Orchard Primary School's SEND Information Report Sept 2026 (Local Offer)



Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School Name:	Orchard Primary School
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Name of Head teacher:	Mrs. Fiona Shields
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School/College Specialism:	NA
Age range of pupils:	4-11
Date of last inspection:	January 2025

Outcome of last inspection: Good with outstanding features

Does school/college have a specialist designated unit / additional learning support department? NO

Total number of students with special educational needs at setting: 38 at SEND Support (Sept 2026)

Total number of students receiving additional learning support through an EHCP: 11
(2 applications are currently being processed; 4 more requests for assessment are being made Autumn 2026)

1. The kinds of special educational needs for which provision is made at Orchard Primary School.

At Orchard Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued, respected and made to feel welcome within our mainstream setting.

It is our ethos that all children have an equal right to a full and rounded education and to enjoy high quality learning experiences through which they are able to achieve their full potential.

We therefore use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to respond to the four areas of need identified in the new Code of Practice (September 2014):

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

The four categories that the school caters for can be classified into core, additional and high needs, where some children only require minimal interventions and support while others need additional support to raise the level of their learning.

Some children, generally those who have Education Health and Care Plans (EHCP), require higher levels of support.

2. Information about Orchard Primary School policies for the identification and assessment of pupils with special educational needs.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught'.

At Orchard, children are identified with Special Educational Needs in a number of different ways:

- They could originate from a referral from a GP, a health visitor, the speech and language service etc.
- Concerns have been raised by parents/carers, about the level of progress being made by their child
- Through paediatric assessments with the Paediatrician or concerns from the school nurse

Class teachers and support staff will also have identified that a pupil is failing to make the expected progress in their learning by raising concerns about the following issues:

- Displays difficulty in developing Reading, Writing or Mathematics skills which results in a child working <u>significantly</u> (at least two years) below age related expectations

- Despite differentiated teaching approaches targeted particularly in a child's identified area of weakness, the child is still making little or no progress
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical needs, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to struggle to make progress both academically and socially

3. Information about Orchard Primary School policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

How Orchard Primary School evaluates the effectiveness of its provision for such pupils

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the academic year. This is done in the form of an annual parent and pupil questionnaire, discussions and through progress meetings with parents. We have an open-door policy and communication with parents is ongoing throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on Individual Pupil Profiles and Provision Maps, which are updated when the intervention is changed. These are recorded by the class teacher and are monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo and Head teacher and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

Orchard Primary School's arrangements for assessing and reviewing the progress of pupils with special educational needs.

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. We will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. The support provided consists of a four-part process: Assess; Plan; Do; Review. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess - In identifying a child as needing SEND support the subject teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Review – The child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term and an assessment level is given in reading, writing and numeracy, in relation to their attainment against National Curriculum expectations.

Children in Year 1 are required to complete the National Phonics Screen that will assess their ability to read real and pseudo words.

If your child is in Year 1 and above, but is not yet at National Curriculum expected levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller, but significant, steps of progress.

At the end of Key Stage 2 (Year 6) children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results for schools are published nationally.

Reviews of ongoing pupil progress in general will be made during termly 'Pupil Progress Meetings' between the Head teacher, SENDCo and Class Teacher; data checks using internal tracking grids and pupil progress reports (which summarise achievement against learning targets in Reading, Writing and Maths set in class by the teacher). Regular book scrutiny and lesson observations will also be carried out by the SENDCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Children at the SEND Support stage will have an Individual Pupil Profile detailing, amongst other things, the child's strengths, areas for development, specific needs and strategies for support. The class teacher will identify 'small step' learning targets for the child, which will assist them in achieving specific outcomes by the end of the academic year. The class teacher, in conjunction with the SENDCo where needed, will revise the small step targets continually, in light of pupil progress and development. New intervention programmes or levels of support will be organised as necessary, and targets updated accordingly. Small step targets and outcomes will be discussed with parents at the Autumn Term Parents' Evening, revisited in the Spring Term Parents' Evening, and an additional third invitation to review progress will be given in the Summer Term.

The review process will also help the school to evaluate the impact and quality of the support and interventions, alongside other forms of monitoring.

In addition to the above, the progress of children with an Education, Health and Care Plans is formally reviewed at an Annual Review with all adults involved with the child's education. Pupils can accompany their parents, where this has been arranged and is appropriate, and are encouraged to participate in discussions about their education. Detailed 'Review' reports are written and circulated to Leicestershire SENA, teachers and support staff and parents/carers. New targets for the next 12 months are identified and put into practice.

Orchard Primary School's approach to teaching pupils with special educational needs

'Every Teacher is a Teacher of SEND'. Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Head teacher, the SENDCo and all other members of staff, particularly class teachers and classroom support assistants, have important day–to–day responsibilities. A graduated approach is adopted at Orchard:

1) Quality First Teaching: 'The baseline of learning for all pupils' (Class teacher input via excellent targeted classroom teaching). All children in school should be getting this as a part of excellent classroom practice when needed.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

2) SEND Support - Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Any pupil identified as having a special educational need and/or disability will be added to the school's SEND record. Extra support will be given to these pupils to help them to make progress as a result of being acknowledged by the class teacher as having specific gaps in their understanding of a subject/area of learning.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Teacher, or most often a Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.
- You will be asked to meet to discuss your child's progress and help plan possible ways forward.

However, we recognise that each child's needs are unique and we will tailor support to meet these as much as we are able to, within our capacity as a mainstream school. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs.

3) SEND Support for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. The school will draw on the support of outside agencies e.g. Speech and Language therapy or the Cognition and Learning Team, to run small groups or 1:1 sessions.

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input instead of, or in addition to, quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include: 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 better targets which will include their specific expertise; A group run by school staff under the guidance of the outside professional e.g. a social skills group.

4) Specified individual support for your child in school provided via an Education, Health and Care Plan (EHCP). This type of support is available for children with significant special needs whose learning requirements are more severe, complex and lifelong and who need more significant levels of support in school. Usually your child will also need specialist support in school from a professional outside the school.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school (or yourself) have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are severe and complex enough to warrant significant additional hours of support in school, and other professional support, to make good progress. If this is the case, they will write an EHC Plan. If they do not think your child needs this, they will ask the school to continue with 'SEND Support'
- The EHC Plan will outline your child's needs and the provision that your child will receive from the LA, as well as and how this should be used and what strategies must be put in place. It will also have defined targets for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How Orchard Primary School will adapt the curriculum and learning environment for pupils with special educational needs

At Orchard Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will strive to meet the needs of individual children. When it is decided to provide a pupil with SEND support, planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary and as appropriate.

The nature of intervention, and the strategies employed may include the following:

Examples of Strategies to support/develop Literacy

- Quality literacy teaching and support from the class teacher and TAs/LSAs.
- Differentiated curriculum for children with SEND when necessary.
- Individual and group support in the classroom from TAs/LSAs and the Class Teacher.
- Use of a range of literacy resources to reinforce concepts and understanding, including the use of laptops.
- Individual support for pupils with Education, Health and Care Plans.
- Targeted support for individuals, pairs and small groups with SEND, from TAs/LSAs.
- Daily or weekly phonics support, focusing on spelling and sentence construction with small groups of pupils.
- Mindfulness Sessions
- Voluntary reading support with a variety of children, including pupils with SEND.
- Regular (at least termly) assessments of all pupils, to monitor progress being made and identify areas of need.
- Specific higher-level interventions such as Toe by Toe, Precision Teaching, Speed Reading.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, colourful semantics folders and table top writing packs containing finger spacers, phonics sound mats and high frequency word lists.
- Targeted literacy support strategies devised by the educational psychologist and implemented by the class teacher, SENDCo or learning support teacher as appropriate.
- Handwriting implemented daily throughout the school as and where required.
- Use of Dyslexia Portfolio, Nessy and other screeners to screen for SpLDs, and subsequent implementation of support programmes as required.
- ICT based programmes e.g. Clicker 8

Examples of Strategies to support/develop Numeracy

- Quality numeracy teaching and support from the class teachers and teaching assistants (TAs) or Learning Support Assistants (LSAs)
- Withdrawal of small groups, pairs or individual pupils, by HLTAs/TAs/LSAs for targeted support.
- Individual support for those children with EHC Plans where needed.
- Small group, paired and individual support in the classroom from the class teacher and TAs/LSAs.
- Use of a wide range of mathematical equipment and resources to reinforce understanding across all year groups, including laptops.
- Differentiated activities for pupils with SEND when necessary.
- Regular (at least termly) assessments for all children to monitor progress being made and to identify areas of need.
- Pre-teaching of new concepts and vocabulary to enhance learning
- Use of support resources including Numicon and Cuisenaire rods.
- Implementation by trained LSAs of a SEND numeracy intervention programme e.g. Plus One, Power of Two, Precision Teaching
- Advancement of more-able pupils through provision of opportunities.
- ICT based programmes.

Examples of Strategies to support Foundation Subjects

- TAs/LSAs in all classes in the afternoons to support children in the Foundation subjects, as well as most mornings for the core subjects.
- Differentiated activities according to SEND and needs.
- Different learning materials, resources or specialist equipment to support your child individually and in groups
- Using iPad Apps for children with communication difficulties, as well as other ICT equipment and programs to support specific needs.
- Using a range of software to help children engage with subjects they find difficult. This helps children to become independent learners.
- Group or individual support, which may involve small groups of children being withdrawn to work with the SENDCo or TA support.
- Visual timetables are used in classrooms.
- Provision of individually tailored visual support packages for specific children, including individual timetables and behavioural cue cards.

The school building regulations comply with all relevant accessibility requirements. The school site is wheelchair accessible. We have disabled toilets that are large enough to accommodate changing and suitable for wheelchair users. We have allocated 'Learning Support Bases' (Bubble Room, Rocket Room, Rainbow Room, Zen Den) for pupils with SEND to access.

We have an accessibility plan, which is available to view online or via the school office.

How Orchard Primary School will provide additional support for learning that is available to pupils with special educational needs

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching, led by Classroom Support Staff, away from the mainstream classes.

Teachers work closely with all staff and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Activities available for pupils with special educational needs in addition to those available in accordance with the curriculum

We make sure that activities outside the classroom, such as Forest Schools and school trips, are accessible to all children including those with SEND. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents/carers are invited to accompany their child on a school trip if this reduces risk and supports access.

After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support participation. We ensure that equipment used for these activities is accessible to all children regardless of their needs. Health and safety audits will be conducted as and when appropriate. We have regular Inspiration Days and outcome events, as well as visits from coaches, authors etc. to support different topic areas.

We celebrate our achievements and talents, irrespective of individual differences within the protected categories of the Equality Act of 2010 through special assemblies and award ceremonies. Many of our awards focus on character values that form our character based education.

Our broad, balanced, creative curriculum and enrichment activities therefore provide opportunities for everyone to achieve and succeed by encouraging all pupils to be actively involved in their own learning and reducing barriers to learning and participation. Together we take pride in making a positive contribution to our school and the wider community.

Support that is available for improving the emotional and social development of pupils with SEND

Supporting children in their emotional and social well-being is an integral part of our curriculum for all children at Orchard Primary School. We have a caring, understanding team who look after all of our children. Social Skills programmes/support, including strategies to enhance self-esteem that we can provide in school, may include:

- Nurture groups
- Mindfulness Sessions led by both staff and external providers
- Social skills and friendship groups e.g. Circle of Friends
- Personalised behaviour programmes including rewards and sanctions to suit a child's particular needs
- Themed assemblies and lessons using the Everyone's Welcome scheme to support the children's personal development
- Outside agencies support within all areas including social, mental and emotional health
- We offer a wide variety of after school and before school clubs which change termly. There are opportunities with the additional funding of Pupil Premium to ensure children can access after school clubs and trips
- Learning mentor support, focusing on social and emotional development, delivered 1:1, paired or in a group as appropriate, either in or out of class
- Bespoke support from our qualified ELSA (Emotional Literacy Support Assistant) delivered either 1:1, paired, in a group or with the whole class as appropriate
- Tailored intervention programmes provided by the school's allocated educational psychologist, as appropriate
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) and the Family Wellbeing Service for children and their parents/carers on referral, delivered externally or in school as appropriate
- Development of gardening skills through outdoor learning projects
- Buddy systems for support during playtimes and lunchtimes.
- Collaboration and communication with all external professionals involved with children, as appropriate, e.g. hospital consultants, the Autism Outreach Team, GPs and CAMHS practitioners.
- All staff trained in child protection at regular intervals.
- Meeting and greeting of parents/carers at the start and end of each day by all staff.
- Open door policy by all staff for all parents & carers, with various means of communication including email, telephone and face to face meetings.

Access to Medical Interventions:

If your child has a long- or short-term medical illness, then please refer to the Medication and Intimate Care policies, which outline the level of care and support provided at our school in detail. In summary, strategies may include:

- Regular update sessions between SENDCo and school nurse or relevant medical team.
- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up Individual Health Care Plans.
- Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes and EpiPen use.
- Liaison with medical professionals, e.g. GPs, hospital consultants and mental health practitioners, providing ongoing treatment to children in the school.
- Posters with photographs of child and detailing the child's condition and, where relevant, required medication displayed in staffroom, the child's classroom and the school kitchen.
- Individual protocols for children with significant medical needs.
- Implementation of risk assessments.
- All support staff trained in First Aid

4. The name of and contact details of SEND Co-ordinator

The person responsible for overseeing the provision for children with SEND is Mrs. Fiona Shields (Head teacher).

The people co-ordinating the day-to-day provision of education for pupils with SEND are Mrs. Hayley Caldwell (SENDCo) and Miss Lauren Farrar (Deputy SENDCo).

The Special Educational Needs and Disabilities Co-ordinator's (SENDCo) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Record.
- Analysing data for pupils with SEND to ensure progress is being made.

Orchard Primary School also has a named Governor responsible for SEND – Mr. Rob Butler. They regularly visit school and ensure that the Orchard Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

Contact details for all staff members: Telephone: 01332 810078 school@orchard.leics.sch.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

We aim to keep all school staff as up-to-date as possible with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses, Local Authority and Symphony Trust SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. One aspect of the SENDCo's job is to support the class teacher in planning for children with SEND.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on areas linked to SEND, such as Autism and Speech and Language difficulties. 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 Autism Outreach service. Shadowing/peer observation takes place, as does medical training to support pupils with medical care plans such as epilepsy and epi-pen training. The SENDCo, with the Head teacher, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

The school builds strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. We believe that sharing knowledge and information with outside agencies is crucial in securing effective and successful SEND provision within our school. We will therefore invite and seek specialist advice, support and training from external SEND services where necessary in the identification and assessment of, and provision for, SEND. For example, outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at attainment levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing Literacy and Mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his/her peers

The SENDCo is the designated person responsible for liaising with external providers and services, such as the following:

- Symphony Trust SEND Development Group
- Leicestershire Education Psychology Service
- Inclusion Support Service
- Social Care
- Speech and Language Service
- Specialist Outreach Services E.g. Autism Outreach
- Occupational Therapy
- Physiotherapy
- Hearing Impairment Service
- Child & Adolescent Mental Health Service
- Visual Impairment Service
- School Nurse
- Oakfield School Outreach Support Service

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Orchard Primary School can apply for funding from the Local Authority to help meet the needs of any child. If pupils meet the requirements for additional funding, we will apply for this through SENA in the form of intervention funding. This funding can help allocate more specific provision or resources for individual pupils.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

Partnership plays a key role in enabling children and young people with SEND to achieve their potential.

Orchard Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

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 similar strategies can be used. The SENDCo is also available to meet with you to discuss your child's progress or any concerns/worries you may have. We always urge parents to contact school in the first instance should you have concerns or questions.

All information from outside professionals will be communicated to you directly, or where this is not possible, in a report. Targets and small steps on Individual Pupil Profiles will be reviewed with your involvement each term. 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. Email is also a useful and widely used communication tool. The SENDCo may also signpost parents of pupils with SEND to the Local Authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be involved with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND Governor (Rob Butler) may be contacted at any time in relation to SEND matters.

As well as the school's 'Local Offer', the school's website contains a dedicated section devoted to SEND with details of our policy for special educational needs, the school's Accessibility Plan and links to our Single Equalities Policy.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupil Voice - Your child will be able to contribute at all SEND reviews and referrals / funding and EHCP requests. They can have their views and needs expressed at the reviews, discussions with the class teacher or their views can be sought through pupil interviews, informal discussions, through art work, Social Stories, etc.

9. Any arrangements made by the governing body relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head teacher. The Head teacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

If the school cannot resolve any complaint itself, those concerned should contact the Chair of Governors, Mr. Fran Brown. Should a parent have a complaint about the Head teacher, they should first make an informal approach to the Chair or Vice Chair of Governors. A copy of the school's complaint policy is available on request/on the website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The school budget, received from Leicestershire LA, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Governing Body, Head Teacher and SENDCo discuss all the information they have about SEND in the school, including: the children getting extra support already; the children needing extra support; the children who have been identified as not making as much progress as would be expected - and decide what resources/training and support is needed. All resources/training and support needs are reviewed regularly and changes made as required.

The Governing Body ensures that the school works with, and in support of, outside agencies when pupils' needs cannot be met by the school alone. At Orchard, some of these services currently include Education Psychology Service, Speech and Language Therapy, Autism Outreach, Oakfield School Outreach and the Hearing Impairment Service.

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs or disabilities.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

- Specialist Teaching Services - Room 600, County Hall, Glenfield, Leics LE3 8RA Tel: 0116 3059400
- SENA Leicestershire Tel: 0116 305 6600
- Autism Outreach Service Tel: 0116 3059400
- Hearing Impairment Team Tel: 0116 3059400
- Specialist Teaching Service Tel: 0116 3059400
- Vision Impairment Team Tel: 0116 3059400
- Psychology Service - Room 600, County Hall, Glenfield, Leics, LE3 8RF Tel: 0116 305 5100
- SENDIASS Leicstershire Welcome | SENDIASS Tel: 0116 305 5614

12. The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible.

If your child is moving to another school, we will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on securely, as soon as possible.

When moving classes in school: 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 Individual Pupil Profiles and Provision Maps will be shared with the new teacher. Transition to a new class is facilitated by sessions during the summer term with new class teachers and environment. If your child would be helped by enhanced transition or a specific resource, such as a book to support them understand moving on, then it will be made available for them.

In Year 6: Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. A member of staff from the secondary school setting usually comes to visit and meet with the children who will be attending their school. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Many schools hold open evenings for parents to attend in order to support your decision-making process about which school is the right choice for your child.

If your child has already been identified as having special educational needs, then the SENDCo at Orchard meets with the secondary school SENDCo during the final term of Year 6, along with the Year 6 teaching staff. Details of the pupil's needs are passed on to the new SENDCo, along with details of what support has been in place at our school to help them. Our SENDCo passes on information about any outside agencies that have been involved and all SEND paperwork is passed on, including documents such as support plans and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

Reception Class: Induction events take place during the summer term for all children who are joining the Foundation Stage in September. The Reception class teacher does some pre-school visits in the summer term before the children enter our school in Reception class. They speak with your child and their key workers to gain as much information about your child as possible. If your child has already been identified as having special educational needs, then the SENDCo may have been invited to attend a meeting or complete an observation at the pre-school setting. Your child will also have visits to our school in the summer term where they will get to meet the teachers, other children that will be starting the school with them and the new school environment.

Flexible entry to Early Years Foundation Stage in Reception - full time and full days can be difficult and tiring for some children initially. The school adopts the policy of a staggered entry that is flexible to best meet the child's needs.

13. Information on school/college contribution to the publication of the local authority's local offer

Leicestershire County Council's Local Offer

This can be found by visiting LCC's website and clicking on the Local Offer link visit
https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability

