

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT**

**SEPTEMBER 2024**



# **Orgill Primary School**



## REVIEW SHEET

Next review due: September 2024

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## Rationale

At Orgill Primary School, we are committed to equal opportunities for all of our pupils. We strive to remove barriers to learning to ensure that all children can reach their full potential, whatever their Special Educational Need and/or Disability (SEND).

The majority of pupils with SEND in our school are provided for within the class with slight adjustments to work, resources or teaching methods. Whilst we strive to be as inclusive as possible, we recognise that, sometimes, to achieve their potential, children need very different strategies, teaching styles or learning provision. The Headteacher, Special Educational Needs and Disabilities Coordinator (SENDCo), teachers, support staff and Governors work with families and outside agencies to ensure the best approaches possible are used in order to support children with SEND.

## Aims

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/or disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Set out the vision, values and broader aims of your school's arrangements for pupils with SEND and disabilities.

### **Support available:**

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

The school offers a wide variety of pastoral support for pupils who are experiencing emotional difficulties. These include:

- Members of staff, such as the class teacher, teaching assistants, SENDCo, Family Support Worker, Health and Wellbeing Champion, Deputy Head and Headteacher are readily available for pupils who wish to discuss issues and concerns.
- If a pupil has a medical need then a detailed Individual Health Care Plan (IHCP) is compiled in consultation with families and with support from relevant health professionals (when necessary). The IHCP is shared with staff who are involved with the pupil.
- Staff receive training in different areas, such as epilepsy, diabetes, autism, deafness and hearing impairment, blind and visual impairment, manual handling, first aid and EpiPen administration.

#### **How will my child be included in activities outside the classroom, including school trips?**

Activities and school trips are available to all. Risk assessments are carried out and procedures are put into place to enable all children to participate.



## Legislation and guidance

All schools:

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information

## Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENDCo

The SENDCo is Jo Birkett. She can be contacted via the school office. Telephone: 01946 820234

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND 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 Education, Health Care Plans (EHCP)
- Provide professional guidance to colleagues 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
- Advise 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



- Liaise with potential next providers of education 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

#### 4.2 The SEND governor is Michelle Milton

The SEND 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 SENDCo to determine the strategic development of the SEND policy and provision in the school

#### 4.3 The Headteacher is Holly Collins

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

#### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the school's SEND policy

### 5. SEND information report

#### 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction (for example, Autistic Spectrum Condition, Speech, Language and Communication difficulties)
- Cognition and Learning (for example, dyspraxia and specific literacy difficulties)
- Social, Emotional and Mental Health difficulties (for example Attention Deficit Hyperactivity Disorder (ADHD) ) and



- Sensory and/or Physical needs (for example visual impairments, hearing impairments, processing difficulties and epilepsy)

## 5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make 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 do not automatically mean a pupil is recorded as having SEND.

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.

## 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil 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 consider parental concerns
- Everyone understands the agreed outcomes sought for the child
- 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.

We will formally notify parents when it is decided that a pupil will receive SEND support.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class teacher will work with the SENDCo 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 or 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

These assessments will be reviewed regularly.

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

#### 5.5 Supporting pupils moving between phases of education and preparing for adulthood

We will share information with the school or other setting the pupil is moving to.

We will liaise closely with other settings (nurseries and secondary school) and their SEND teams. Enhanced transition, including additional transition days can be arranged if it is deemed beneficial to the child.

#### 5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We ensure educational provision for pupils with SEND is 'additional to and different from' that provided to children without SEND. (SEND Code of Practice, September 2014)

We are a fully inclusive school and work with children in the classroom as much as possible. We provide rapid and planned interventions for children's specific needs which we deliver in small group or one-to-settings.

#### 5.7 Adaptations to the curriculum and learning environment

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, outcome expectation etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, 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.

#### 5.8 Additional support for learning



We have a number of senior teaching assistants and teaching staff with many years' experience of working with children with a wide range of SEND. In addition, we have a Family Support Worker and a Health and Wellbeing Champion.

We endeavour to cater to all children's needs and will seek training in order to support a child and their needs.

We work with the following agencies to provide support for pupils with SEND:

- Cumberland Council (SEND Team)
- Speech and Language Therapy Services
- Community Paediatrician
- Physiotherapy
- Occupational Therapy
- Health Visitors
- General Practitioners
- Visual Impairment Specialist Advisory Teacher
- Autism Spectrum Condition Specialist Advisory Teacher
- Deaf and Hearing-Impaired Specialist Advisory Teacher
- Physical Medical Difficulties and Severe Learning Difficulties Specialist Advisory Teacher
- Early Years Specialist Advisory Teacher
- Area SENDCo
- Guide Dogs UK
- Educational Psychology Service
- Learning Disabilities Team
- Child and Adult Mental Health Services (CAMHS)
- Emotion and Well-Being Officer
- Children's Services
- Bereavement Counselling Services
- Family Action
- Safe Families
- Freedom Project
- Young Carers
- E-School Nurse Team

#### 5.9 Expertise and training of staff



In our school we believe that all staff should be involved in supporting pupils with SEND so we make sure that staff have training to help them do this.

In the last two years our staff have all had training for:

- Early Help
- Downs Syndrome Awareness
- PECS (Picture Exchange Communication System)
- Provision Map
- Deaf and Hearing Impairment Awareness
- Internal SEND training led by the SENDCo
- Autism in Girls
- Lego Therapy
- Drawing and Talking (Foundation and Advanced)
- Blind and Visual Impairment Awareness

#### 5.10 Securing equipment and facilities

When needed, school utilises specialist equipment to support students with SEND. When appropriate, we work with external agencies to secure the correct equipment and facilities for these students. We strive to increase the extent that disabled pupils can participate in the school's curriculum by improving the physical environment of the school and the delivery of information for these students.

We have the flexibility to relocate classes to downstairs classrooms to accommodate individual physical needs.

#### 5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding bi/annual reviews for pupils with Education Health Care Plans (EHCP)

#### 5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) in Year 6

All pupils are encouraged to take part in sporting activities/special events and workshops.



No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The school's accessibility plan can be found on the website.

#### 5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are also encouraged to be part of a club/after school activity to promote teamwork/building friendships
- We have a Family Support Worker and an Emotional Wellbeing Champion who are readily available to support children.
- We run ELSA and Kidsafe to support all pupils

We have a zero-tolerance approach to bullying.

#### 5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo (or Headteacher if the complaint involves the SENDCo) in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### 5.15 Contact details of support services for parents of pupils with SEND

We work with a wide range of agencies that support children and their families. If you wish to receive support, speak to your child's class teacher.

#### 5.16 Contact details for raising concerns

If you have a concern about your child regarding SEND, you should first speak with your child's class teacher. If you have already done this and wish to speak to a further member of staff, call the school office on 01946 820234 and ask to speak with the SENDCo (Jo Birkett)

#### 5.17 The local authority local offer

Our contribution to the local offer is available on the school's website

Our local authority's local offer is published here:



<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>

## 6. Monitoring arrangements

This policy and information report will be reviewed by Jo Birkett **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Mental Health