



SEN Information Report 2024-2025

Questions and answers for families

1. Who are the best people to talk to at Orleans Primary about my child's difficulties with learning, special educational needs or disability?

In the first instance, it is always best to talk to your child's class teacher about your concerns. They are responsible for:

The progress and welfare of your child;

Identifying, planning and delivering any additional help your child might need;

Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with SEND.

The class teacher will have discussed your concerns with the school SENCo (SEN Coordinator), Emma Walsh. If further support and advice is needed a meeting will be held with parents, teachers and Emma Walsh.

Emma Walsh can be contacted:

Email: senco@orleans.richmond.sch.uk

Tel: 0208 892 1654

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and/or arrange a further time to discuss the concerns.

The class teacher may also talk to you about any issues at a parent/carer consultation meeting (these are held twice a year).

The SENCo or another member of the leadership team may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

If the school are concerned about your child's learning, special educational needs or disability and are putting in some form of support to help your child access their learning, then the school will inform you of this support. We use the graduated approach of Assess, Plan, Do, Review

(APDR) whereby:

the class teacher assesses the child's needs;

the class teacher plans appropriate adjustments, provision and targets;

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

At Orleans Primary we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that your child's views on any difficulties they may experience with their learning form an essential part of the process.

You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and other professionals.

If your child has an identified special educational need you will be invited to a termly meeting with your child's class teacher to discuss strengths, areas for development, current progress, support strategies being used and expected outcomes.

If your child has an Education, Health and Care Plan (EHCP), you and your child will both be encouraged to share your views at the Annual Review. These reviews are held separately to the parent consultations twice a year. Depending on the age of the child we may collect his/her views through a series of simple questions, video them in response to their questions or select some pictures in response to the questions asked.

4. How does Orleans Primary ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

At Orleans Primary we believe that your child's learning needs will first be met through the high-quality teaching delivered by her/his class teacher. This will include assessment of your child's needs, planning to meet these needs and evaluation of these strategies and their success in supporting your child to do their best.

The school teaching staff and support staff participate in a wide range of professional development to ensure there is the appropriate expertise to support children with SEND.

At Orleans Primary we regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs. Training has included:

- ADHD awareness and provision
- Dyslexia awareness and provision
- Precision Teaching
- Attachment Aware
- Zones of Regulation
- Speech and Language sessions involving:

Bucket Time

Lego Therapy

DLD – development language disorder

Occupational therapy support involving:

Sensory circuits,

Handwriting support strategies

Autism training involving:

Adapting the learning environment

Positive behaviour support

Regulation strategies

Supporting and developing communication

5. How will the curriculum and the school environment be matched to my child's needs?

At Orleans Primary we believe that your child's learning needs will first be met through the quality first teaching delivered by her/his class teacher, who takes responsibility for planning an appropriate curriculum offer for your child.

We carefully plan our curriculum to match the age, ability and needs and interests of all children.

The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.

It may be appropriate to adopt different strategies, use specific resources and adapt outcomes to meet your child's learning needs and ensure they are successful.

Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.

The school provides an extensive range of specialist resources which can be used to adapt and enrich the curriculum for children with SEND. These include: resources for the development of fine and gross motor

6. What types of support may be suitable and available for my child?

The school has a wealth of resources and support to offer. These are used to respond to the specific nature of the needs and difficulties that your child experiences with learning. We want to work with you to ensure that our education provision matches the needs of the four broad areas of need, as defined in the SEN Code of Practice 2014;

Communication and interaction

Cognition and Learning

Social, emotional and mental health

Sensory and/or physical needs

At Orleans Primary, we have a 3 tiered approach to supporting a child's learning.

Universal – this is the quality first teaching your child will receive from her/his class teacher and may include some minor adaptations to match learning needs.

Targeted – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes. Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy or sensory advisory teachers. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through an EHC Plan.

The current interventions provided at Orleans Primary include additional support and 'boost' sessions in reading, writing and maths.

7. How will you support my child to reach his/her learning outcomes?

The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed regularly in response to your child's needs.

External agencies and specialists may also be involved in the review of your child's progress and adapt their planning accordingly.

At Orleans Primary we believe that parents and children are at the centre of any provision that is made to support a child with their learning outcomes. We want to work with you to ensure that your child makes the best progress.

8. What is an EHC Plan and who can request one for one for my child?

The purpose of an Education, Health and Care Plan (EHC Plan or EHCP) is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood.

An EHC Plan will contain:

The views and aspirations of you and your child,

A full description of his/her special educational needs and any health and social care needs,

Outcomes for your child's progress,

The provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

You, your child (where appropriate) and/or the school, usually the SENCo or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

9. How will you help me to support my child's learning?

We will provide you with home learning to help your child make the best possible progress, offering you support if you need this.

In addition, we will offer suggested strategies or activities for you to do at home to support your child's learning and meet their needs.

We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.

If your child has an identified special educational need, you will be invited to a termly meeting with your child's class teacher to discuss strengths, areas for development, current progress, support strategies being used and expected outcomes.

The SENCo will also support you with strategies, resources and ideas for supporting your child's learning at home.

You may have an opportunity to meet with other professionals involved in supporting your child, i.e. Educational Psychologist, Speech and Language Therapist, Occupational Therapist, etc.

We actively encourage parents and carers to approach us if they feel more support is needed. This is a partnership.

10. How is support allocated to children and how do they move between the different levels of support in school?

Orleans Primary receives funding from the Local Authority. These funds include money to support the learning of children with SEND.

The Head Teacher, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in the school.

The Head Teacher, the Senior Leadership Team and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.

This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How do we evaluate the effectiveness of the provision made for children with SEND?

Accurate assessments and early identification for pupils with SEND are implemented in close liaison with class teachers, the SENCo and parents. We use the model of assess, plan, do and review to monitor the impact of any additional support on the pupils' overall progress. Regular monitoring focuses on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers are taken into account. We scrutinise and track data to identify gaps and to ensure that suitable, effective interventions take place.

SEN Pupil voice is canvassed annually from children across the school. The SENCo collates and evaluates the results and they are shared with staff, parents and governors.

For pupils with an Education, Health and Care Plan there is an annual review of provision, which enables an evaluation of the effectiveness of the child's plan. In certain circumstances, an interim annual review may be held to ensure the provision under the EHCP is appropriate. Every pupil in the school has their progress tracked termly. In addition to this, pupils with special educational needs have more frequent and detailed assessments to inform targets and to enable the measurement in smaller steps of progress.

12. What support will there be for my child's happiness and wellbeing at Orleans Primary?

At Orleans Primary we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously.

You can be confident that in particular your child's class teacher, support staff and the SENCo are available to provide support to match your child's needs.

You should also feel free to contact your child's class teacher if you have any concerns.

13. How is my child included in all the same activities as his/her peers at school?

Orleans Primary is an inclusive school and committed to providing equal opportunities for all children.

School clubs, before and after school provision, educational visits and residential trips are available to all children.

The school will make reasonable adjustments to ensure that children with SEND are included in all activities.

You should also feel free to contact your child's class teacher if you have any concerns.

14. How will Orleans Primary support my child in transition stages?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Prior to your child joining us from nursery/primary school we will:

- Liaise with their current nursery/school and arrange to visit your child in their setting (if local).

- Offer additional transition visits. Transition arrangements for joining, moving up or leaving

- Encourage the nursery to take photos of our reception classrooms. Where a child is joining in a year other than reception we will take photos of key adults and their learning environment. These photos can be used to help prepare your child; a social story may also be created for your child.

If your child is moving to another school we will:

- Contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.

- Make sure that all records are passed on as soon as possible.

When moving up to the next year group in school:

- Information will be passed on to the new class teacher in advance and time is given for planning and handover meetings.

- Depending on age and individual need, children will be given additional opportunities to visit their new classrooms and teachers. In some cases a social story will be used to aid transition.

- Some children will be given an invitation to come to school during the September INSET day to meet with their key adults and to help with the transition back into school after the long summer break.

15. What are the arrangements for the handling of complaints from parents of children with SEND?

Complaints procedure

The same arrangements for the treatment of complaints at Orleans Primary School are used for complaints about provision made for special educational needs and disabilities. Please see the Complaints Policy on the school website for more details.

Useful contact information and links

For more information about what support and advice is available from Richmond please visit their local offer on https://kr.afcinfo.org.uk/local_offer

Richmond and Kingston SENDIASS, is a free and confidential service offering impartial information, advice and support on issues relating to a child's or young person's special educational needs or disability. They work with parents, carers, and with children and young people from 0 to 25, in Richmond and Kingston. Please visit their website by following this link: <https://www.rksendiass.co.uk/>