

Orchards Junior School

SEND Information Report

Our Commitment:

- To promote a positive learning environment that challenges, supports and celebrates every pupil's achievements through an inclusive academic and pastoral curriculum.
- To enable all pupils to become part of our school community irrespective of their individual needs.
- To recognise the value of each pupil and their potential to progress in all areas when individual needs are addressed.

For a link to the local authority's local offer please click: <https://westsussex.local-offer.org/>

The SEND policy can be found via: <https://orchardsjunior.school/wp-content/uploads/2023/09/SMAT-Policy-for-SEN-2023.pdf>

The Orchards Junior School is a large Junior School where we pride ourselves upon the commitment we make to ensure that every child is given the opportunity to fulfil their potential by staff who understand them as individuals.

We have an inclusive ethos underpinned by high expectations and challenging, personalised targets where we offer a broad and balanced curriculum. Our main aim is:

'To create a positive learning environment where everyone is valued, supported and encouraged to achieve their full potential.'

Teaching is differentiated to incorporate individual needs and we have robust systems in place to enable the early identification of barriers to learning and participation.

Special educational provision is provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting, or require involvement of specialist staff or support services.

All teachers are teachers of children with SEND and as such provide quality first teaching that takes account of the particular individual needs of children with SEND in their class.

The Special Educational Needs and Disability code of practice: 0 to 25 years (May 2015) states that there are four main areas included in Special Educational Needs and Disability:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties.

Children and young people may experience a wide range of social and emotional difficulties that manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

1. Who is the Special educational Needs Co-ordinator (SENDCo) at The Orchards Junior School?

The SENDCo is Mrs Jo Dodson. She can be contacted via the school off 01903 520202 or on her work mobile 07932 571880. You can also email her at jdodson@orchardsjunior.school.

2. How does the school know if pupils need extra help and what should I do if I think my child may have special educational needs?

A pupil may be identified as having a Special Educational Need or Disability (SEND) at any stage during his/her education or in some situations, prior to starting education. This may be a long-term difficulty requiring continuing support or a short-term difficulty requiring a specific intervention.

Information about your child's special educational needs comes from a number of sources

- Infant School liaison for Year 3 transfer
- Cognitive Abilities Tests
- Screen tests for reading and spelling
- Observations
- Information shared by health and medical professionals
- Teaching Assistant/teacher feedback
- Parental concern
- Concern raised by an outside agency such as a Family Support Worker

3. What should I do if I think my child may have special educational needs?

If you think that your child may have special educational needs that have not been previously identified then you should contact the school and ask to make an appointment to discuss your concerns with the SENDCo.

4. What provision is there for students with Special Educational Needs and/or disabilities?

Special Support Centre (SSC)

The Orchards Junior School has a Special Support Centre (SSC) for children with Speech and Language Difficulties.

The Teacher in Charge of the SSC is Emma Eves who can be contacted via her email at emmaeves@orchardsjunior.school. Emma has many years of teaching experience as well as being a Year Leader. Emma manages a group of three highly-trained teaching assistants who support pupils in the SSC as well as in their mainstream classes.

Pupils attending the SSC are part of the whole school SEND register and all individuals have an EHCP with their primary need being identified as Communication.

The aim of the SSC is to enable pupils to explore their potential without limits, in a caring and empathetic environment. The children are taught according to their Individual Learning Plans and Education and Health Care plans with personalised targets/outcomes to support their individual social, emotional, mental, sensory and physical needs.

In the SSC, the children are taught a differentiated curriculum following age related learning objectives. Pupils are taught in a staff rich environment with a significantly higher staff:pupil ratio than in the main part of the school. Pupils attend the SSC for Maths and English on a daily basis and for additional interventions to support their Speech and Language Development. Every pupil is provided with individualised learning targets/outcomes to support their specific needs. A child-centered approach to teaching and learning is adopted in the SSC so therefore all aspects of development are carefully planned and taught according to individual needs.

The SSC provides regular speech and language sessions with Speech and Language Therapist, Hannah McPherson, as well as one to one and group supported class based activities. The SSC aims to provide every child with a supported integration programme to provide opportunities for them to work within the mainstream environment and all SSC pupils take part in all other lessons (excluding English and Maths) with their Mainstream Class. Pupils are included in all extra-curricular activities including trips, shows. Sports competitions and after school clubs.

The SSC aims to provide a safe, stimulating and caring learning environment in which all pupils can thrive.

Pupils identified on our SEND register receive the following provision:

School staff will support individuals at a level appropriate to their needs through effective **differentiation** in the classroom for all lessons.

All teaching and teaching support staff ensure the fullest possible access to the curriculum is available for all pupils on the SEND register.

The provision is reviewed termly to ensure it addresses the needs of current pupils.

Below is a list of support/interventions available which is given to parents at our Prospective New Parents' Evening each year:

Interventions and Additional Support

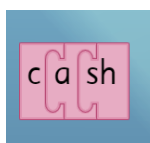
At The Orchards Junior School, we have a range of interventions, support and resources for pupils with EHCPs, pupils who are on our SEND register or simply if we identify pupils as having a specific area they need a little support with. As well as support from Teaching Assistants in smaller groups or in some cases 1:1 support we also provide the following:

Wordshark



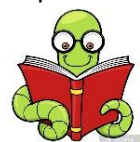
This is a fun and effective games based solution for pupils finding reading and spelling tricky. Pupils are identified from assessment in the Autumn term. This is reviewed over the course of the year. Pupils can also access the intervention by logging on at home which is a great way to support your child's progress in this area. Sessions take place weekly in the ICT suite during the school day.

Phonics Boost



Pupils who find Phonics particularly challenging really benefit from over learning. Our Year 3 and 4 pupils access Phonics booster sessions by revisiting the different phonics sets via a range of practical activities. They also have 1:1 reading in these sessions. Small group sessions take place twice per week during the school day.

Reading Comprehension Intervention



Pupils can access this intervention if they are identified as being fluent readers but who struggle to answer questions about the content of their reading books. In Years 5 and 6 there is a particular focus on supporting pupils' understanding of inference and deduction by regular weekly practise in a small group. Sessions take place during the school day.

Handy Hands



This intervention is aimed at improving pupils' fine motor skills. A range of fun activities focus on strengthening the pincer grip so that pupils find handwriting easier, as well as other tasks which may be tricky such as fastening buttons and shoe laces. Small group sessions take place three mornings per week before school starts.

Jump Ahead



This intervention is aimed at improving pupils' gross motor skills as well as helping with balance and co-ordination. A range of physical activities devised originally by Occupational Therapists help improve these areas. Small group sessions take place three mornings per week before school starts.

Speech and Language



One of our Teaching Assistants who works in our SSC, supporting pupils with significant speech and language disorders, runs a Speech and Language group for our Mainstream pupils, who are under SALT. Targets are generated by the school's Speech and Language Therapist who supports and advises on the delivery of the intervention plan. Small group sessions (maximum 6 pupils) run once per week during the school day.

Social Skills



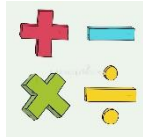
This group focuses on supporting pupils who find social communication more challenging. Through a range of activities, pupils have the opportunity to work on the skills required to have reciprocal conversation, effective communication with their peer group and the expressive language skills required to say how they feel. Small group sessions (maximum 6 pupils) run once per week during the school day.

1:1 Mentoring Sessions

We have a number of trained staff who mentor pupils at school. Parents and Carers liaise closely with staff who organise the mentoring to ensure that pupils' wellbeing is supported in a range of areas including anxiety, self-esteem, friendship issues, bereavement etc. Sessions are tailored to support individual needs. Sessions take place on a 1:1 basis, either weekly or fortnightly, depending on the level of support pupils require. Sessions take place during the school day.



Small group support for Maths with Teacher and TA



Pupils are grouped according to ability. Those who find maths more challenging are placed in smaller groups (12 or less pupils) with a teacher and TA.

Resources/additional support frequently used in school includes:

- Wobble cushions
- Ear defenders
- Writing slopes
- Triangular pens/pencils
- Therapy putty
- Sensory chews
- Buff exercise books for dyslexic pupils
- Buff background on interactive whiteboards if needed
- Coloured overlays to reduce visual stress
- Ace spelling dictionaries
- Zones of Regulation
- Friendship Terrace
- Now/Next cards
- Visual timetables
- Pre-learning resources
- Movement breaks
- Access to quiet/safe/sensory spaces
- Use of laptops/ipads

5. *How will I know how my child is doing?*

In line with the normal school reporting process, all pupils on the SEND Register have a meeting with parents/carers and teachers at least twice a year. The SENDCo is always available to attend these consultations.

Pupils with an **Education, Health and Care Plan (EHCP)** will also have an Annual Review Meeting and outside agencies may be invited to attend as well as class teacher, teaching assistant and SENDCo. Parents/carers attendance is very important in the Annual Review process too

Reports you may receive if your child has an EHCP would include:

- ILP Reviews
- Annual Review Setting and Meeting Report
- School reports/PAT cards
- Individual Behaviour Plans
- Reports from outside agencies such as Speech and Language, Physiotherapy

All pupils on the SEND register, with or without an EHCP, can expect to receive reports from relevant healthcare or education professionals and the SENDCo can support parents in completing relevant forms or accessing reports.

How does the school know how well my child is doing?

Teaching staff enter data on individuals on a half-termly basis. This data includes latest assessment scores in the following areas:

- Reading
- Writing
- Punctuation and Grammar
- Spelling
- Maths

This ensures that there is always relevant and up to date information on the level that is currently being achieved by each pupil. In addition to this, students who have ILPs have their targets and progress monitored to ensure that the school has complete information on the whole learning experience including areas such as Social Emotional Mental Health (SEMH), Social Communication etc.

The table below outlines the levels used when assessing your child so you can see where they are working in line with expectations. The scores allow you to see a measurement of growth where your child's individual progress may take longer or where progress is lower than expected:

Level:	Score (out of 20):
Lower Working Towards (LWT)	1-4
Middle Working Towards (MDT)	5-7
Upper Working Towards (UPT)	8-10
Working At (WA)	11-16
Greater Depth (GD)	20-10

6. How will the curriculum be matched to my child's needs?

Teaching staff aim to ensure the fullest possible access to the curriculum for students with SEND. The provision is reviewed throughout the year to ensure it addresses the needs of all pupils. Pupils are offered opportunities to pre-learn curriculum content by parents/carers having access to upcoming areas of study and useful/supportive resources to give children a heads up at home and arrive at school with some existing knowledge/skills upon they can build.

7. What are the school's approaches to differentiation?

Differentiation is seen as a priority in all lesson planning and is integral part of the planning and resourcing process.

Effective differentiation will enable your child to participate fully in all aspects of learning and to make the best possible progress.

8. What support will there be for my child's overall well-being?

All pupils are supported by their Class Teacher first and foremost. Class teachers liaise closely with the SENDCo and Mental Health Lead (Mrs Sue Williamson) who can support your child in participating in further support such as a mentoring programme within school. This may be on a regular 1:1 basis or less frequent small group support; sessions are planned and delivered to meet the individual's needs.

If parents/carers continue to have concerns about a pupil's well-being it is important to contact the SENDCo to discuss further so that additional advice/support/assessments can be put in place.

Some of the outside agencies we consult with to support mental health and emotional well-being include:

- CAMHs
- CMHL
- Social Prescribing Service - MIND
- Early Help

- **Enabling Families**
- **Ishine Programme – Safe in Sussex**
- **Young Carers**
- **Thought-full (provides 1:1 CBT sessions in school from an allocated worker)**

How does the school manage the administration of medicines and providing personal care?

The Orchards Junior School is mindful of the need to safeguard the well-being of all pupils and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.

Logging Administration of Medication

The school keeps a record of each occasion a student is given, or is witnessed to having taken, medication. Details of date, time and dose are recorded. This should apply equally to daily or emergency medication. Pupils taking medication as per guidance on their health care plan have their own log sheets to record.

Health Care Plans

Students deemed to have a significant health condition will be the subject of a Health Care Plan which will record their individual medical needs at school. Parents will be invited to meet with the Office Manager and Student Services staff to formulate a suitable plan. This will be carried out in consultation with the School Nurse and other health professionals as necessary. The **Health Care Plan** outlines arrangements for administration of medicines by our office/first staff and provides advice for teaching staff and those arranging trips. All Health Care Plans are downloadable from individual pupil profiles on Arbor so all staff can easily access them and ensure appropriate adjustments are made and/or the appropriate measures are taken to support pupils' health care needs.

What support is there for behaviour?

There is a clear Behaviour Policy, with rewards and consequences within the school, which all staff and pupils are expected to follow. Although the whole school follow the same consequences, the focus is on rewarding positive behaviour which happens in various ways across the school; different year groups have different reward systems although the whole school reward pupils with Dojo points. Parents/carers can log in to Class Dojo to see how many points their child has. The PE department has its own reward system of Sparkle Bands where pupils can earn wristbands.

The SENDCo provides individual support and guidance for pupils who may be showing behaviour of concern in order to address the issues that may be causing the behaviour. The SENDCo works closely with pupils, support staff, teachers and parents/carers to ensure an individualised approach is taken to support pupils with challenging behaviours and to ensure their inclusion within school.

How will my child/young person being able to contribute his or her views, and how will the school support my child to do this?

Junior Governors are voted in by their class mates each year. The Head meets regularly with Junior Governors so they can represent their peers and contribute views.

All pupils contribute to their annual school report by recording their views which are included in the Summer Term report.

Pupils with an EHCP are asked to contribute annually to the Review Process by completing the pupil contribution booklet. We encourage pupils to complete two versions – one at home, one at school – so we have a true insight in to their views.

8. What Specialist Services are available within or accessible to the school

Within School:

Within the school, the teachers have various ongoing training opportunities including Dyslexia, Speech and Language and Autism. Most teachers have had Epilepsy training and have a good knowledge of how to support the learning and well-being of pupils with Epilepsy from creating the right kind of learning environment to using strategies such as overlearning to support possible gaps in learning due to experiencing seizures. Staff have a wealth of experience in teaching children with dyspraxia, dyscalculia, sensory impairments and behavioural difficulties.

The Teaching Assistants have had extensive experience and training in working with children with a range of Learning Disabilities, Specific Learning Difficulties, Autism, Sensory Impairments and SEMH. Beacon House Training is available to all staff to secure knowledge around and best practise for supporting pupils experiencing Attachment Trauma.

Outside Agencies include:

Educational Psychology Service	Service	Occupational Therapy My Space	Enabling Families
Educational Welfare Service	Sensory Support Service	Independent Counselling	Early Help
School Nurse	Young People's Service	Ishine – Safe in Sussex	Learning Behaviour Advisory Team
Speech and Language Service	Winston's Wishes	Young Carers	Autism Social Communication Team
Virtual Schools	Bereavement counselling		Aspens
Ethnic Minorities Assessment Team	Careers	Children's Social Care Services	Thought-full
Child & Adolescent Mental Health	Sussex Autism Social Care		

9. What training are the staff supporting students with SEND had or are having?

Training for teaching pupils with SEND is considered essential. There is an on-going programme of whole school training in teaching and supporting pupils including:

Specific Learning Difficulties, general learning difficulties, Autism, Hearing Impairment, Visual Impairment and English as an Additional Language, Sensory Support, Disability Awareness, Diabetes, Epilepsy and First Aid.

In addition there is regular training in:

Safeguarding, First Aid, Looked After Children, Managing Challenging Behaviour,

Specific training for the SENDCo and some teaching assistants includes:

Bereavement Counselling, Meditation, Anger Management, Speech and Language, Self-harm, Access Arrangements, Makaton

10. *How will I be involved in discussions about and planning for my child's education?*

All students in the school have regular PAT cards and an annual report sent home. There are also regular meetings for Parents to inform them about events for relevant Year groups. These include, for example:

Year 3 New Parents Evening
Y3 – 6 Residential Trip Meetings

Parents may also contact any of their child's teachers directly using the Dojo system in place.

All staff are also available to contact via school email addresses or via the main office on 01903 520202

The SENDCo has a work mobile so that parents/carers can send a text message which can be received outside of normal school hours in order to prepare for additional support if needed.

If your child has SEND he/she will be placed on the **SEND Register** and you will be invited into school to discuss provision to address their special educational needs and/or disability.

ILPs (Individual Learning Plans) are written to support your child in school. They contain information about the pupil's special educational needs, appropriate provision and interventions, advice for teaching staff and personal targets.

In addition, students with an Education, Health and Care Plan will have a multi-professional Annual Review which looks carefully at progress towards the learning objectives.

11. *How will my child be included in activities outside the classroom, including school trips?*

Pupils with additional needs are supported and encouraged to be fully involved in all areas of school life. All clubs and trips are inclusive and individual arrangements are planned in advance to ensure that all pupils are able to participate.

For pupils with medical/physical needs, any access issues around trips and activities will have been discussed and addressed with parents in the Health Care Plan and adjustments will be made in order to include the pupils.

12. *How accessible is the school environment?*

Signage is very clear around the school and pupils are clear about where to go to navigate the building. All pupils have access to a timetable/visual planner to know what lessons/staff they have and where. The building is accessible for wheelchair users. Disabled toilets are available.

13. *How will the school prepare and support my child to join the school and then transfer to High School?*

We gather a lot of information about your child in order to make the best possible preparation for joining The Orchards Junior School by:

Liaising with parents/carers

Close liaison with Infant Schools during the Summer Term

Infant School SEND and Safeguarding records

Additional transfer visits with staff from the Infant School in the Summer Term

Reports from agencies that are already supporting your child

Transition booklet with visual plan of school and photos/descriptions of all key areas within the school.

For pupils with SEND, transition at any point during their time at The Orchards is robust and takes place between the SENDCo and a member of the SEND/Inclusion team in the pupil's new school, as above.

14. *How are the school's resources allocated and matched to students' special educational needs?*

Every pupil has access to the notional funding allowance as per the LEAs contribution. Any additional funding must be applied for by the SENDCo and is only available for pupils with an EHCP.

The distribution of Teaching assistants throughout the school is reviewed annually between the SENDCo and the Head in line with pupils' individual needs and the TAs experience and expertise.

All pupils have access to the additional resources and interventions referred to above on assessment of needs.

15. *How is the decision made about how much support my child will receive?*

The decision making process is informed by the data and information received from the previous setting. This, alongside current assessments, is discussed with the pupil and parents/carers, teacher and SENDCo. As a result of the meeting, provision is put in place for an agreed period of time. This is then reviewed to decide if further intervention is required, additional intervention/assessment is required or provision can be ceased. Following initial target setting, future provision is based on how far these targets have been met.

The needs of each pupil on the SEND Register are very carefully reviewed and considered for the coming year. This information is placed on the Provision Map which informs our timetabling and budgeting. In this way, we endeavour to address the needs of each individual with a specific programme of support and teaching.

16. *How does the school communicate with parent/carers whose first language is not English?*

The school endeavours, wherever possible, to ensure that an interpreter is available for parent meetings. Any written communication is sent by email so that parents, for whom English is not their first language, may use a translation facility.

17. *Who would be my first point of contact if I want to discuss something about my child?*

Your first point of contact would be your child's class teacher who can be contacted by email or on Class Dojo.

For Safeguarding or SEND queries contact Jo Dodson at jdodson@orchardsjunior.school

For SSC queries contact Emma Eves at emmaeves@orchardsjunior.school

For the Headteacher contact head@orchardsjunior.school