



ORCHARD WAY SEND INFORMATION REPORT

Head Teacher	Stacey Taylor
Deputy Head Teacher and Inclusion Manager SEN Support Assistant Emotional Literacy Support Assistant	Sarah Spencer Zoe Norwood Kim Dixon
SEND Governor	Claudia Boateng

This Special Educational Needs & Disabilities (SEND) Information Report is for parents, carers and children and young people themselves. It details the provisions that Orchard Way Primary School provides for children and young people with SEND whether or not they have an Educational Health Care Plan (EHC Plan).

We are an inclusive school and pride ourselves on ensuring that all pupils are provided with a high quality enriching education. We encourage pupils to reach their full potential intellectually, spiritually, physically, emotionally and socially. We believe that learning should be fun and encourage pupils, regardless of their Special Educational Needs and Disabilities (SEND) to access a broad, balanced and relevant curriculum.

At Orchard Way, our policy for pupils with special educational needs is an integral part of the whole school's ethos – All Different, All Equal, All Achieve. Each child is a valued individual within the school community in which all children are encouraged to celebrate their achievements through our caring, positive and stimulating approach. We recognise that many pupils will have special needs at some time during their school life. In implementing our policy, we believe our pupils will be helped to overcome their barriers and develop strategies for effective, life-long learning.

We understand that some pupils encounter greater obstacles to achievement and may need special consideration. We therefore provide additional and different provision in order to support children with SEND. A pupil could have a need in one or more of the following areas:

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

Reviewed: March 2021

Next review date: March 2022

How do we identify and assess pupils with SEND?

Identification:

At Orchard Way, if a child is not making the progress expected for their age, it is important that any extra help that they need is identified quickly. Whether the family or the school raise a concern first, these are the steps we follow;

- Quality first teaching (QFT) takes place in all classrooms with the setting of high expectations to raise attainment and narrow the gap between individuals and the age related expectations.
- The progress of pupils at Orchard Way is regularly tracked and assessed. However, some children who are identified as not making the expected progress, despite a highly differentiated curriculum, are discussed with the class teacher and members of the SLT (Senior Leader Team) during pupil progress meetings.
- Interventions are put in place to support the child to make progress.
- We will also consider any difficulties in relation to social and emotional well-being that may also trigger a need for additional support.
- When reviewed, if these interventions are not successful, the child will be referred to the Inclusion Manager to support identification of potential barriers to their learning.
- The parent of the child will be notified through the class teacher and a meeting may be set up with the parents, if they have questions or concerns.
- Further investigation or assessment may then be completed with parental permission.
- If the child requires SEND provision, this is then formally recorded in an individual support plan (Pupil Passport), which will take into account the child's strengths as well as any areas of difficulty. It will also identify ways in which parents can help their child at home.
- Targets and actions to help the child overcome any difficulties will be carefully recorded in an individual support plan (Pupil Passport).
- The impact of the additional support will be reviewed regularly.
- The support that is in place may cease if the child makes progress and their difficulty has been overcome. It may be necessary to increase or change the nature and level of the support to help the child to make progress. We may seek advice from a range of outside agencies. Referral to any external agencies can only be made with parental consent.
- If, in spite of increased support, it is evident that the severity and complexity of the child's needs require provision beyond that which can be offered from our own resources, a request for an Education, Health Care Plan [EHC Plan] may be requested. The Inclusion Manager will explain this process to parents, including how they can find out more information and give details of parent support organisations. All decisions are made through discussions with parents, school staff and any outside agencies that have been consulted with.

Access arrangements regarding Tests [SATs]

- For some pupils, additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks, having a reader or the use of a scribe. The Inclusion Manager will talk to parents if it is felt that the child would benefit from these arrangements.

We are currently using a range of specific, more specialised tests to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions.

Assessment :

- Pupil progress is continually monitored by the class teacher.
- Pupil progress is reviewed formally every term.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed.
- Children in receipt of SEND Support will be reviewed, with parental involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education.
- The Inclusion Manager will also check that each child is making good progress within any individual learning (1-1) and in any group that they take part in.
- A range of ways will be used to keep parents informed, which may include: - Home/school contact book - Letters/certificates sent home - Additional meetings as required - Annual Reviews - End of Year Reports.

What is our approach to teaching pupils with SEND?

Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Board, Head Teacher, Inclusion Manager and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND - a continuous cycle of planning, teaching and assessing is used, which takes account of the wide range of abilities, aptitudes and interests of our children.

STAGE 1 (Universal) This is quality first teaching (QFT) facilitated by class teacher/s
Who can access this kind of support? All children.

- Quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve
- All teaching is based on building on what the children already know, can do and can understand
- Different ways of teaching (for example, practical activities and visual supports) are in place so that children are fully involved in learning in class
- Specific strategies (which may be suggested by the Inclusion Manager or outside agencies) are in place to support children to learn
- All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take a full part in learning, physical and practical activities

STAGE 2 (Targeted work specifically tailored to meet the child's needs)

Who can access this kind of support?

Children working at a SEND Support Level. Children on a SEND support plan will require provision that is additional to or different from that which can be delivered solely by the class teacher.

This may involve:

- Interventions: may include small group work or individual sessions on a specific theme. They may be delivered by a Teacher, Teaching Assistant (TA) or Higher Level Teaching Assistant (HLTA) who has had specific training to run these groups.

Or specialist support from the following school staff or outside agencies including:

- Speech and Language Therapy service (NHS service)
- Speech and Language Therapy
- Educational Psychology service
- Occupational therapy (NHS & Private)
- School nurse
- Visual Impairment unit
- CAMHS
- Physio

STAGE 3: (Specialist)

Who can access this? Children with an EHC Plan or with access to High Needs Funding. Children at this level will have been identified by the class teacher/Inclusion Manager, in consultation with the school's EP as requiring more specialist support beyond the support outlined in the above categories. This support is available for children whose learning needs are severe, complex and could be lifelong. This type of support is known as an: Education Health and Care Plan (EHC Plan). EHC Plans were introduced in September 2014 and will replace a Statement of Special Educational Needs.

In addition to planned differentiation in the classroom, the following range of interventions are in place to help overcome a range of difficulties. These may, at times, include the following:

Intervention	What is it?
Speech and Language Support	A programme aimed to improve speech and language using a range of strategies. Children identified as needing this support are first screened to identify the exact need and they are then supported in small groups.
Phonics support	1:1 or small group support to learn phonic sounds using Letters and Sounds programme. Class teachers identify which sounds need the most work for each child and a trained TA carries out the programme.
Reading support	Teachers will identify children who need extra reading support and use all available staff and volunteers to manage this support.
Lexia Support	Independent learning facilitated by phonics led reading skills development software.
Numeracy support	A structured programme of support covering the basic maths such as number bonds, calculation methods etc.
Writing Support	Teachers will identify children who need additional writing support and then aspects of writing will be looked at in small steps to help children make progress.
Fine Motor Skills Support	Teachers will identify children who need help with fine motor skills and then a TA follows a structured programme of support.
ELS	A structured, small group intervention to boost reading and writing skills in Key Stage 1.
Support groups for vulnerable children through the use of an ELSA	Children are identified who may, for a wide variety of reasons, need a 'listening ear'. These children then have dedicated time with the trained ELSA to discuss how they are feeling in relation to their school life and their learning.
Bound for Success programme	Children identified with significant difficulties in literacy skills are supported with a 12 week programme to support their understanding of phonics, spelling, reading and writing.

Reviewed: March 2021

Next review date: March 2022

How do we adapt the curriculum and learning environment?

This section should be read in conjunction with the school's Accessibility Plan. Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable all children to access their learning as independently as possible. Specially trained support staff can implement the teacher's modified/adapted planning to support the needs of the children where necessary. Specific resources and strategies will be used to support children individually, in groups and in the classroom so that they can learn most effectively. These will be included in SEND Support Plans or EHC Plans. Planning and teaching will be adapted on a daily basis if required to meet children's learning needs and increase children's access to what is on offer in the classroom.

Who do parents talk to if they have a concern?

Parents should talk to the class teacher as their first point of contact. Class teachers know the children really well, can reassure parents and make sure they have all the information they need. They can talk about the strategies they are using to help the children and share the progress they see them making. If parents have raised the concern, the school will invite them in to discuss it and plan a way forward. They may suggest that parents meet with the Inclusion Manager to talk in more detail about their concerns. The Inclusion Manager can talk with parents about other professionals, who can offer advice and support. They can make referrals to services on behalf of the parents and, if other professionals are involved, work with them to ensure that all adults are working well together to help the child.

The teacher will also discuss the child's progress with parents at termly parents' meetings where parents will be informed of their child's progress and any additional support being given. Schools also have regular meetings between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way, which children may be identified as not making as much progress as expected. If a child is then identified as not making progress, the school will make a decision about whether to monitor this or set up an intervention group and will inform parents. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning.

How do we consult pupils with SEND and involve them in their education?

Pupils with a SEND support plan will have the opportunity to comment on their strengths and weaknesses in the school setting and discuss targets set by the class teacher, parents/carers and the Inclusion Manager. This may occur during reviews of SEND support cycles, Annual Reviews in the case of pupils with an EHC Plan, during parents' meetings and may occur when reviewing the success of an intervention. If the child has an EHC Plan, these will be reviewed annually and they will have the opportunity to provide their views before and during the meeting, where appropriate.

How do we assess and review pupils' progress towards their outcomes and how do we evaluate the effectiveness of our SEND provision?

Teachers assess pupils' progress on a daily basis as part of their ongoing assessment, marking and feedback procedures. Pupil progress is discussed with parents at termly parents' meetings. If there is a significant concern about the lack of progress of a pupil, the teacher may arrange a meeting with the parent and the pupil to discuss their concerns prior to the parents' meeting. Parents' contribution to

their child's learning is essential and all views are taken into consideration at the parents' meeting. Pupils are given the opportunity to express their views and this can shape the support offered. Interventions are put in place to support pupils who are identified as not making expected progress. Where emotional barriers may be impacting on the pupil's ability to access the curriculum, the teacher will refer the pupil to the Emotional Literacy Support Assistant (ELSA). We evaluate the effectiveness of our provisions for pupils with SEND to ensure they are reaching their potential and that the appropriate interventions and provisions are in place. Baselines are completed before interventions, and after interventions, a copy of the same piece of work is produced to determine the impact made and to measure the effectiveness of the intervention. This also highlights gaps in learning where further intervention may be needed. Attainment and progress data for pupils with SEND is used as part of the whole school tracking of children's progress at pupil progress meetings. SEND support plans are reviewed termly and are based on the Assess- Plan-Do-Review model. Annual reviews are held yearly for any pupil with an EHC Plan; interim reviews can also be arranged throughout the year if deemed necessary. Both the parents/carer and the pupil are to attend these meetings to provide their contribution to their child's progress and development.

The child's class teacher is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils.
- Checking the progress of children and identifying, planning and delivering any additional support required to support progress.
- Contributing to devising Pupil Passports to prioritise and focus on the next steps required for children to improve learning.
- Applying the school's SEN Policy.

The school's Inclusion Manager is responsible for:

- Coordinating provision for children with SEN and developing the school's SEN policy
- Ensuring that parents are:
 - Involved in supporting their child's learning and access to the curriculum
 - Kept informed about the range of agencies outside school which can offer advice and support to help pupils overcome any difficulties
 - Included in reviewing how their child is doing
 - Consulted about planning successful movement [transition] to a new class or school
 - Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

The Head Teacher is responsible for:

- The day to day management of all aspects of the school including the provision made for pupils with SEN.

The SEN governor is responsible for:

- Supporting the school to evaluate and develop quality and impact of provision made for pupils with SEN across the school.

What expertise and training do staff have to support pupils with SEND?

All staff engage in regular staff training, development and appraisal to ensure teaching standards are consistently high across the school and that practice meets the needs of children with SEND. Staff working particularly closely to support children with SEND develop skills by:

- Visiting specialist schools and centres
- Liaising regularly with therapists
- Attending training courses
- Ongoing support from the Inclusion Manager

The Inclusion Manager continues to engage in professional development, including attendance at termly SENCO Network meetings.

Interventions are delivered by staff who have sufficient knowledge and skills to enable children to make good progress. We coordinate with health professionals and other agencies to ensure staff have relevant and up-to date training to support children with specific medical needs. The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. The school actively engages with whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. Training takes place on a regular basis.

When the family and school are in agreement that a child has a learning difficulty, which requires support at SEND Support level, we will seek advice and support from a range of professionals. The Croydon Local Offer ensures that a range of specialists are available through referral. They can assess needs, recommend strategies, and support families and staff to help a child effectively.

External partnerships

What support from outside does the school use to help my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all pupils are fully understood and met. These include:

Agency	Description of support
Educational Psychology Service Our attached Educational Psychologist [EP] is Karina Ng	Works with schools and parents to assess the needs of children for whom there needs to be something more than what is ordinarily available in school. The EP will advise when she thinks an EHC Plan should be sought and will help guide parents and schools through the process.
Primary Behaviour Support Team Bramley Bank	After a referral is made, the team will arrange visits with home and school to assess the main needs of a child and will build a programme of advice and support. Sometimes, that support takes the form of 6 weeks of support at school or at home depending on the needs of the child.
Speech and Language Therapy [SALT] Our attached Speech and Language Therapist is Laura Harle	After a referral is made from school, the SALT assess and then build a programme to support the child both at school and in clinic. The SALT will visit school regularly and work with the staff who are supporting a child with SCLN to implement the programme.
Communications Support Team	This team will come into school to support children who have a visual impairment or a hearing impairment. They will observe the child in class and work with them. They will then offer advice to the class teacher about strategies to help the child achieve.

Reviewed: March 2021

Next review date: March 2022

SEN Team Croydon	The SEN team supports parents and schools in a wide range of areas to do with SEN.
Child and Adolescent Mental Health Service [CAMHS]	Offers diagnostic assessment and therapeutic intervention to children and adolescents who have a serious mental health disorder or psychological difficulties, and to their families. Referrals to CAMHS are usually made through school after consultation with parents.
Parent Partnership Service	This service provides independent information, advice and guidance for parents and carers of children with SEND.
Croydon SEND Information and Advice Services (SENDIAS) (formerly Family Lives)	This service offers advice on local SEN issues, the statutory process relating to SEN and national organisations. They also provide drop-in advice sessions for parents. They will be providing Independent Support Volunteers to help any family going through an EHC Plan needs assessment and the process of developing an Education, Health and Care Plan (EHC Plan). Support will be provided to new entrants to the system, children with a Statement converting to an EHC Plan and young people with a Learning Disability Assessment converting to an EHC Plan. Helpline: 020 3131 3150 http://www.familylives.org.uk/
Croydon's Parent Forum is Parents in Partnership (PIP).	PIP services are available free of charge to parents of children and young people with a special need or disability living in Croydon. PIP provides Family Link Workers to support families on an individual basis, providing information and coordinating services when families feel stuck. They will also provide emotional support, make referrals and liaise with services on the family's behalf. Parents in Partnership, Carers Support Centre, 24 George St. Croydon CR0 1PB Telephone: 020 8663 5626 Monday to Thursday 9am - 1pm Email office@pipcroydon.com http://http/www.pipcroydon.com/%20

The full range of local support available to support children both within and outside of school can be found in the Croydon Local Offer for pupils with SEN on <http://www.croydon.gov.uk/education/special-educational-needs/sencroydon/sen-croydon> and on <http://www.familyspacecroydon.co.uk/landing/internal/education-and-skills/www.croydon.gov.uk/sendoffer/www.croydon.gov.uk/sendoffer/>

Transition

How do we support pupils moving between different phases of education?

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

If a child is moving to another school:

- We will talk with the child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will contact the new school's Inclusion Manager and ensure s/he knows about any special arrangements or support that needs to be made for the child.
- Where possible we will support a visit to the new school in advance of the move.
- We will make sure that all records about the child are passed on as soon as possible.

When moving classes in school:

- The child will meet with the new teacher before the move takes place.
- Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher.
- All SEND information will be shared with the new teacher.
- If a child would be helped by a transition book to support them understand 'moving on' then this will be provided.

In Year 6:

- The Inclusion Manager will discuss the specific needs of the child with the Inclusion Manager of their secondary school.
- The child will receive transition support in school, to support their understanding of the changes ahead. This may include creating a transition booklet, which includes information about themselves for their new school.
- Where possible and appropriate the child will visit their new school on a few occasions. The PHSE curriculum supports Key Stage 2 pupils to address issues that prepare them for adulthood.
- In some cases, additional multi-agency meetings may be arranged to create a 'transition plan' which may include more visits to the new school or visits from the new school.

Additional information

Complaints procedure

If parents feel that Orchard Way School has not fulfilled its obligation to them or their child in connection with our SEN provision, there is a complaints procedure that needs to be followed.

STAGES OF COMPLAINT

The Complaints Procedure follows 3 stages but every effort is made to resolve issues at the earliest stage.

Stage 1 - Informal

Expression of concern made to the Class Teacher [in the case of SEN complaints to the Inclusion Manager] and/or Head Teacher—discussion to clarify the facts and resolve the concern.

If the complaint remains unresolved after discussion with the Head Teacher, the complainant has 20 school days from this point to take the matter to Stage 2. If, after 20 days, the complainant does not wish to take the matter to Stage 2, the school will consider the matter to be closed.

Stage 2 - Complaint

Concern raised formally in writing with the designated Complaints Officer who is the Head Teacher.

If the complaint is about the Head Teacher, the Chair of Governors will investigate the complaint. The investigation is conducted and the outcome communicated in writing to the complainant within 20 school days. If the complainant is not satisfied with the school's response, they may raise the complaint at Stage 3 within 10 school days.

Stage 3 - Governing Board

Formal complaint to the Governing Board Complaints Committee

The Committee meets within 20 school days to consider the complaint. The outcome is communicated to the complainant in writing within 7 school days of the meeting.

Role of Local Authority

The Complainant can refer to the Local Authority for mediation within 1 month of the Governors' response under Stage 3.