



## **SEND information report - Orchard Vale Community School 2018-2019**

### **What sort of a school is Orchard Vale Primary School?**

At Orchard Vale we believe that education should be inspiring for all children whatever their age and encourage them to be confident individuals with a deep love of learning!  
We are based on the outskirts of Barnstaple North Devon, at the top of Whiddon Valley Industrial Estate. We currently have around 350 pupils learning with us which includes a 52 place Nursery and a 0-2 childcare provision.

At Orchard Vale we have three core aims:

High quality education through a culture of learning for all

Commitment to working with and for our community

Developing an understanding and commitment to sustainability. From our Nursery through to our year 6 classes, we aim to deliver high quality education through our broad and balanced curriculum so our pupils are articulate, confident and relish new challenges.

The school has a PAN of 45 for each year group, this means that all teaching is done in mixed age classes. Pupils at the school are aged 3-11 but the school also has a small bespoke 0-3 provision. The school feeds from a number of different nurseries and pre-school providers and care is taken to ensure that transition arrangements support the needs of the individual with extra sessions offered to children with SEND.

### **What type of special educational needs do pupils currently at Orchard Vale have?**

In 2017-18 the school successfully included pupils with a wide range of SEND including difficulties with: cognition and learning; communication and interaction; social, emotional and mental health; and sensory or physical needs.

### **How does the school identify pupils needing additional support?**

The staff within the school closely monitors the progress of all children in the school on a regular basis. The school tracks children's progress on the National Curriculum, and uses the THRIVE approaches to assess social and emotional development.

The SENDCO has weekly meetings with the Senior Leadership Team and is available to meet with each class teacher so that a child's progress can be discussed in detail. Children requiring support and/or intervention are identified and a plan of action drawn up to be discussed with parents, this is known as a 'Multi Agency Plan'. Some children may need extra help for only a short period of time, whilst some may have longer term difficulties. The progress of children already receiving extra help is checked to ensure they are making good progress and any changes to provision are discussed and agreed. The school has a close relationship with many other agencies and professionals and in some cases may seek additional advice for children with SEND.

We work closely with a range of outside agencies including:

- Educational Psychology Service
- Advisory Teachers for children with visual or hearing needs
- DIAS
- SALT (Speech and Language Therapy)
- Communication and Interaction Team



- Behaviour Support Team
- Post Adoption Support
- Portage
- DACS

Health Provision delivered in school

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health)

Help will only be requested from outside agencies after consultation with parents/carers.

### **What should I do if I think my child needs more help in school?**

Teachers are available at the beginning and end of the school day to talk to parents about any concerns. A separate time can be arranged to have a longer discussion if necessary. The SENDCO can be contacted by e mail [charding@ventrus.org.uk](mailto:charding@ventrus.org.uk) or by phone (01271 375074) and are happy to meet with parents to discuss any concerns and agree the best way forward.

### **How will I know about support planned for my child?**

At termly parents' evenings, teachers discuss progress with parents and agree plans for extra support. The SENDCO also attends the parents' evenings and meets with parents as necessary. Some children will have a more detailed Individual Education Plan (IEP) agreed with parents and other professionals in Team around the Family meetings (TAF meetings). The IEP will be reviewed regularly with all involved to ensure that the child is making as much progress as possible. Children with an Education, Health and Care plan (EHCP), or a statement, have an Annual review meeting where progress over the year is discussed in detail, and plans for the next 12 months agreed with parents and children. At times of transition to other schools additional meetings and support plans are put into place for children and their families. In all the above meetings the support of parents in their child's learning is welcomed and seen as an important part of helping the child make as much progress as possible.

### **What sort of extra support might my child have?**

The school aims to include every child in as much learning as possible alongside their peers in the mainstream classroom. It provides a wide range of additional support to enable children to achieve this. The curriculum may be adapted to meet individual children's special educational needs. It is recognised that some children may need additional or different provision for varying amounts of their timetable. The school uses a THRIVE approach to support additional social and emotional needs through a pastoral lead. The school has six qualified THRIVE practitioners.

### **How will I know if my child is doing well?**

In addition to parents' evenings, the school encourages informal conversations between staff and parents so that success can be celebrated quickly and problems discussed at an early stage. The



children and their parents are seen as key players in ensuring successful supporting children with SEND and regular contact is seen as important. Some children may have a home-school book to keep parents in touch with daily events and all children receive an Annual Report on their progress.

#### **How will my child be included in school activities?**

All children with SEND are taught within a mainstream class and are involved in all aspects of school life; this includes: class assemblies, outings, residential trips and after school clubs. Children with SEND play a full and active part in school life.

#### **Who supports children with SEN and disabilities at Orchard Vale?**

All staff at Orchard Vale support children with SEND but the following may be particularly involved in supporting your child;

**Special Educational Needs Co-ordinator (SENDCO): Caroline Harding**

**Governor with responsibility for SEND: Paul Cooper**

**Educational psychologist: Angie Mudge**

**Speech and Language therapist: Jane Ladkin/Natalie Sussex**

The SENDCO at Orchard Vale Community School has a degree in Education, an NPQH qualification has been in post since 2007, is a qualified Thrive practitioner and has experience of working with children with SEND children with a variety of needs.

Staff at Orchard Vale are skilled in meeting the needs of a wide range of SEND and receive regular training to extend and update their knowledge.

#### **How is the school equipped to meet the needs of children with SEN and disabilities?**

Orchard Vale Community School is fully wheelchair accessible via a lift to all floors. We have fully accessible toilet and changing facilities. Our classrooms are adapted to meet the needs of children with from advice given by advisory teachers and all environments are regularly checked and adapted to meet the needs of children with visual/hearing impairments and mobility difficulties. The school allocates funds to meet the needs of smaller items of specialist equipment and works with outside agencies to provide larger items of equipment. The school has a range of ICT to support learning.

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

At Orchard Vale Community School, we regularly invite parents and carers to join us in a range of events including assemblies, celebrations and special events. We are keen to develop Friends of Orchard Vale and welcome parental involvement. We are keen to explore parental skills and talents so that we can work well as a team to support and develop the whole school community.

#### **How can I get more information about SEN in the local area and Devon?**

Devon Information Advice and Support (DIAS) <http://www.devonias.org.uk/> provide general advice and support on many aspects of education of children with SEN and disabilities and can be of particular



help at times of transition from primary to secondary school. The support provided by Devon Local Authority for children with SEN and disabilities can be found in at <https://new.devon.gov.uk/educationandfamilies/>. Teachers and the SENDCo can direct parents to other organisations and services that can provide additional support for SEND.

**What should I do if I am worried or unhappy about the support my child is receiving in school?**

Parents are encouraged to talk to the teacher or the SENDCo in the first instance. If a parent still feels concerned, the Governor responsible for SEND (Paul Cooper) can be contacted via the school's email address. DIAS (see details above) can advise parents on how to proceed if they feel their concerns are not being adequately addressed by the school or the Local Authority.