



The Orchard Primary School SEND Information Report

Brief description and introduction to the school

The Orchard Primary School is an inclusive one-form entry, Voluntary Aided Muslim Faith School. The school is part of the Al-Risalah Trust family of schools. We have excellent links with other local schools and are part of the Windmill cluster of ten schools. We are committed to providing a high standard and quality of education which encompasses a broad and balanced academic and social curriculum.

We are passionate about the inclusion of all our children, thereby affording them all the opportunities to extend themselves and develop the skills that will enable them to become positive citizens contributing to broader society.

We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

Our Context within the Local Authority

We are a part of Lambeth Local Authority. All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs. The schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress.

All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The school will meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

The information below details the offer within the school and ways in which parents, children and young people may access the support required.

Who can I talk to at the school if I am concerned about my child's difficulties with learning / Special Educational Needs/ Disability (SEND)?

The list below outlines members of the Orchard Primary team that you could talk to:

Team Member	Responsible for:	Method of contact
<p>The class teacher (CT) (recommended as the first point of contact if you have any concerns)</p>	<ul style="list-style-type: none"> • Making sure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as personalisation or differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the Inclusion Manager (IM) as necessary. • Writing Individual Education Plans (IEPs) or SEND Support Plans and sharing and reviewing these with parents at least once each term and planning for the next term. • Making sure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Making sure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Making sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. 	<p><i>Speaking to them at the end of a school day</i></p> <p style="text-align: center;">or</p> <p><i>By arranging an appointment through the school office:</i> Telephone: 020 8671 4400 Email: admin@orchardprimaryschool.com</p>

<p>Teaching Assistant (TA) (may be allocated to some pupils with SEND or the TA may be specialist in a particular type of support or intervention)</p>	<p>A TA may be allocated to work with a pupil with special educational needs and/or disabilities, or s/he may provide specialist support in a particular area, for example literacy. Whilst TAs take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the class teacher. The class teacher and Assistant Heads are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and interventions. A child may receive support from a number of adults, and a conversation with the class teacher or Assistant Heads will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents and all staff on how a child's day has been and we do actively encourage this continued feedback.</p>	<p>Speaking to them at the end of a school day.</p>
<p>Assistant Headteachers (AH): Mrs Farhana Suleman Mr Kevin Umekwe</p>	<p>The assistant headteachers also oversee the implementation of any specific programmes to support SEND pupils. They are also responsible for the inclusion of all pupils within their phase</p>	<p><i>Speaking to them at the end of a school day</i> or <i>By arranging an appointment through the school office.</i></p>
<p>Headteacher (HT): Mr Hoosen Randeree</p>	<p>The day-to-day management of all aspects of the school, this includes the support for children with SEND. The HT delegates responsibility to the Assistant Heads and class teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress. The HT also reports to the Governing Body and keeps them updated, answers their questions, etc. on all aspects of SEND and Inclusion within the school.</p>	<p><i>Making a personal request to the HT before or after school in the playground</i> or <i>By arranging an appointment through the school office.</i></p>

SEND Governor Mrs Safwana Amejee	<ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the school's SEN funding is appropriately spent. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. 	<i>By writing to the SEND Governor via the school office.</i>
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Names of people who support children with SEND

Whilst all adults in the school support children with SEND, the people named below are those you are *most likely to talk to* about your child. A full staff list is also available on the school website.

Name	Role
Mr Hoosen Randeree	Headteacher / Inclusion Manager
Mrs Farhana Suleman	Assistant Headteacher / Phase Leader for Reception to Year 3
Mr Kevin Umekwe	Assistant Headteacher / Phase Leader for Year 4 to Year 6
Mrs Safwanah Amejee	SEND Governor
Mrs Rodene Roman Stockwell	Class teacher - Reception
Mrs Nasrin Jamal	Class teacher – Year 1
Mrs Farhana Suleman	Class teacher – Year 2
Miss Amy Jones	Class teacher – Year 3
Mr Kevin Umekwe	Class teacher – Year 4

Miss Sarah Thistlethwaite	Class teacher – Year 5
Mrs Fatima Zara Ali	Class teacher – Year 6
Ms Jenny Hung	Speech and Language Therapist
Ms Kate Alderson	School Nurse
Mr Jamshed Malik	School Admin Officer

What kind of help and support could my child get at the school?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) and the Educational Psychologist (EP) Service.

What are the different types of support available for all children, children with SEN and /or disabilities at The Orchard Primary School?

Types of support provided	Stage within the SEND Code of Practice	The type or kind of support your child would be receiving	Who can get this kind of support?
Class teacher input through good/outstanding classroom teaching.	QFT – Quality First Teaching	<ol style="list-style-type: none"> 1. All our teachers will have the highest possible expectations for your child and all pupils 2. in their class. 3. All teaching builds on what your child already knows, can do and can understand. 4. Putting into place different ways of teaching so that your child is fully engaged in learning. This may 	All children at The Orchard Primary School will receive this support.

		<p>involve things like using more visual resources, opportunities for practical learning or providing other resources adapted for your child.</p> <p>5. Putting into place specific strategies (which may be suggested by the HT or AH's</p> <p>6. Implementing general strategies suggested by specialist staff from outside agencies such as the SALT (This may include support from our TA's within school).</p>	
Careful monitoring of pupils which may identify that a child has a SEND	This forms part of our QFT – Quality First Teaching	<p>The team (SLT and Classteachers) consistently monitor the progress of all our pupils against the Local and national age related expectations (ARE)</p> <p>Therefore we may identify a SEND through information gained from any of the following methods:</p> <ul style="list-style-type: none"> • Teaching and Learning Observations • Half Termly teacher assessments and pupil progress reviews • Early Years Foundation Stage assessments • Y1 phonic screening • National Curriculum ARE and assessments • End of Key Stage statutory assessments (SATs) • Standardised screening and assessment tools • Information gained from a previous school or an existing statement of SEND /EHC plan • Assessments by a specialist service eg. EP, SALT, etc. 	All children at The Orchard Primary benefit from this monitoring in order to assist the school to identify any SEND.
Where the class teacher and the SLT on the basis of strong evidence, conclude that a pupil needs additional targeted support we will offer the following: Specific small group work.	SS - We call this Special Educational Needs School Support	<ul style="list-style-type: none"> • You will be immediately informed as a parent or carer. We aim to work in partnership with you in planning and reviewing additional support or interventions. • We will also involve your child in own their target setting and encourage and support them to take an active part in their reviews. • The class teacher will plan, with you and the AH, interventions to support your child's learning. These 	Any pupils who has been identified to have specific gaps in their learning.

<p>(This group may take place in the classroom or outside)</p>		<p>interventions will have clear targets to help your child make more progress. This information will be and will be reviewed periodically with parents.</p> <ul style="list-style-type: none"> • Interventions may include small group work for children with shared learning needs or individual sessions on a specific theme. • Interventions may include the use of specific ICT related programmes, etc. • Where small group sessions are put in place they will be led by a TA or a teacher who may use a specific programme which will be shared with parents during discussions. • The support for each child is reviewed regularly by the CT, AH's and the HT in order to quality assure the interventions so that they are meeting the child's SEND. Feedback from all members of staff involved in the support provides information for reviews and the setting of action plans going forward. 	
<p>Support from specialist</p> <p>This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language Therapy (SALT) Service or the Educational Psychologist (EP) Service 	<p>SA+ - We call this School Action Plus</p>	<p>Specialist professionals may work with your child to understand their needs and make recommendations, these may include:</p> <ul style="list-style-type: none"> • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better • Support to set targets which will include their specific professional expertise • Your child's involvement in a group led by school staff under the guidance of the outside professional e.g Speech and Language Support. • A group or individual work in school led by an outside professional. <p>You will always be involved in decisions about how the support will be used and what strategies that will be put in place.</p>	<p>Any pupils who has been identified to have specific gaps in their learning that requires the advice and support of a professional in the field (e.g. Speech and Language, etc.)</p>

		<p>The recommendations of specialist professionals will be included in the IEP for your child. The recommendations will be reviewed at least twice a year.</p> <p>You will be provided with the contact details for any agencies or services outside the school who work with your child.</p>	
<p>Support provided through an Education, Health and Care Plan (EHCP).</p> <p>This means your child will have been identified by the CT/HT as needing a particularly high level of individual and small group support which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from outside agencies.</p> <p>This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy 	<p>EHCP - We call this the Educational and Health Care Plan</p>	<ul style="list-style-type: none"> • If, despite the good/outstanding class teaching, the intervention groups and referrals to outside agencies that the school has provided from its own resources to enable your child to make progress, your child needs further or more specialist input the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). <p>This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Lambeth web site at www.lambeth.gov.uk</p> <ul style="list-style-type: none"> • This is done in full partnership with you and your child. • After the school have sent in the request to the Local Authority (with a lot of supporting information about your child, including some from you), the LA will decide whether they think your child's needs (as described in the paperwork provided), are sufficient to need a statutory assessment. • If this is the case the LA will ask you and all professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they will be met including the long and short term outcomes that are being sought. • After the reports have all been sent in, an EHC Plan to which you and your child will contribute will be prepared. It is called an Education, Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan. 	<p>Children whose learning needs are more severe, complex and potentially lifelong</p>

and/or CAMHS		<ul style="list-style-type: none"> • The school must make its best endeavours to put in place the support identified in the plan. • The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes. • There will be an annual review, chaired by the HT / IM at Orchard, to review the provision and to recommend any changes that may need to be made to the EHC plan. Specialist professionals will be present at and/or provide a report for the annual review. • If the LA does not think your child needs an Education, Health and Care Plan, the school will be asked to continue with the SEND support in school and provide further support to you and to ensure your child's needs are met. <p>Each year we map our provision of support for children with SEND to show how we allocate resources. We also calculate the cost of SEND provision.</p>	

How will we support your child with identified SEND starting at The Orchard Primary School?

- If your child has been allocated a place at Orchard School by the local authority and they have a SEND, please contact us as soon as you receive the offer.
- We will invite you to visit the school with your child to have a look around and speak to staff and meet the key person who will work with you and your child while they are in the school.
- If other professionals are involved, a multi-agency team (MAT) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- Your child's key person may make a home visit and also visit your child if they are attending another school or nursery.
- We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you at the MAT meeting.
- Following the settling in period, the class teacher will arrange an early meeting with you to review your child's learning and progress.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

If I am concerned about my child's progress in school what steps can I take?

- Firstly, we strongly recommend that you speak to your child's teacher.
- If you are not happy that the concerns are being addressed and feel that your child is still not making progress you should speak to the Assistant Headteacher Mrs Suleman or Mr Umekwe (depending upon the year group your child is in)
- If you are still not happy you can speak to the Headteacher Mr Randeree or school SEND Governor, Mrs Amerjee.

How will the school inform me if they have any concerns about my child's learning in school?

- When a teacher or you have raised concerns about your child's progress, and quality first teaching has not met your child's needs, the teacher will raise this with the SLT. The school will invite you in to discuss the concern and plan a way forward.
- The teacher will also discuss your child's progress with you at our termly parents' meetings when you will be informed of your child's progress and any additional support being given.
- As a school, the SLT have half termly meetings with all classteachers called Pupil Progress Meetings Schools also have regular meetings between where we will monitor carefully in order to ensure all pupils are making at least the expected progress. If not, this is followed up on.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with teaching assistants) in order to support their progress in learning
- If your child is still not making expected progress the school will discuss with you to ascertain:
 - Any concerns you may have
 - Any further interventions or referrals to outside professionals to support your child's learning
 - How we could work together, to support your child at home/school.

How are the adults in Orchard Primary School supported to work with children with SEND in terms of training, etc.?

The inclusion manager's role is to support the class teacher in planning for children with SEND.

- The school conducts a termly update of its self-review (SSE) and also has a school development plan (SDP) which identify training needs for all staff to improve the teaching and learning of all children, including those with SEND. This may include whole

school training on SEND issues or to support identified groups of learners in school, such as those with a diagnosis of Autism, ASD, dyslexia etc.

- The Inclusion Manager attends cluster meetings and liaises with SEND colleagues in order to update and revise developments in Special Needs Education and Inclusion.
- INSETs and staff meetings are used to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, Sensory service or medical /health training to support staff in implementing care plans.
- Identified staff members attend training linked to the specific needs of a child with SEND
- Training for individual members of staff may also be identified through the school's performance management process.

How does The Orchard School incorporate disability issues into the curriculum?

- The curriculum includes discussions on issues of disability, difference and valuing diversity. Advice is sought from Disabled People's organisations when required.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective.

How will the school measure the progress of my child in school? How will I know about this?

At The Orchard School, we use the definition of adequate progress as suggested in the Code of Practice i.e. progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

In addition:

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed every term in reading, writing and maths as well as other areas, as appropriate, such as attendance, engagement in learning and social and emotional development. Other subjects are reviewed twice each year.

- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed. Children, who have SEND support have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education.
- The inclusion manager and SLT will also check your child is making good progress within any individual learning and in any group that they take part in.
A range of ways will be used to keep you informed, which may include:
 1. Home/school contact book
 2. Letters/certificates sent home
 3. Additional meetings as required
 4. Annual Reviews
 5. End of Year Reports

How will we support your child when they are leaving this school or when s/he is moving to another class?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible. We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.
- Where possible we will support a visit to the new school in advance of the move.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- You will meet with the new teacher, if possible, before the move takes place.
- Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher. You will be invited to the planning meeting early in the new term.
- If your child would be helped by a book to support them understand 'moving on' then it will be made for them.

In Year 6

- Our inclusion manager will discuss the specific needs of your child with the SENCO/IM of their secondary school, and attend any specialist sessions. e.g. for students with an ASD, as appropriate.
- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' or 'Moving On' booklet which includes information about themselves for their new school.

Where possible your child will visit their new school and, in many cases, staff from the new school will visit your child in this school.

How does the school evaluate the effectiveness of the provision for pupils with SEND?

Every term, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools both locally and nationally. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

1. A reduction in the percentage of children with very low attainment,
2. An increase in the percentage of children recorded as having special educational needs attaining ARE at the end of KS1 and at
 - a. the end of KS2,
3. A reduction in behaviour incidents and exclusions

We report progress against these targets to the governing body through the Headteacher's Reports:

- The Headteacher provides information to the Governing Body each term as to the numbers of pupils receiving special educational provision and Statements/EHCPs as well as any pupils for whom a Statutory Assessment has been requested. The Headteacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- A termly SEND report is shared with the Curriculum (Teaching and Learning) subcommittee.
- The inclusion manager / headteacher will meet with the SEND governor to discuss inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEND report through procedures to be agreed annually
- SEND and Inclusion is a standing agenda item at all Curriculum Committee meetings and will be reported at the full governing body meetings through reports and minutes, which are then discussed as necessary.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- The SEND report will be reviewed annually by the school's governing body

What is the role of the Governing Body relating to SEND at Christ Church School?

- There is a named SEND governor (responsibilities are outlined in Section A of this report)
- The Governing Body receives regular reports and monitors the quality of teaching and learning, the impact of provision and progress of all children, including those with SEND.
- The Governing Body evaluates the effectiveness of the provision for pupils with SEND.
- Through reports from and minutes of the Resources Committee, the Governing Body identifies the notional SEN budget in the budget plan and receives reports on the budget and monitors how the funding is being used.

- The Governing Body receives regular reports on any high needs funding for individual pupils and monitors this funding to ensure it is used appropriately.
- Review the annual SEND report.

What should I do if I am not satisfied with the SEND provision for my child?

- If you are concerned about the SEND provision for your child or any aspect of the SEND report, you should, in the first instance, raise it with the Inclusion Managers / Assistant Headteachers, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, you can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office or from the school website.
- You can also get advice through Parent Partnership (contact details are available on the Lambeth website www.lambeth.gov.uk).

GLOSSARY OF TERMS

ASD - Autistic Spectrum Disorder

CAMHS - Child & Adolescent Mental Health Service

EHC plan - Education, Health, Care Plan

EP - Educational Psychologist

HI - Hearing Impaired

VI - Visually Impaired

IEP - Individual Education Plan

SA - School Action stage of the SEN Code of Practice

SA+ - School Action Plus stage of the SEN Code of Practice

SaLT - Speech and Language Therapist

SEN - Special Educational Needs

SENCO - Special Educational Needs Coordinator

SEND - Special Educational Need and/or Disability

SEND Code of Practice: The legal document that sets out the requirements for SEND

SEND report reviewed: July 2017