



Orchard Meadow Primary School

Special Educational Needs and Disability (SEND) information report 2023 - 2024

At Orchard Meadow we aim to ensure that every child can achieve their right to access every aspect of the curriculum and school life. Every child is important and unique and we recognise that we need to meet each child's need and encourage them to meet their full potential. We aim to be fully inclusive and will make changes to ensure we can include everyone irrespective of their differences and difficulties.

Who has responsibility for children with SEND at Orchard Meadow School?

All staff are clear about their responsibilities with regard to children with special educational needs in the school.

- **Class teachers:** your child's class teacher is the first point of contact. They monitor the progress of each child in their class and liaise with the relevant staff about any additional support that may be needed.
- **Assistant Headteachers/Leaders:** are responsible for overseeing the progress of children in all subject areas and for supporting the class teacher to make the appropriate changes to provision or plan for additional support. The Deputy Head Teacher is Rory Gratwohl and the Assistant Head Teacher is Teal Patel-Davis.
- **SENCO:** The SENCO works with the AHTs and class teachers to help assess and plan for children's individual needs. She also liaises with outside agencies to ensure that the best possible outcomes are achieved for our children. The SENCO is Ben Scott (benjamin.scott@orchardmeadow.org).
- **Headteacher:** Sue Patrick

How does Orchard Meadow work with children, parents and carers?

Orchard Meadow values the views, wishes and feelings of children and their parents and carers. We ensure that they participate as fully as possible in decisions that affect them. We contact parents or carers if there is a concern about their child.

- Parents/carers can speak with class teachers before or after school at a mutually convenient time. This can be in person or by telephone.
- Parents/carers receive a written report at the end of each school year.
- Parents/carers are invited to two parents evenings in the school year to discuss attainment and progress.



- The school SENCO is always available to meet with parents and appointments can be made requested through the class teacher or the school office.
- Children with an EHCP have an annual review where progress is discussed and targets set for the upcoming year.
- Our Family Support Worker is also available to offer support with families. Our Family Support Officer is Stacey Brown.
- Orchard Meadow endeavours to offer sessions to parents bespoke to the needs of parents. These may include sessions around Autism and communication difficulties and parent support and workshops.

SEND needs

Orchard Meadow recognises and makes provision for children with a wide range of needs, to ensure they are included throughout school life. Some children will have one need but there are others that may have a complex range of needs that impact on their ability to access their learning or their ability to access the social side of school life. There are four broad areas of need which are:

- **Communication and Interaction needs:** this includes children who have a speech, language and communication difficulties and autism spectrum conditions.
- **Cognition and learning needs:** this includes children who have learning difficulties or specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health Needs:** this includes children with high level of anxiety, difficulties with emotional regulation, attachment difficulties and trauma related difficulties.
- **Physical and or sensory needs:** this includes children who have visual or hearing needs, or a physical disability – such as cerebral palsy – that affects their learning.

Identification and Assessment of needs

Teachers at Orchard Meadow are continually assessing and reviewing their teaching of all the children in their class. A range of techniques are implemented such as scaffolding, differentiation or individual/group support to allow children to achieve their full potential and progress. Progress and attainment for each child is tracked on FFT Aspire – the school's assessment system. Where there is concern around the progress and attainment of individual children and where a potential special educational need has been identified further assessment will take place.

- FFT Aspire is used to track children's progress and identify next steps or gaps in their learning. Class teachers also use it to create assessment summary reports.
- Specific assessments are used to allow for a more in depth understanding of the child's needs. Currently we use British Picture Vocabulary Assessment (BPVS), Yorkshire Assessment of Reading Comprehension, Sandwell Maths Assessment OCC LA pack, Sensory profiles, QCA, Boxall profile, GL Assessments Dyslexia and Dyscalculia screener.
- For SEND pupils we track their progress using the SEND Toolkit Banded Curriculum.

How are children with SEND supported at Orchard Meadow?



Our class teachers are skilled at adapting and differentiating lessons to meet a range of needs and learning styles. All classrooms are designated to make learning as accessible as possible and have visual timetables, clearly labelled resources, strategic seating plans and clear uncluttered spaces.

Some children require additional support and this might happen in the classroom, in small groups or in 1:1 session. Some of the interventions we use are Read Write Inc, including Fresh start, Spirals, bespoke reading, writing and maths support and resilience sessions. These interventions are subject to change based upon the emerging need of the children.

Children from across the school are able to access 'The Hive' – our behaviour support unit managed by two Therapeutic Mentors. The Hive is able to offer children a space to calm when they are dysregulated, learning support for children struggling to regulate in class, and bespoke resilience and emotional regulation sessions for individuals or small groups of children.

We also have access to Arts Nest, which targets the same needs through art activities.

We are also able to offer 1:1 mentoring sessions, supporting social and emotional mental health.

How is progress monitored and evaluated?

- Termly Pupil Progress Meetings allow leaders and class teachers to reflect on the children's achievements and next steps for learning.
- Mentoring/resilience sessions are evaluated using the Strength and Difficulties questionnaire to assess the impact of the work undertaken with the children.
- Pupil profiles and SEN Banded Toolkit are used to monitor and evaluate the progress of children academically and emotionally.

Who else helps with SEND at Orchard Meadow?

- SENSS Communication and Interaction Team – Kelly McKnight and Jo Alder. They provide advice and support for children on the Autistic Spectrum and with language processing difficulties.
- Speech and Language therapists Juliet Strother and Sarah Rae.
- Educational Psychologist – Rachel Pullen who assess children and advises staff.
- SNSS Hearing Impaired advisor – Kate Belcher
- SNSS Downes Syndrome advisor – Rachael Clare
- OXSIT – Oxfordshire Schools Inclusion Team
- Meadowbrook College Bridges Outreach.
- The Virtual School for Looked after Children



We also work with the following agencies Community Paediatrics at the John Radcliffe Hospital – Dr. Mandy Rose, Social services and Health Visitors.

How do we support children with SEND when they move class or school?

- When children move up to the next class, we offer a transitional visit. If we know a child needs additional support to cope with the change, we arrange extra visits and a photo book to look at during the summer holidays.
- Children new to Orchard Meadow visit the school before they start. We invite parents/carers to make the school aware of their child's needs before starting. This is led by our Admissions Officer – Ms Becky Pether.
- If children move away from Orchard Meadow to a new school we talk, where possible, to the SENCO and send all relevant information, files and pupil profiles.
- The transfer to secondary school is very important. Year 6 teachers meet with different secondary school staff to share information and the SENCO liaises with their counterpart in the other schools. Additional visits are arranged for children who require extra support to ensure a successful transition.

EHCP's - Education, Health and Care Plans:

There are a small number of children in the school who have severe and complex needs and an EHCP may be required to support them accessing their education. Usually, school makes the application, but it is possible for parents and carers to apply. SENDIASS can support with this, SENDIASS offer independent, impartial support for parents of children with SEND, they can be contacted at: <https://sendiass-oxfordshire.org.uk/>

The local authority must decide whether an EHCP needs assessment is needed and then carry out the statutory assessment, this does not guarantee an EHCP will be issued. Further information about this can be found on Oxfordshire's Local Offer page:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

Our SEN Officer is Anna Kerman– Smith and can be reached through the SEN Central Team : SENCentralteam@Oxfordshire.gov.uk



Activities, day, and residential trips

Orchard Meadow ensures that every child can take part in every activity or trip. This might involve taking additional adults, making alternative access arrangements, or sourcing equipment such as an all-terrain wheelchair. Adapted risk assessments might also need to be written. Children with SEND are fully represented in the range of extra-curricular activities and clubs.

Emotional and social development of children with SEND

Orchard Meadow follows the Conscious Discipline approach to support all children's mental health and wellbeing. Zones of Regulation is also used across the school to support understanding of emotions and how support children in emotional regulation strategies. There are groups run by the Home School Link Workers as well as 1:1 sessions when needed. The Nurture Group is also accessed by some pupils with SEND to support their development of social skills and emotional regulation.

Enhanced Provision (Rashford Family)

For some children across both Orchard Meadow and Pegasus school, our Enhanced Provision has been set up to support children with significant Communication and Interaction difficulties. More information can be found within the Enhanced Provision Policy.

Bullying

Is taken very seriously at Orchard Meadow. All incidents of bullying are reported and there is a bullying policy which is followed closely.

Staff Training

A range of training is given to staff during INSET days, staff meetings, TA meetings and through external CPD. This includes training on understanding Autism, Speech and language difficulties, Restorative justice.

Questions and advice

Please contact the SENCO if you have any questions. You can email the school or email Penny Taylor.

You can also look on the Oxfordshire County Council Local Offer site where you will find more information.

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-andlearning/special-educational-needs-and-disability-local-offer>

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