



Orchard Vale Community School

SEND Information Report 2022 - 2023

<i>Parent/carers questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
School Policy and procedure		
What kinds of SEND do pupils in the school have?	<p><i>Orchard Vale Community School is a mainstream primary school with children taught across mixed age classes. It has a 1 and a half form entry, as well as its own nursery setting on site. Pupils at the school are aged from 3-11, with Little Seeds nursery taking children from 0-3 years. The school supports children with a range of Special Educational Needs including; Social and Emotional, Communication and Interaction, Cognition and Learning and Physical and Sensory difficulties.</i></p> <p><i>Our most recent Ofsted report in April 2017 noted that at Orchard Vale:</i></p> <p><i>“Extensive scrutiny of pupils’ work shows that they are making good progress in mathematics from their individual starting points. This includes disadvantaged</i></p>	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

	pupils and those who have special educational needs and/or disabilities,” showing that the school has high expectations for all children.	
How do you know if a pupil needs extra help?	<p><i>Teachers assess the children's learning throughout the year through ongoing observations and more formative assessment tools, as well as termly pupil progress meetings.</i></p> <p><i>If a teacher has a concern, then they will speak to parents and strategies will be put in place to support the child. These strategies may include visual timetables, extra reminders, specific resources and regular check ins.</i></p> <p><i>If a child continues to need further support and is identified as having additional needs then discussions happen between the teacher, SENDCo and parents. The class teacher, SENDCo and other staff may use a range of assessments and screening tools at this time to support any identified areas of need. These may include: dyslexia screening tools, speech and language, phonics or Boxall assessments to ensure that the right interventions are put into place. A child could be placed on the SEND register at this time.</i></p> <p><i>these interventions are documented on an Individual Educational Plan (IEP) or My Plan. Outcomes are set and worked on through a 10 week cycle each term. These are shared with parents during scheduled conferences and are reviewed frequently, ensuring progress is again shared with the parents.</i></p>	
Day to day support		
How do teachers help pupils with SEND? How will the	<i>We use the Devon Graduated Response Tool to ensure there is high quality universal provision for all which is</i>	

school support my child?	<i>regularly monitored. Teachers plan and deliver high quality first teaching which is differentiated to suit the children's ability, and adults work to support groups daily, especially in English and Maths. interventions are put in place to support SEND children's needs and additional resources are purchased where necessary. Staff work hard to try and narrow the gap in attainment and progress with the aim to make the children work more in line with age-related expectation.</i>	
<p>How will the curriculum be matched to my child's needs?</p> <p>Is there any additional support available to help children with SEND?</p>	<p><i>The Devon Graduated Response Tool is used to support teachers with initial concerns and to ensure that the right provision is in place to meet the needs of the child. discussions are held between the class teacher/SENDCo and parents where necessary. A child is identified as having Special Educational Needs or Disabilities (SEND) if they have needs which are:</i></p> <ul style="list-style-type: none"> <i>- a significantly greater difficulty in learning than the majority of others of the same age, or</i> <i>- a disability which prevents or hinders him or her for making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice 2015)</i> <p><i>We follow the "Assess, Plan, Do, Review" model and run interventions on a 10 week cycle throughout the term. These interventions are planned carefully, taking account of the Childs needs and any outside agency recommendations and are monitored throughout the term. For children who need further support and have ongoing long term needs, an Education, Health and Care Plan (EHCP) can be applied for.</i></p>	
How will the school know how well my child is doing?	<i>All children with SEND have a My Plan, which details the provision they are receiving in school, and their current targets for progress. These are agreed and reviewed</i>	

	termly in consultation with parents. Targeted support is set for individuals following appropriate assessments for their need. If required, discussions are held with parents and referrals may be made to outside agencies.	
How will I know my child is making progress? How do you check on this?	<p>All children's progress is monitored through the year by class teachers. This is both formative daily assessments, linked to learning activities and used to plan next steps, and summative assessment tests.</p> <p>For children with SEND, there may be other assessments which link to targets on their My Plan's, which are evaluated at the end of a 10-week intervention cycle. My Plan targets are analysed termly to ensure they are well matched to children's needs and that the provisions in place have been effective. My Plan reviews are sent home for parents information termly and these targets are constantly reflected upon in school.</p>	
How will my child be included in activities outside the classroom, including school trips?	All children have the right to access all areas of the curriculum, including trips and the wider life of school. We work in conjunction with parents to support those children with additional needs, who may need personalised levels of support.	
How will you support my child's overall well-being?	<p>All children access the P.S.H.E curriculum and have access to pastoral support through explicit taught lessons as well as support from classroom staff. Children have opportunities to learn about internet safety, PANTS rule and are always able to speak to staff.</p> <p>School has a Designated Safeguarding Lead (Mrs Fiona Pearce) and Deputy Safeguarding Lead (Miss Emily</p>	

	<p>Gulliford) as well as safe guarding officers. School work in conjunction with services to support children with inclusion and if appropriate, can make further referrals to outside agencies. We will always work collaboratively with parents to make sure that children have a successful time at school. Information about administration of medicines can be found on the Ventrus website at: First-Aid-and-Administration-of-Medicines-Policy-June-2018.pdf (ventrus.org.uk)</p>	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Involving families		
How will you help me to support my child's learning? When will we be able to discuss my child's progress?	<p><i>The school shares progress information with parents/carers by holding termly parent meetings, reviewing IEPs, Annual Reviews of EHCPs and in some cases Team Around the Family meetings and end of year reporting</i></p> <p><i>There are regular informal opportunities for contact about the child's progress in school through telephone calls or face to face communication. Initially, this would be with the class teacher. The SENDCo would be involved if and when appropriate.</i></p> <p><i>There are other opportunities for involvement and consultation with parents. For example, Open days, meet the teacher sessions, parent forums, parent/child activities etc</i></p> <p><i>The school explains how learning is planned and how this can be supported outside of the school by sharing curriculum overviews/Tapestry/parent newsletters.</i></p>	
How will my child be able to share their views?	<p><i>The school engages pupils in decision making around their provision by involving them in reviews of their targets. We ask children for their views about learning and school life on a daily basis informally and additionally for TAF meetings and Annual Reviews</i></p> <p><i>Through daily informal feedback and more formal pupil conferencing pupils are able to express their views on their learning.</i></p>	
How will you support my child when he/she joins your school or moves class or transfers to a new school?	<p><i>We recognise the importance of ensuring a high quality transition regardless of the stage.</i></p> <p><i>Pre-School to school</i></p> <ul style="list-style-type: none"> <i>• Home visits</i> <i>• Stay and play sessions</i> <i>• Staff communication with Pre-school</i> <i>• TAF (Team Around the Family) meetings</i> <i>• In-school transfers</i> <p><i>Move up days in school</i></p> <ul style="list-style-type: none"> <i>• Staff handover meetings</i> <i>• Enhanced transitions to further support children (Extra time in class, photo packs etc)</i> 	

	<p><i>Secondary Transfers</i></p> <ul style="list-style-type: none"> • <i>Induction days</i> • <i>Staff communication with the secondary school</i> • <i>Transition information/passports</i> • <i>Enhanced transition days</i> 	
Staff skills and wider support		
<p>What skills do the staff have to meet my child's needs?</p> <p>What specialist services are available at or accessed by the school?</p>	<p>We regularly look at the skills that staff have and if further CPD is needed. When allocating staff to classes, the SENDCo and the head teacher carefully about the children's needs and allocate staff accordingly.</p> <p><i>Our staff engage in CPD through:</i></p> <p>Staff meetings Twilight sessions TA training sessions - inhouse/outside agencies Outside agencies such as school nurse, Communication & Interaction Team Professional dialogues including Professional Consultations with Educational Psychologist Teacher training sessions – inhouse/outside agencies Online training with a key focus</p> <p><i>We prepare new children and their families to start at school by:</i></p> <p>Transition meetings with pre-schools Transition meetings with parents Transition meetings with outside agencies Attendance at TAF meetings Sharing of documentation between home, pre-schools and school Taster days Phrased entry to school Liaising with 0-25 SEND Team</p> <p><i>We have trained staff in the following areas:</i></p> <p>Thrive/Boxall trained practitioners</p>	

	<p>Attachment Based Mentoring TA's trained from the Speech and Language team DELP Mental Health Ambassadors</p> <p>Funfit and High 5 trained staff</p> <p><i>As a school we make referrals and liaise with the following agencies:</i> Educational Psychologist (independent and Babcock) Communication and Interaction Team Speech and Language Therapists Occupational Therapists Children and Adult's Mental Health Service (CAMHS) Family Support Workers School nurse Bladder & Bowel Children Centre Physiotherapists Early Years Consultants Nursery Plus Early Years Complex Needs Service (formerly Portage) Bereavement support (Balloons)</p> <p><i>The following professionals offer support:</i> School Nurse Speech and Language Therapists Occupational Therapists Physiotherapists Communication and Interaction Team Behaviour Support through the social, emotional and mental health team NHS mental health support team</p>	
What happens if my child needs specialist equipment?	If specialist equipment is needed, then the school will liaise with outside agencies such as the Occupational Therapists to ensure that the right equipment is provided to school.	

<p>How accessible is the school and how does it arrange the facilities children need?</p>	<p>We have a disabled toilet with space for a changing facility. The school has two disabled car parking spaces within its car park. For further information please refer to the school's accessibility plan on the school website.</p>	
<p>How will my child manage tests and exams?</p>	<p>Class teachers, SENDCo and head teacher can have discussions with children and parents regarding access requirements for tests and exams. Some arrangements that can be put into place are:</p> <ul style="list-style-type: none"> - Additional time - Scribes - Movement breaks 	

Accessing advice and support

What should I do if I think my child may have a special educational need or disability?

If you have concerns about your child's progress, you should speak to your child's class teacher initially and an appointment can be made via the school office.
School number: 01271 375074
School email address: orchardvale@ventrus.org.uk
If you continue to be concerned that your child is not making progress, you may speak to the SENDCo so meeting can be arranged and a plan of action can be put into place.
SENDCo: Mr Matthew Boulton (acting)
SENDCo email address: mat.boulton@ventrus.org.uk

The school SEND Governor can also be contacted for support.

SEND Governor: Mr Paul Cooper

SEND Governor email address: pcooper@ventrus.org.uk

Please note: the SEND governor works with the SENDCo to discuss, and review SEND provision and support in school. The SEND does not deal with issues related to individual children. If you have any queries or concerns regarding your child's needs, please speak to your child's teacher or the SENDCo.

What do I do if I'm not happy or if I want to complain?

At Orchard Vale Community School, we will listen carefully to parental concerns, make a plan of action together on ways to move forward and ensure the actions are completed and review in a timely manner.

Families should talk to the child's class teacher if concerned. If further support is needed, then the SENDCo can be contacted. The Headteacher will also be available if parents are concerned.

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. My Plan's will be reviewed with your involvement on a 10 week cycle.

<p>Where can I get information, advice and support?</p> <p>Where can I find out about other services that might be available for our family and my child?</p>	<p>A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child. Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Head teacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on request from the school.</p> <p><i>The SENDCo will be able to support parents further by signposting them to relevant services.</i></p> <p>The Devon Information Advice and Support (DIAS) Service is available to give further impartial advice and support should you need it. Their website address is: https://devonias.org.uk/</p> <p>The Children and Families Bill will become enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.</p> <p>The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.</p> <p>The support provided by Devon Local Authority for children with SEN and disabilities can be found at https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer</p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--