

HALL ORCHARD



CE Primary School

# Special Educational Needs and Disabilities (SEND)



Information Book



# Contents

What are Special Educational Needs and Disabilities?

Our aims for pupils with SEND

Partnerships with parents?

How do pupils participate?

Our school procedures

Supporting pupils transferring

Help for your child

Additional support, equipment and facilities

Equal access for all

Responding to concerns and worries

Our Autism offer

Our Dyslexia offer

Our Mental Health and Wellbeing offer

Our Speech and Language needs offer



# What are special educational needs and disabilities (SEND)?

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Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their behaviour or ability to socialise, for example pupils with autism may struggle to make friends. They can affect academic learning, for example a child may have reading problems because they have dyslexia. They can affect their ability to understand things or their concentration levels, for example because they have ADHD. They may also affect their physical ability. Some children may have learning difficulties without a diagnosed medical condition. **The broad areas of special educational needs that we support at school are:**

- **Cognition and Learning difficulties**
- **Speech, Language and communication difficulties**
- **Social, emotional and mental health difficulties**
- **Physical or sensory difficulties**

## Our aims for pupils with SEND

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Our aims for pupils with Special Educational Needs and Disabilities are the same as for all our pupils; to provide a broad and balanced curriculum and the highest quality of education. We have high ambitions for our SEND pupils and set targets that stretch them.

We are an inclusive school and we will support pupils to ensure their integration and curriculum entitlement. We value personal and social development and this is central to our provision.



# Partnerships with parents

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We are a friendly and approachable school. We actively encourage partnerships with parents, for instance through our parent forums for SEND issues, SEND surgeries (where parents can book appointments to speak to the SENDco), and termly workshops with a particular focus on SEND need. Our aim is to inform and involve parents as much as possible in school decision making and provide them with support, advice and access to services.

Our view is that you are the expert on your child's needs and for that reason we will encourage you to have your input on your child's termly learning plan.

## How do pupils participate?

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We listen to our pupils and enable them to be active participants in their learning. We encourage them to evaluate themselves as learners and express opinions and make choices. All of our SEND pupils have Learning Plans that are produced in conjunction with the pupil and family and enable them to identify their strengths and weaknesses, ways of learning best and what support they may need.

We have pupil centred reviews that allow us to capture the views of your child and these will often involve your child preparing what they want presented at the meeting and helping to set the agenda.



# Our school procedures

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**Our procedures for identification and assessment** allow for early response to difficulties and close monitoring of progress in response to additional provision. We adopt a continuous cycle of assessment, planning, provision and reviewing.

**Identification** – This could be from concerns raised by pupils, parents and families or teaching staff and other agencies. Lack of progress or low attainment as well as changes in behaviour or attitudes may also be identified.

The stages include:

**Early Response Stage** – Where your child's teacher will work with you to develop an understanding of your child's profile and potential additional needs. They will discuss what adjustments and provision can be made in class. Your child will have targets which will be reviewed with you termly.

**SEND Support Stage** - Where senior leaders and the class teacher will work to provide additional intervention outside of the classroom to support specific needs.

**SEND Support Stage** - At this stage, it may be decided that more support is needed to enable your child to progress. Where an outside agency is involved with your child then sometimes a support plan is put in place to help carry out the advice effectively.

**Education Health and Care Plan (EHCP)** – If your child has more complex and enduring needs, or remains significantly behind, then a request for statutory assessment can be made. If an Education, Health and Care plan is agreed then your child will have more specialist provision and additional adult support. You will have pupil centred review meetings each year to talk about their achievements and progress, what is working and isn't working well.



# Our school procedures

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Your child's progress will be reviewed with you at their review meeting, which will be arranged by the class teacher at the beginning of each term. At the meeting, we will review your child's progress based on the targets agreed previously. Information will be shared with you on how they are progressing in class. You may discuss their personalised support and the teacher will discuss any recent assessments.

## **Measuring effectiveness**

We track the progress of our SEND pupils, and evaluate their SEND provision, very carefully. We look at how well they are meeting objectives and how well support is meeting needs. Our SENDCo (Special Educational Needs Coordinator) undertakes purposeful monitoring of all SEND procedures and provision to check its effectiveness. This includes observing lessons and looking at work in books.

# Supporting pupils transferring

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We understand that transitions can be particularly difficult for pupils with special educational needs and we work closely with other schools and agencies to ensure as smooth a process as possible. We arrange additional support for their secondary school transfer such as extra visits. If your child is moving schools to a new primary school, or coming from another primary school, then we will always endeavour to talk to the relevant staff in person and ensure all support needs are in place.

We have close links with our feeder nurseries and our local secondary schools. We may visit your child in their nursery setting to get to know their needs. Children with EHCP's will have transfer review meetings for secondary school and from nursery.



# Help for your child

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**Adapting the curriculum and learning environment** is part of the support for pupils with special educational needs. Teachers differentiate and group children flexibly to allow your child to achieve in the areas they are able to access and to work with other members of the class. We will follow up any difficulties with pre-teaching or post teaching sessions on areas they need more support with. They may work in additional guided groups with a learning support assistant or teacher.

## Additional support, equipment and facilities

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If your child is on the SEND register they will have some **additional provision or intervention to help meet their needs**. All schools have a 'notional' SEND budget to help meet this additional provision. This could be extra maths, reading, writing, spelling or phonics groups. The level of support they get will depend on factors like their overall progress and attainment compared to their class or age-related expectations.

We will also look at barriers to learning and more specific difficulties. Your child may need additional adaptations and specialist equipment such as reading overlays, fiddle toys, sensory aids or adapted writing materials.

Specialist intervention programmes may be provided such as one to one reading coaching or physical therapy programmes. Some pupils may follow a more personalised curriculum and have additional one to one adult support. **Additional equipment and support may be put in place** after reviews of SEND support plans or through Education, Health and Care Plans.



# Equal access for all

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We aim to have pupils with SEND fully represented in all areas of school life. This includes monitoring to ensure their inclusion in awards, school productions, sporting events and as representation on the school council. Our reward systems are based on attitudes to learning and character traits, allowing all children to feel a sense of achievement. We ensure they have access to extra-curricular clubs including sports teams and learning musical instruments.

## Responding to concerns and worries

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We are a very approachable school and all of our staff are happy to speak to you. You can talk to your child's teacher at the end of the day or arrange appointments through the school office.

If you need to speak to somebody beyond the class teacher, an appointment can be arranged with the SENDco.



# Our Autism Offer

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Autism Spectrum Disorders (ASD) are believed to occur in approximately 1 in 8 people. It is a lifelong disability which affects how a person communicates with others and relates to the world around them.

## Staff training

Our classrooms are autism friendly.

Our staff have had detailed training in autism to support our pupils.

## Personalised Support

We have developed 'Autism Friendly' guidelines for use in our classroom, these were produced in partnership with SENDCOs from the local area and advice from **Autism Outreach** and **The Autistic Society**.

- We use visual timetables and additional visual menus to support pupils and provide clear routines and structures.
- We use sensory profiling and the Autism Education Trust progression framework to ensure our provision is personalised for pupils with autism.



# Our Autism Offer

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We offer parents support at identification stage and clear pathways to help them investigate a diagnosis, including access to **Leicestershire County Council's Educational Psychology Service** if autism is widely suspected. We communicate effectively with **paediatricians** and will arrange team meetings where professionals have identified the need to investigate autism.

- We work closely with the **Autism Outreach Service** and access training from the service when a specific need is identified.
- We encourage and promote diversity and understanding of autism. This includes taking part in autism awareness events like world autism awareness month in April.



# Our Dyslexia Offer

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Dyslexia is a learning difficulty that affects about 10% of the population, some more severely than others. It predominately affects the skills needed to learn to read with fluency and accuracy and it affects spelling ability.

## Staff training

We offer dyslexia friendly classrooms with additional access to adjusted reading materials for pupils with identified needs. Our staff have been trained in dyslexia friendly teaching practices, including multi-sensory learning.

- Our Learning Support Assistants are trained in supporting reading, in miscue analysis techniques and in support for pupils with reading difficulties.
- All of our Foundation and KS1 staff have expertise in teaching active phonics and our Year 1 phonic screening results are consistently high.

## Support

- We use a dyslexia screening programme for children who have been identified by the class teacher as having a difficulty with reading or spelling.
- We monitor progress closely using diagnostic reading and spellings tests on a regular basis.
- We have a range of dyslexia friendly reading approaches and offer favourable access to technology for pupils with dyslexia.
- We have had **The Learning Support Service** specialist teachers into school to deliver parent workshops and talk to staff about provision.



# Our Mental Health and Wellbeing offer

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We recognise the importance of good mental health and promoting wellbeing in a positive way. We also understand that mental health problems are a growing concern for schools.

## Our Support Structure

We have introduced strong tiers of support to ensure the social and emotional wellbeing of all of our pupils and promote the development of good self-esteem and social skills, as well as resilience to cope with difficulties.

### **Universal support**

A nurturing school ethos and a strong set of school values. An emphasis on developing character.

A PSHE curriculum that addresses mental health and a clear anti-bullying policy.

### **Targeted Support**

We have invested in staff training for mental health and wellbeing groups including Lego Therapy, Social Communication and Fun Time.



# Our Mental Health and Wellbeing offer

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## Commitment to Mental Health Work

Our staff have been trained in an understanding of mental health difficulties and what to look out for.

- Staff have been trained on attachment difficulties and emotion coaching techniques.
- We work closely with parents and are currently undergoing a 'Mental Health Award' from Leeds Beckett University.
- We promote raising mental health awareness amongst children, staff and families, through events such as 'mental health workshops and Child Mental Health Day.
- We work closely with **Social Services, ADHD solutions** and with professionals from the **Child and Adolescent Mental Health Services (CAMHS).**



# Our Speech and Language Needs offer

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Speech, language and communication needs are widespread and affect many pupils in different ways. Early speech, language and communication difficulties are also thought to be a strong predictor of later problems with maths and English.

## Our commitment

We have a strong emphasis on the importance of child talk over teacher talk. We promote a range of well-founded teaching techniques to promote talk in the classroom that involves different groupings and assigning talking roles.

- We believe that early intervention with speech and language difficulties is vital and ensure we work closely with the speech and language services to support learners from a young age.
- Language development is promoted throughout school and across the curriculum. We use lots of visual aids and communication boards to meet specific children's needs. We have a strong focus on developing vocabulary and the understanding of reading. 'Talk for Writing' techniques are used in all classrooms.

## Working in partnership

We work closely with **Speech and Language Therapy Services** and other agencies to ensure that there is a consistent approach and that support plans can be followed up in school.

