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## Orgill Primary School SEND Offer – September 2024

Orgill Primary School is a fully inclusive school and we ensure that all of our pupils are able to access all aspects of learning and school life during their time with us. We provide a nurturing and supportive ethos for pupils to enable them to make progress within an environment where they feel safe and secure. Many pupils will have some form of special need during their time in education but the term 'special educational needs' refers to pupils who have learning difficulties or disabilities that make it harder for them to learn than other pupils of the same age.

Identifying a suitable school for a child can be a difficult process, particularly if the child has a special educational need and/or disability. Our School Offer describes the provision available in Orgill Primary School and sets out our commitment to providing high quality learning for all of our pupils. We describe our Offer by addressing a series of questions typical of those raised by families of children with Special Educational Needs or Disabilities (SEND). We hope that this information will assist parents in making a decision that is right for their child, but we would always encourage prospective parents to contact the school to arrange a visit. This would enable them to meet staff, view our provision and talk about their child's unique needs. If you have any questions, please do not hesitate to contact the school and make an appointment to see either the Headteacher, Holly Collins or the SENDCo, Jo Birkett. Both are ready to give advice and offer support to families of children with SEND.

We welcome pupils from our immediate community as well as beyond and we strive to meet the individual needs of all.



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### **How does Orgill Primary School know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

Some children may arrive in our school with arrangements already in place to provide them with additional support for their learning. For others, their needs will only become apparent once they have been with us for a little while.

How we identify pupils with special educational needs:

- Pupils are observed during all aspects of learning and school life.
- Our staff are highly skilled and experienced in detecting if there is a concern with a pupil and how they learn and progress.
- Staff refer concerns to our SENDCo who will seek advice from external services where appropriate.
- If a pupil is causing particular concern, they may be referred to an external agency who will visit the school to speak to staff and conduct an observation enabling them to prepare a report giving advice on the best way to meet the pupil's needs. If this happens, you will always be informed in advance to ensure that you are happy and understand why this action is being taken.
- We have excellent assessment and tracking systems that quickly highlight where pupils are failing to make progress.
- We work closely with parents and carers and value personal communication.

What you should do if you are concerned:

- In the first instance, you should raise any concerns with a member of staff that works with your child. This may be their key worker in the Early Years or their class teacher.
- If you continue to be concerned or need further advice, please make an appointment to speak to our SENDCo, Jo Birkett. It is likely that she will already be aware of your concerns as your child's key worker or class teacher will have shared this information with her.
- If your concerns are not dealt with to your satisfaction, you do have the option to follow the school's complaints procedure which is available on our school website. Please be aware, though, that we are not always in control of the outcome with regards to special educational needs or disabilities when external agencies are involved. However, we can assure you that your concerns will always be handled to the best of our ability as we give parent partnership the highest priority.



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### **How will Orgill Primary School support my child?**

School staff will work closely with you to ensure that a manageable and achievable plan is in place in school to support your child. Their needs will be clearly identified and outcomes and targets will be set and reviewed regularly with school staff and yourself.

The people who support pupils with special educational needs in our school:

#### **Class teachers**

- It is your child's class teacher that is responsible for the education of your child, regardless of any special educational need and/or disability.
- They will monitor the progress of your child closely and will plan any additional support in consultation with the SENDCo.
- They will liaise with you on a day-to-day basis to ensure that you are fully involved in the planning process and understand any additional provision for your child.

#### **SENDCo.**

- Our SENDCo will coordinate all the support for pupils with special educational needs and develop the school's policies and procedures to ensure that all pupils get a consistent, high-quality response to meeting their needs in school.
- Our SENDCo will provide support and guidance to school staff to ensure the best possible provision.
- Sometimes the SENDCo will seek support and guidance from external agencies to ensure that every child's provision is exactly what they need.
- If your child's needs are considered to be severe, the SENDCo will work closely with the Local Authority to secure additional resources to support your child.
- The-SENDCo will work closely with the SEND governor and ensure that the Governing Body is kept up to date on any issues relating to special educational needs in the school.

Senior teaching assistants



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- Most of our pupils with special educational needs and/or disabilities are supported within school by our highly skilled and experienced team of senior teaching assistants. Pupils may be supported in lessons, or they may be part of some form of intervention programme which is specifically targeted to their unique needs.

#### Head teacher

- The head teacher is responsible for the day to day running of all aspects of school life and this includes support for pupils with special educational needs and/or disabilities.
- She will ensure that all staff have the training and resources that they need to ensure that they deliver the highest quality provision to all of our pupils.

#### SEND governor

- The SEND governor liaises with the SENDCo in school to ensure that the necessary provision is in place for any pupil attending the school who has special educational needs.

#### External agencies and specialists

- There are a range of professionals who come into school to support our provision for pupils with special educational needs. These include speech and language therapists, school nurses, health visitors, educational psychologists, physiotherapists, occupational therapists and Specialist Advisory Teachers.
- Specialists will often observe pupils in school and provide written reports to assist in meeting their needs. They may recommend making changes to the way a pupil is taught, set targets for improvement or suggest additional specialist packages of support.

#### What the support looks like in our school:

##### Quality First teaching

- All teachers have the highest expectations for your child and all others pupils in the class.
- Teachers will ensure that teaching focuses precisely on what your child needs to learn and reflects any individual targets that they have.
- Teachers will use a variety of teaching styles and strategies to ensure that your child is fully involved in learning.



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- Teachers will put in place specific strategies, as suggested by external agencies or the SENDCo to support your child in their learning.

#### Ordinarily Available Provision

- The term 'ordinarily available provision' refers to the range of activities, experiences and strategies offered as basic good practice/quality first teaching for children with special education needs/disability in line with the SEND Code of Practice.

#### Small group intervention work

- Where specific gaps in learning are identified and it is considered appropriate for your child to receive additional intervention, the class teacher will work closely with a senior teaching assistant to plan a programme of work to address this. This intervention may take place within a small group of pupils with similar needs.
- Your child's progress within this intervention group will be closely monitored and provision adapted where appropriate.

#### Individual support

- Where your child has quite unique, specific needs, it may be appropriate for them to have individual support to ensure that they are able to access the curriculum.
- Individual support may take place within the classroom setting to allow them to access the normal curriculum or outside of the classroom with a modified curriculum.

#### Specialist intervention

- If your child has specific needs that require an external professional, they may work with them within school on a specific programme.

#### Statutory assessment

- If your child's needs are considered to be severe or complex, and this has been confirmed by an external specialist such as our Educational Psychologist, we can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can learn more about this in the Cumbria County Council Local Offer at <http://www.cumbria.gov.uk/childrenservices>. This process involves a lot of information gathering but it may result in an



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Education, Health Care Plan being written for your child. This will outline the support that your child should receive, both from the school and the Local Authority, and will set long- and short-term targets for progress.

#### **How will the curriculum be matched to my child's needs?**

Orgill Primary School uses the National Curriculum as the basis for its teaching and has developed curriculum plans that fulfil statutory requirements and meet the unique needs of our pupils. We aim to be fully inclusive and ensure that all pupils have access to this curriculum and we do this in the following ways:

- Teachers plan learning with the specific needs of all pupils in mind, differentiating accordingly.
- Sometimes pupils are taught in ability groups to ensure that teaching meets their exact needs.
- Pupils are set individual targets for improvement.
- Specific resources may be used to support pupils.
- Senior teaching assistants support the learning of pupils within the classroom.
- Pupils with Education, Health Care Plans may have specific programmes of work planned for them by the staff that support them.
- Pupils with special educational needs and/or disabilities are encouraged to partake in all out of school activities and learning and are given additional support to enable them to do so. This includes day trips and residential visits.

#### **How will I know how my child is doing and how will you help me to support my child's learning?**

- At the beginning of every academic year, you will be given the opportunity to meet with your child's class teacher to chat about any concerns that you may have.
- Following that, each half term you will have the opportunity to meet with your child's class teacher to discuss their progress and performance against age related expectations in reading, writing and mathematics.
- In July, you will be sent your child's end of academic year report informing you of their progress in all areas of the National Curriculum. If you have any concerns, you will be given the opportunity to meet with your child's class teacher to discuss this in more detail.



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- If your child's class teacher has any concerns at any other time of the year, they will meet with you to discuss this.
- Any child who has an Individual Education Plan or an Education, Health Care Plan will have the opportunity to meet with the class teacher and SENDCo every term to review progress. For pupils with an Education Health Care Plan, their 6 monthly Review or Annual Review (depending on age) may be included in their termly review.
- Class teachers are very approachable and will always be willing to speak to you if you have any concerns or require information. You may need to arrange a suitable appointment but they are always willing to chat.
- School staff will provide whatever advice and support is needed to enable you to support your child's learning.
- We provide workshops for parents on the teaching of reading and can provide additional one to one support where this is needed.
- We will adapt homework tasks when appropriate.

#### **What support will there be for my child's overall well-being?**

In Orgill Primary School, providing a supportive, nurturing ethos is one of our strengths. Our pupils feel happy and safe here which is the perfect basis for high quality learning. We intervene quickly and effectively to support any pupil who is experiencing difficulty or is unhappy or unsettled. We support your child's well-being in the following ways:

- Our curriculum is designed to support children in keeping themselves safe from harm and developing a happy, healthy lifestyle.
- We have a designated Health and Wellbeing Champion who supports staff, pupils and parents.
- All staff and volunteers receive Level 1 Safeguarding training and are skilled in identifying child protection issues and knowing what action to take.
- Our behaviour policy is based upon a system of rights and responsibilities and it sets high expectations for all pupils who behave extremely well and have positive attitudes to learning.
- Our family support worker works closely with families to ensure the well-being of our pupils and ensure that barriers to learning do not hinder their educational progress.
- We have a member of staff who is trained in bereavement for children.
- We are able to 'signpost' families to external agencies when specialist support and guidance is needed.



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- The Health and Wellbeing Champion is trained as an Emotional Literacy Support Assistant (ELSA).

### **What specialist services and expertise are available at or accessed by Orgill Primary School?**

Within school:

- Our SENDCo has many years of expertise and is committed to ensuring that she has an excellent understanding of SEND issues and developments.
- Staff have gained considerable expertise in the area of SEND and access regular professional development to maintain and develop their skills.
- Our family support worker has an excellent knowledge of the range of services that are available to support pupils and their families and she can access additional resources where appropriate.
- Our Health and Wellbeing Champion has an excellent range of skills which enable her to support pupils and staff in a variety of areas, including emotional well-being, stress, anxiety, bereavement and nurture. She is trained as an Emotional Literacy Support Assistant (ELSA) and is trained in Lego Therapy.

Outside school:

- Joanne Gaffney is our Educational Psychologist and she supports a number of pupils currently, working closely with the SENDCo.
- The School Nursing Team are easily accessible and can provide valuable support to our families.
- We work with a number of local health visitors including Liz Donnan and Jayne Cuthbertson.
- Ruth Twomey, Sarah Martin and Abbey Wilkinson are the Speech and Language therapists currently working with our school.
- Lisa Bingol is the Specialist Advisory Teacher for the Early Years and Sue Segar is the Early Years Lead/Area SENDCo. They both work closely with our school.
- We work with a number of professional within the Footsteps Child Development Centre, including Community Paediatricians, Learning Disabilities Team, physiotherapists and occupational therapists.



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- We use the services of a number of Specialist Advisory Teachers including those for Autistic Spectrum Disorder (Ali Ashton), Deaf and Hearing Impaired (Catherine Brown and Cath Casey), Visual Impairment (Janette Shirley) and Physical/Medical Needs and Severe Learning Difficulties (Melanie Fee).

#### **What training have staff at Orgill Primary School received in order to support children with SEND?**

- Staff professional development is given the highest priority and each year we have a training plan which sets out the development needs of staff.
- All staff receive general special educational needs training as part of their induction programme upon appointment.
- Additional training is planned according to the specific needs of pupils at any one time.
- Staff are involved in whole school professional development on SEND issues and developments.
- Staff attend individual training courses run by outside agencies that are relevant to the needs of pupils that they are working with.
- All teachers and teaching assistants are trained in the Read Write Inc. programme which is an intensive programme to teach reading. This includes a 1:1 intervention programme aimed at addressing gaps in the phonic knowledge of pupils with additional needs.

The training and qualifications held by school staff include:

- Making Sense of Autism
- Progression Framework
- Good Autism Practice
- Decider Skills
- De-escalation and PACE
- Cumbria Care and Control Team Teach
- National Award for SEND Coordination
- ELSA
- Lego Therapy



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- Advanced Drawing and Talking Therapy
- Social Use of Language Programme
- Attachment disorder
- Downs Syndrome awareness
- Happy to be Happy programme
- Hearing impairment awareness
- Visual impairment awareness
- Use of hoists
- Self-harming
- Reading Intervention
- Dealing with children with terminal illness
- City and Guilds Certificate in Special Needs
- Speech and language in the Early Years
- Including children with severe learning difficulties in mainstream school

#### **How accessible is Orgill Primary School?**

##### **Wheelchair Accessibility**

- Some areas of the school are wheelchair accessible including the Early Years Unit, parts of Key Stage 2 and the main reception area and hall. Key Stage 1 is currently located in an area of the school containing steps but if we were to admit a child into the unit we would relocate the appropriate class to a more suitable area. Wheelchair users would be required to go outside when moving from some areas of the school to another due to steps.
- Disabled visitors can use the school carpark to make their access to the building easier.

##### **Auditory and visual adjustments**

- We make personalised adjustments following advice from health professionals and the Specialist Advisory Teaching Service.



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### **Toileting and changing facilities**

- We have an accessible toilet in the main part of the school as well as changing facilities in the Early Years unit.

### **Communication with parents/carers whose first language is not English**

- When necessary, we will use technology to support EAL by using translating facilities.

We are committed to inclusion and would take whatever steps necessary to ensure accessibility for all pupils who wish to attend Orgill Primary School.

### **How will Orgill Primary School prepare and support my child to join the school or transfer to a new school or their stage of education?**

Regardless of Special Educational Need and/or Disability, before any child joins our school, we encourage them to visit us, have a look around and meet our staff. We will then consider their unique needs before planning a programme of support for their transition into the school. Generally, the following would apply:

#### **Admission into our Early Years unit**

If your child joins our Early Years unit, either as a two-year old, a three-year old or into our Reception class, the following provision is in place:

- Your child will be allocated a key worker to support transition into school and provide you with advice and guidance on making the transition as happy and successful as possible.
- Your child's key worker and another member of Early Years staff will carry out a home visit to observe your child in their own environment and give you the opportunity to share information that you consider to be important.
- If your child is joining us at the beginning of an academic year or term if they are in nursery, you will have the opportunity to attend an induction meeting for parents.
- You will be given access to an electronic parent information pack containing all of the information that you need.
- If your child is moving from another educational setting, staff here will make contact and speak to their SENDCo to gain all information needed including your child's Learning Journey. On occasions, we may also arrange to observe your child in their educational setting.



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- Staff will plan any reasonable adjustments necessary to the environment or curriculum to ensure that your child's needs are met.
- When necessary, a multi-agency meeting will be called to bring together all the professionals currently working with your child and share information.

### **Admission into Key Stage 1 or Key Stage 2**

If your child joins our school at any time other than the Early Years, the following provision is in place:

- The SENDCo will liaise with the school that your child is transferring from to ensure that information about their progress and development is gathered.
- The SENDCo will observe them in their own school to aid the information gathering process.
- The SENDCo will meet with you to discuss any concerns that you may have about transition.
- You will be given an electronic parent information pack containing all of the information that you need.
- Staff will plan any reasonable adjustments necessary to the environment or curriculum to ensure that your child's needs are met.
- When necessary, a multi-agency meeting will be called to bring together all the professionals currently working with your child and share information.

### **Transition to another school**

If your child leaves us to join another school, for example moving onto secondary school, the following provision is in place:

- The SENDCo will liaise with the new school to ensure that all information is shared.
- Where possible, a member of staff will take your child to visit the new school so that any worries or concerns can be addressed.

### **How are Orgill Primary School's resources allocated and matched to children's special educational needs?**

- Orgill Primary School is committed to raising attainment and supporting pupils with Special Educational Needs and/or Disability.
- A significant proportion of our overall school budget is allocated to Special Educational Need and/or Disability provision and such resources are allocated according to the needs of our pupils at the time.



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- Resources include senior teaching assistants, specialist equipment and training.
- Decisions about the allocation of resources are made at the beginning of the financial year when the main school budget is prepared. However, there is flexibility within this budget to reallocate resources if the need arises.
- All Special Educational Need and/or Disability provision is approved by the school's Governing body and is reviewed and evaluated on a regular basis with changes made as needed.

**How do you reach a decision about what type and how much support my child will receive?**

- Every pupil with Special Educational Needs and/or Disability is different and we consider this carefully when reaching any decisions about the support that they receive.
- We will work closely with any external specialists as well as parents to prepare a support package that meets a pupil's unique needs.
- The targets and objectives contained within a pupil's Individual Education Plan (**IEP**) will always influence any decision made about the nature of provision. If a pupil has an Education, Health Care Plan (**EHCP**) these targets and objectives will be derived from advice contained within those.