Pupils with emotional and social needs, due in part to their special educational needs, will be supported to enable them to develop and mature appropriately. Children with SEND are more likely to be the victims 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. Parents are immediately informed should a bullying incident occur.

15. What systems are in place to involve other health, social care and local authority support in helping to meet the needs of children with SEND and their families?

The school has engaged the following:

- Access to local authority Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice. This is a referral based system
- School Nurse
- Access to Child and Adolescent Mental Health Service (CAMHS).

16. What arrangements are there for handling complaints of children with SEND about the provision made at school?

The same arrangements for the treatment of complaints at Orleans are used for complaints about provision made for SEND. We encourage parents to discuss their concerns with class teacher, SENCo or Inclusion Manager to resolve the issue before making the complaint formal to the Head Teacher / Clerk of the Governing Body. (See the Complaints Policy on the school website)

If you would find it helpful to talk through any aspects of this document to gain a better understanding of what we provide and how support can be accessed for your children then please make an appointment at the school office.

What support is available to parents and carers outside of school?

KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS)

SENDIASS offers independent advice across a wide range of subjects. This includes help with personal budgets and how to use the Local Offer plus:

- support with understanding reports and letters, attending meetings and preparing for assessments and reviews
- information and signposting to support services in your area
- support with transition and preparing for adulthood
- support with and signposting to mediation
- advice and support on benefits

Telephone: 020 8831 6179

Website: <http://www.kids.org.uk>

Email: <mailto:richmondkingston@kids.org.uk>

Richmond Borough Council's 'Local Offer' provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

Website: <https://www.kr.afcinfo.org.uk>

Email address for enquiries and feedback: sendlocaloffer@achievingforchildren.org.uk

Phone number for enquiries: 020 8547 4722