

# The Orchard SEND Information Report 2022/23

**School Name:** The Orchard School

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**Head teacher:** Mrs Sally Cary

**Specialist Centre Lead:** Mrs Chloe Turi

**SENCO:** Mrs Anna Barkway-Smith

**Reviewed: October 2022**



**“Embedded - Good practice is embedded throughout the setting and as such as the ethos and culture of the setting lends itself to support the needs of all learners. ”**

	<b>Questions</b>	<b>School Response</b>
1	<b>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</b>	<p>We observe the children in their everyday learning and play, listening to them and checking what they can do independently and with adult support. We mark their written work, noting strengths and “next steps”. We feedback to ensure the children know their “next steps” in their learning and teachers share and review targets with parents each term so it is clear what the expected attainment and progress should be. Each half term teachers carry out individual assessments in reading, writing, spelling, phonics and mathematics and in addition the children’s work is scrutinised by the Senior Leaders. At half termly pupil progress meetings, teachers talk about any children who are not making the expected progress they need to. Having analysed the children’s progress and attainment each half term the teachers will communicate concerns and proposed actions to parents/carers. Where there is a concern about progress, an individual or group support plan will be written to agree targets, strategies and interventions. If parents or carers have concerns about the progress or attainment of their child they should make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to our Head Teacher or Special Needs Co-ordinator (SENCO), Mrs Barkway-Smith We have specialist expertise in a number of areas of special educational needs and this is recorded on our provision map.</p>
2	<b>How will school staff support my child?</b>	<p>When the school identifies the need for additional support the parents/carers will be invited to a meeting at the school with the class teacher and SENCO to draw up a plan of support. This individual support plan (ISP) will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long. This is recorded on the database Provision Mapping Tool’. Our school provision map shows the range of interventions which take place in our school. All the intervention programmes we use are known to support children to make increased progress. We will monitor the progress of each child receiving additional support to ensure it is helping them to make more rapid progress. Our SENCO, Head Teacher and Governors are responsible for monitoring the effectiveness of the provision. The SEND Governor writes a report with the SENCO on the attainment and progress of children with SEND.</p>

<p><b>3</b></p>	<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>Teachers' daily lesson plans for the class, include differentiation so that each child may be challenged irrespective of a different starting point or experience. Teachers observe, listen, mark and feed- back during lessons and analyse progress and work following the lesson. This means that the teachers know each child very well and can refine the plans to match their needs. If, for example, a child has Speech, Language and Communication needs, teachers will use simplified language and pictures to support him/her to understand new vocabulary. If a child finds it difficult to remember instructions, additional visual and verbal prompts might be given. If a child does not understand a new idea or finds a new skill difficult a pre teaching strategy is used and additional recall practice is planned. Teachers and Learning Support Assistants can use precision teaching to identify, plan for and deliver activities and tasks that focus on individual and very specific targets to ensure small steps of progress are made and monitored. As parents and carers meet at least termly with the teacher this also provides an opportunity to review, discuss and plan the provision to ensure it meets your child's needs.</p>
<p><b>4</b></p>	<p><b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b></p>	<p>Parents and carers are invited to termly meetings to discuss the support that the school provides and how they can help their child at home. At this meeting we talk about the progress a child has made and share their "next steps". We send targets home each term. We also give guidance about what can be done by families at home to support their child through our "how to help your child" meetings, through termly parent evenings and through other meetings with parents/carers. If a child has an individual support plan (ISP) there will be written information about what school and home should be doing to improve progress. This is reviewed half termly and targets updated termly. Information about what we are learning at school is shared through our website, year group newsletters and TEAMS . Outside agencies (eg Speech and Language Therapy, Specialist Teachers for Inclusive Practice (STIPS)) can contact parents to offer guidance when required. Our SENCO, Centre Lead and Parent Liaison Governor organise regular informal meetings about SEND for parents to attend, ask questions and learn more about what the school does. Should more help be required, our staff will be happy to meet parents or carers to guide further. We will help find other support for parents/carers from other agencies if this is needed. The teachers in each year group meet half termly with a member of the Senior Leadership team and discuss any children who have not made the progress expected. This meeting ensures that strategies and approaches are agreed and no child "slips through the net". We use Ordinarily Available Provision/Surrey's graduated response and profile of need to identify the level of support your child requires and employ the cycle of assess, plan, do, review to meet their individual needs.</p>

<p><b>5</b></p>	<p><b>What support will there be for my child's overall well-being?</b></p>	<p>All children are supported with their social and emotional development through the curriculum and at playtimes. Our staff are regularly trained and expected to provide a high standard of pastoral support, developing a positive rapport with all the children and making it a priority to know each child as an individual. We use Emotion Coaching to support this. We have created quiet, small and flexible learning spaces around the school to enable children to work in a smaller group or 1:1 when needed. All staff receives Emergency Aid training every three years and, as required, training in relation to particular medical conditions. We have a 'Medicines' and 'Supporting Children with Medical Needs' policy. Our Behaviour Policy, (which includes guidance on expectations, rewards and sanctions), is fully understood and in place by all staff. We give opportunities to all the children to express their feelings and ideas, (e.g. circle time, worry boxes in the classroom). We teach RSHE which enables the children to express their own opinions and ideas and encourages them to listen to and respect the differing thoughts of others. We teach The Zones of Regulation to ensure children develop the vocabulary and confidence to express and manage their emotions. We can provide a quiet, calm and safe space for children to go to should they need it. For children who have particular difficulty we have 2 trained "ELSA" (Emotional Literacy Support Assistants) who work three additional afternoons each week to provide 1:1 or small group support through stories, games and art work. We regularly monitor attendance and take necessary actions to prevent prolonged unauthorised absence.</p>
<p><b>6</b></p>	<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>Our Teachers and LSAs receive regular training in effective teaching and learning and meeting differing needs. All teachers hold qualified teaching status. Almost all of our Learning Support Assistants, (LSAs) hold a level 3 supporting children in schools' qualification. A number of our LSAs also have additional training and qualifications; We have LSAs trained in ELKLAN (speech and language support), ELSA (Emotional Literacy Support Assistant), Autistic Spectrum Disorders, NELI (Nuffield Early Literacy Intervention) and Maths Mastery and . We work with other professionals in Education, Health and Social Care. Parents will always be consulted before an additional intervention is organised or an outside agency is asked to assess or support a child. All external agencies are subject to our safeguarding policies and procedures and when buying in additional services we monitor the impact of any intervention against cost to ensure value for money. We regularly liaise with the Educational Psychologist attached to our school, the Specialist Teachers for Inclusive Practice Team – (Behaviour Support Services, Language and Learning Support Services), Physical and Sensory Support, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Linden Bridge Outreach, our Primary Mental Health Link Worker our Home School Link Worker, the school nurse, and GPs</p>

		the Inclusion Officer , School Nurse, Paediatric Consultants and GOSH.
7	<b>What training are the staff supporting children and young people with SEND had or are having?</b>	<p>Our Special Educational Needs Co-ordinator (SENCO) has completed the mandatory National SENCO Award at Roehampton University and is a qualified teacher with considerable experience and training in Special Educational Need and Disabilities. She is a member of our Senior Management Team. We regularly invest time and money in training all our staff to improve “Wave 1” Universal – high quality classroom teaching for all children. We support children to make more progress where they might be experiencing difficulty through interventions and train our staff to teach particular programmes or provide regular practice in key skills (“Wave 2” School SEND Support - group and individual targeted support). We also provide training for staff to ensure a high quality of “Wave 3” Specialist School Support - provision for children with more complex needs and Education Health Care Plans. This might be arranged through outside agencies, (eg Speech and Language therapy), Special School Teachers, National Charities, (eg Down Syndrome Association), or other external courses. We also share our own expertise amongst our staff, planning collaboratively. The SENCO and Head Teacher provide staff with updates and guidance regarding teaching approaches and training at weekly staff meetings and INSET days. Termly Performance Reviews are used to identify training needs and staff can request needs led training when required.</p> <p>SEND training courses and meetings are shared via emails and on the staff room “SEND” notice board. We are recognised as an “Investor in People” school, valuing and supporting our staff to continually develop their skills to enhance the provision for the children.</p>
8	<b>How will my child be included in activities outside the classroom including school trips?</b>	<p>Our SEND and Equality policies strongly promote involvement of all our learners in all aspects of the curriculum including activities outside of the classroom. Where there are concerns of safety and access, further thought and consideration is put in place and risk assessments carried out to ensure any adaptations or additional support is arranged. When necessary outside agency advice is sought. In some cases additional staffing is arranged to ensure all children can access activities outside the classroom. Parents are also welcomed to join children on school trips and activities held outside the classroom.</p>
9	<b>How accessible is the school environment?</b>	<p>We have a full accessibility plan in place and as such we consider our environment to be fully accessible. All classes are on the ground floor with direct access to the outdoors. We have two accessible toilets in school. We always make reasonable adjustments to the building, classrooms or corridor areas when required to meet different physical and learning needs. All class teachers make reasonable adjustments to their classroom environments and differentiate planning to ensure all children can access the curriculum. We always seek advice</p>

		<p>from outside agencies when planning and making reasonable adjustments/adaptations to meet the needs of the children e.g. the Physical and Sensory Support Service, GOSH. Our policy and practice adheres to the Equality Act 2010. When appropriate, we also ensure any home-school communications are available in the relevant languages and when required translators are asked to attend meetings. We place a high emphasis on our three values of respect, courage and determination which are lived and demonstrated every day in the ethos and culture of our school.</p>
10	<p><b>How will the school prepare and support my child to join the school and transfer to a new school?</b></p>	<p>We have good relationships with the nurseries as well as the schools our children move to. We meet prospective parents to discuss individual needs and arrange to have transition meetings with previous/new teachers to ensure that all relevant information regarding support, targets and interventions is communicated. We arrange additional small group/individual visits for the children, making photo books about 'my new school' to share at home. We meet parents and meet staff from the previous or new setting. We ensure there is an individual pupil profile which records what a child likes to do, what makes him/her happy, what helps him/her etc. All relevant documents are forwarded to the next school securely.</p>
11	<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<p>Our finances are monitored closely by the School Business Manager, Head Teacher and SENCO. We seek to ensure value for money, so all interventions are costed and evaluated. We plan carefully, spending most (85%) of our money on well qualified, appropriately experienced staff to meet the needs of all our children. We have a range of resources to support children's learning e.g. writing slopes, seat wedges, weighted lap pads, adapted scissors, chunky pencils, pencil grips. Any additional equipment and resources identified are purchased to support individual children's needs when required.</p>

12	<b>How is the decision made about what type and how much support my child will receive?</b>	<p>The school identifies pupils with special needs using Surrey's Graduated Response;</p> <p>The SEND Code of Practice expects barriers to learning to be removed and measures put in place to enable effective educational provision to be available and accessible to all. Where a child is identified as having support that is additional to or different from their peers, a special educational need and/or disability, a cycle of support must be in place. This cycle includes four stages of Assess Plan Do and Review. By following this cycle we are able to continuously adapt support to meet your child's needs and secure good outcomes. This defines a graduated approach.</p> <p>The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.</p> <p>We identify the level of need using teacher knowledge, observations and discussions with the family and the Surrey SEND Profile of Need;</p> <p><b>Universal-</b> High quality teaching. Support and access to services that enable <u>all</u> our children and their families to be healthy, stay safe, enjoy life and achieve their full potential. This</p>
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includes everything we do in an early setting for all children.

**SEND SUPPORT (School SEND Support)**- In line with the Code of Practice, the majority of our children with SEND will have their needs met through our school provision which adapts to meet individual need.

**SEND SUPPORT (Specialist SEND Support)**- Where your child continues to make less than expected progress, despite evidence- based support and interventions highlighted in School SEND Support, we consider making referrals and seeking specialist support from multi-agency professionals. Your child may start a Surrey Support arrangements Plan at this stage.

**Statutory Assessment**- Where, despite relevant and purposeful action has been taken to identify, assess and meet the SEND of your child, if your child has not made expected progress with the involvement of multi-agency professionals, the school or parents may consider requesting a statutory assessment for an Educational and Health Care Plan (EHCP).

Your child's support is monitored using the Assess, Plan, Do, Review cycle.

High quality class teaching (Wave 1 - Universal) is clearly explained in our Curriculum, Learning and Teaching Policy and we expect all staff to follow this policy. When a child needs extra support, staff meet a child's parents or carers. All interventions are monitored for impact and outcomes are clearly defined at the start of any intervention. The SENCO oversees all additional support and regularly shares updates with the SEN Governor.

**13** **How are parents involved in the school?**

**How can I be involved?**

We whole heartedly believe that there needs to be effective communication with parents/carers to support a child's learning, needs and aspirations. When parents/carers choose the school for their child there are a number of induction events to familiarise you with the school, staff and other families. There is a strong PTA and class rep system to involve all parents in social as well as fund raising events. We encourage parents/carers to meet us if there are any questions or concerns. Equally, we will arrange to meet parents/carers if we have any concerns. We take every opportunity to strengthen this dialogue. Parents are invited to communicate with us in a variety of ways. We use and respond to email, telephone, written notes in the individual contact diaries and speaking "on the door" each day.

We hold termly parent evenings and we host regular parent focus groups in order to listen to any parental concerns and feedback. We organise specific SEND parent liaison group meetings during the year with our SENCO and Parent Liaison Governor. Our Governing body includes four Parent Governors. Governors attend parent evenings and other key events during the year so that they are available for parents/carers to meet. We ask parents to contribute to a "one page pupil profile" so that we know each child's needs, likes, dislikes, strengths, interests, areas



		to develop and what helps them. When relevant, parents and carers will discuss their child's Individual Support Plan (ISP) with their class teacher contribute to the Surrey Support Arrangements Plan and to the annual review for those whose children have an EHCP.
<b>14</b>	<b>Who can I contact for further information</b>	Parents/Carers can contact their child's class teacher directly. Further information and support can be obtained from the SENCO and Head teacher through email, written note, telephone or in person.