



Special Educational Needs School Information Report

“What we offer”

This is our Special Educational Needs School Information Report and outlines what we offer for children and young people with special educational needs and disabilities (SEND) in our school.

Please also refer to our SEND policy and our Accessibility Plan

2021 – 2022

What sort of a school is Orchard Vale Community 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 some single age and some mixed age classes which are constructed according to the needs of the cohort/year group. 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.

How do you teach children or young people with special educational needs and disabilities?

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.

We plan all our lessons carefully and make sure that the learning and activities are modified and appropriate for all the children in the class. For example, we scaffold writing tasks by sometimes giving sentence starters, key words, putting in adult support, or have patterns to follow rather than more open ended tasks. All our children follow the national curriculum but, if appropriate, we will adapt the curriculum to suit individual children so that they can make progress from their different starting points.

We will always adapt the learning environment to enable learners to access the curriculum. For example, if a child has a sensory impairment we will work with specialist agencies to ensure we are doing all we can to make reasonable adjustments so that all learners can learn.

We are aspirational about all our children. We aim for 'quality first teaching' in all our classrooms which is a particular way of planning and teaching that means the lessons are adapted, modified and structured as much as possible to suit all the learners.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.'

SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

How do you decide a child or young person has special educational needs or disabilities?

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 phone (01271 375074) and is happy to meet with parents to discuss any concerns and agree the best way forward.

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 and the Boxall Profile 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 "Team Around the Child Meeting" or "School 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.

Class Teachers, Learning Support Assistants and the Leadership team at Orchard Vale closely monitor the progress of all our children. This information will often be the first step in identifying if a child may be having some difficulties. If a child is not making as much progress as expected, the class teacher will adapt their teaching to see if this helps the child make progress and the child may have extra help in an intervention group. The class teacher will also share these concerns with the Senior Leadership Team at Pupil Progress Meetings that are held throughout the year and will seek advice from our SENCo.

With the agreement of the parents/carers the school might seek specialist advice or assessment, or the school might recommend that parents/carers speak to a medical professional. This might happen for example if the school is concerned about a child's hearing or social and emotional development.

Parents/carers can raise concerns with their child's class teacher or SENCo at any time.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for identifying the particular SEN of children and young people.'

SEND Code of Practice 2014 4.34: 'Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.'

SEND Code of Practice 2014 4.35: 'The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.'

What extras do you offer children or young people with special educational needs?

At Orchard Vale we have a variety of different programs and boosters that will help children with SEND make progress. We run group interventions along with individual support and these are tailored to the children.

We ensure our learning environment is as accessible as possible for children with sensory needs. For example, if a child came to our school who had a hearing impairment, we would liaise with the appropriate professionals to ensure we are accessing and using the right equipment and methods of communication.

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	• Behaviour Support Team	• Portage
• Advisory Teachers for children with visual or hearing needs	• Communication and Interaction Team	• DACS
• SALT (Speech and Language Therapy)	• Post Adoption Support	• Family Compass
• DIAS	• CAMHs (Child and Adolescent Mental Health)	• Physiotherapy
• School Nurse	• Occupational Therapy	

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

For children with communication difficulties such as autism we will run interventions, use visual aids and put in additional support to help the child negotiate their way through the school day. This might take the form of using social stories, using a visual timetable or an intervention.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.

SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

How do you make sure children and young people with special educational needs and disabilities do well?

Quality first teaching will be provided to all pupils and this way of teaching includes continuous assessment, for example checking that the child understands at different points throughout the lesson. The class teacher will continually review progress through both formative and summative assessments and the leadership team will look at progress data to identify as quickly as possible any children who are not making expected progress.

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.

Where progress continues to be limited, more individualised support may be provided. The class teacher in conjunction with the SENCo writes all support plans and these documents are always written with input from the parent and the child (known as parent and pupil voice). Targets and programmes of work are planned around discussions with the parents, the child, class teachers and relevant professionals so that they match the specific needs of the individual child.

The governor for SEND will request information on a regular basis on the progress and challenges for children with SEND and what the school is doing to address any difficulties.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.'

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

What facilities do you have to support children or young people with special educational needs 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 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.

We have excellent outdoor facilities that are highly accessible and offer a range of different physical and sensory experiences. If a child needs a specific sensory diet we are able to incorporate this into their school day.

Last year we allocated an area in our small library as a quiet zone, and this can be used by children as and when is necessary.

We would consult with specialist advisors if a child came to us with a sensory impairment (e.g. hearing or sight impaired) and we would employ alternative communication methods accordingly within the means available to the school.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC)).'

SEND Regulations 2014 5(f): 'How facilities that are available can be accessed by children and young people with special educational needs or a disability.'

Do you have staff with specialist training or have 'experts' to support you?

At Orchard Vale all our teachers undertake training throughout the year. This will include 'in-house' training where we support each other in developing our practice, some training from our SENCo who is experienced in ensuring schools meet the needs of their children with Special Educational Needs, and from our leadership team in areas such as monitoring, assessment, multi-sensory learning, developing learning habits in our children, adapting the curriculum, safeguarding and quality first teaching.

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): Annabel Porter
Governor with responsibility for SEND: Paul Cooper
Educational psychologist: Alicia Balfour
Speech and Language therapist: Jane Ladkin/Natalie Sussex
Behaviour Support Team- Denise Middlemass

The SENDCO at Orchard Vale Community School holds the National Awards for SENCO and is working towards a Master's degree in Education 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.

The school also has access to specialist teachers, advisors and professionals such as a speech and language therapist, and the school will request specific support and advice as and when is necessary.

What the legislation says...

SEND Code of Practice 2014 4.32: information about securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:

- o **awareness** (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)
- o **enhanced** (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and
- o **specialist** (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

SEND Regulations 2014 5(i): 'How expertise in supporting children and young people with special educational needs or a disability is secured for teaching staff and others working with those children and young people.'

How do you support the wellbeing of children or young people with special educational needs and disabilities?

Orchard Vale is a nurturing school that works hard to build strong relationships between all members of its community.

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.

If a child has a specific health care need, the SENCo or Safeguarding lead will draw up an Individual Health Care Plan with input from the parents or carers.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).'

SEND Regulations 2014 5(j): how the emotional, mental and social development of children and young people with special educational needs or a disability will be supported and improved.

What happens if a child or young person needs specialist equipment, services or support?

If a child needs specialist equipment that is necessary for them to access the school and make progress in their learning then we will do all we can to put this provision in place. For example, if a child with a physical difficulty needs additional handholds in certain areas of the school such as a toilet then we will do everything within our means to put the equipment in place.

Children with EHCPs will often have very clear provision and recommendations outlined in their Plan, and the linked professionals will also often be available to help the school with ensuring appropriate provisions are put in place. We will work closely with specialists to ensure all the provision is provided within the means of the school and the resources made available to it.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for securing the services, provision and equipment required by children and young people with SEN or disabilities.

SEND Code of Practice 2014 4.35: 'The information must also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils...'

How will I know if my child or young person is doing well in school?

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.

All parents and carers with children on the SEND register will have three formal opportunities to review their child's progress with their class teacher, and if necessary, with the school SENCo. We also have our usual cycle of parents evenings and our small setting means that teachers are always available to discuss any concerns or successes as often as is needed.

The school works with all pupils on their individual targets and certain pupils are able to have short sessions of one-to-one support if assessments show that this is the right approach.

As per the graduated approach - 'Assess, Plan, Do, Review' cycle - outlined in the SEND Code of Practice, if, after additional support and intervention a pupil continues to struggle, the school will seek further outside specialist advice and may apply for an assessment for an Education and Health Care Plan (EHCP). The School will always aim to do this in partnership with the parents or carers.

Some children will have a more detailed Individual Education Plan (IEP) agreed with parents and other professionals in Team around the Child meetings (TAC meetings). The IEP will be reviewed regularly with all involved to ensure that the child is making as much progress as possible.

Children supported by the Early Help system will have a Team Around the family Plan or (TAF). 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 school's 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 the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

Do you have 'out of school' activities that children or young people can do?

All children with SEND are taught within mainstream classes 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.

We have regular local visits and educational trips to, for example, a nearby woodland setting or beach. These trips are for every child and, with the parent and carers' agreement, Orchard Vale will make all reasonable adjustments necessary to ensure they are accessible for all. For example, if it is necessary for a child to get to the site in a car due to potential fatigue, this is a reasonable adjustment that we will put in place.

We also have trips further afield such as a regular residential trip for pupils in Key Stage 2. We will plan carefully with the venues to ensure that our trips are accessible for all and, as long as it does not compromise anyone's health, wellbeing, or safety, we will make arrangements to ensure all can attend.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities.'

SEND Regulations 2014 5(g): 'What activities (including physical activities) are available for children and young people with special educational needs or a disability in addition to the curriculum.'

How do you support children or young people moving on to their next school or setting?

The parents of every child who joins the school in Reception are contacted and visits or transition meetings will happen before they start school. Children who join during the school year are invited to visit the school with their parents, before the child starts school. If the child has a particular special educational need or disability the SENCo will liaise with the child's previous setting in order to establish a smooth transition. Children who are moving on to secondary school will have the opportunity to visit their new school. Transition meetings will also be held between school staff in order to ensure that any specific needs and requirements are communicated.

For pupils with EHCPs, early review meetings will be held as is required and the SENCo of the proposed secondary setting will be invited to play a significant role in planning for the forthcoming transition and change in provision.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living.'

Parent Carer feedback: 'I want to know what schools are supposed to do to help when my child changes school.'

What should I do if I disagree with what you're doing or want to make a complaint?

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 can advise parents on how to proceed if they feel their concerns are not being adequately addressed by the school or the Local Authority.

What the legislation says...

SEND Code of Practice 4.7: 'Comprehensive:...The Local Offer must include eligibility criteria for services where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.'

Who should I contact for more information?

The key people within the school to contact are:

- Your child's class teacher
- Our SENCo, Miss Porter
- Our Headteacher, Mrs Pearce

Please request a meeting via the school office

Our school's governor with oversight for SEND is Paul Cooper

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/>.

The local offer is where you can find information and support services for families with children and young people who have special educational needs and disabilities.

[Devon Local Offer](#)

Teachers and the SENCo can direct parents to other organisations and services that can provide additional support for SEND.