



Orleton Primary School

SEND Annual Information Report – September 2022

Name of SENDCo: Lisa Butler

Dedicated time weekly: Wednesday

Contact email: admin@orleton.herefordshire.gov.uk

Contact Phone Number: 01568 780366

Name of SEND Governor: Camilla Argyle

School policy link: www.orleton.hereford.sch.uk

Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by: carrying out observations and monitoring needs, professional dialogue between staff, planning for initial intervention, arranging assessments of needs by outside agencies, where appropriate.
- ✓ Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Special Educational Needs Register.

How we identify children/young people that need additional or different provision:

- ✓ Class teacher raises concern with SENCO and
 - Conversation of needs takes place.
 - Class teachers then plan for initial intervention to support needs identified.
 - Impact of intervention reviewed after 6 / 12 weeks.
 - Class teachers then complete a ‘Pre – referral record form’ so that an appropriate referral can be planned for and made.
 - Ongoing dialogue with parents takes place throughout each stage of the process.



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- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listened to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents’ Evenings/Reports	All pupils	Termly
Home-School Book	Individual children	Daily
SEN Review meetings, Face-to-Face or Virtually	Pupils on our SEN register	Termly
Team Around the Child/Family Meetings	Individual pupils	At least Half Termly
School Council meetings	Representatives from all Class	Half termly
Questionnaires	All pupils and parents	Annually

The Assess, Plan, Do, Review Cycle:

For children/young people on our SEN register, an Assess, Plan, Do, Review cycle was established by the SENCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children/young people on our SEN register has been:

- ✓ **Communication and Interaction** – Staff work hard to develop supportive relationships with pupils and their families, offering frequent, informal opportunities to discuss the needs of the pupil. Staff know that building these relationships with all children is key to creating a positive learning environment where all learners feel cared for and well supported.
- ✓ **Cognition and Learning** – Across the school, we run a wide variety of intervention, catch-up and pre-teach support groups. Staff use resources which are tailored to the needs of the learners, allowing provision to be flexible and specific.
- ✓ **Social, Emotional and Mental Health** – At Orleton, we offer a high-quality School Counselling service. We have two trained School Counsellors who visit the school on a weekly basis to work with children who have been referred to them by staff. In addition to this high-quality provision, where there is a need, we use ‘Let’s Talk About...’ resources to work with children who may need support socially; or need support to build confidence and self-esteem.
- ✓ **Sensory and/or Physical Needs** – We work closely with our designated Occupational Therapy services and are developing an integrated approach to supporting sensory and physical needs across the school. In classrooms, we quickly identify sensory needs and offer a range of strategies and resources to support



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them. At Orleton, we work with skilled professionals who are passionate about helping us to identify and best support sensory needs in our pupils.

- Pupils and adults with physical needs, are supported carefully to ensure that access and adaptations are made to the school environment. We work closely with a Physical Disability specialist from our Local Authority SEN team.

During the 2021/22 academic year, we had 22 Children/young people receiving SEN Support and 4 children/young people with Education, Health and Care Plans.

We monitored the quality of SEND provision by:

- Each term, reviewing the impact upon needs and progress towards academic targets in Pupil Progress Meetings.
- Conversations with pupils and parents to gather their views about how effectively targeted provision is working as part of SEN review cycle.

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Support in Classroom
- ✓ 1 : 1 Provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ Supporting at Afterschool Clubs
- ✓ Running Afterschool Clubs
- ✓ Breakfast Club
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Support for medical needs

We monitored the quality and impact of this support by...

- Each term, reviewing the impact upon needs and progress towards academic targets in Pupil Progress Meetings.
- Conversations with pupils and parents to gather their views about how effectively targeted provision is working; as part of SEN review cycle.
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- Professional conversations with staff to collect their views about the impact and effectiveness of the support and provision which they are delivering.



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Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- ✓ Support staff
- ✓ External Services
- ✓ Teaching and Learning resources
- ✓ Well-Being Provision
- ✓ Staff training

Continuing Development of Staff Skills:

Individuals' CPD this year:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking cpd</u>	<u>Training Received from</u>
SEMH training	SENCO and Class teacher	Claire Prince
SEND Review	SENCO and Class teacher	Herefordshire SEN Team
SENCo Development Day	SENCo and Class teacher	Herefordshire school effectiveness team
Popat Speech and Language training	Reception class teacher (Rescheduled – awaiting new date)	Wye Valley Speech and Language Services

Whole Staff / Group Training (INSET)

<u>Area of Knowledge/Skill</u>	<u>Roles of Staff undertaking cpd</u>	<u>Training Received from</u>
Understanding the neuro-diverse brain	All staff	Corinne McClune

Partnerships with other schools and how we manage transitions:

We have worked with a number of schools in the area in the following ways:

- ✓ We have strong, professional links with a number of schools in Herefordshire. SENCo's from each school meet termly to share advice, experiences and offer professional support to one another.
- ✓

This year, 3 children/young people requiring SEN Support and 0 children/young people with Education, Health and Care Plans joined us from other schools.

5 children/young people on our SEN register in 2021/2022 made a successful move to other schools. This included 5 pupils moving onto their secondary education.

We support the transition from our Pre-school and other local nurseries into our Reception class by meeting with pre-school staff and any professionals, who are already supporting the child, to discuss the child's needs.



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We schedule these meetings for the end of the Spring term; before the September in which they are due to start with us. We then plan opportunities to arrange additional visits for groups or individuals which gives them time to familiarise themselves with the school environment and their new classroom. We arrange to meet with parents / carers to help us gain as much information about the background and needs of the child as possible.

This early transition planning allows us to prepare and make adaptations to the school environment to ensure that we are able to meet the child's needs as best we can.

The transition from Year 6 to secondary school is supported through early planning in the Autumn term SEN review meeting. Contact is made with the SENCo of the secondary school by us and parents in the Spring Term. We do this because it then allows the SENCo of the pupil's new secondary school time to begin planning the transition, and to share what this will look like with the child's parents in the Summer Term.

Additional visits are also planned with the SENCo of the secondary school, to allow the pupil time to familiarise themselves with their new school environment; over time and through a range of visit scenarios.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEND Development/Action Plan. This can be discussed upon request with Mr Breakwell.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact their child's class teacher, SENDCo or the Headteacher.

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

- The Designated Safeguarding Lead in our school is Mr Breakwell (Headteacher)
- The Designated Children in Care person in our school is Mr Breakwell (Headteacher)
- The Local Authority's Offer can be found at www.herefordshire.gov.uk/localoffer
- Our Accessibility Plan can be found on our website: www.orleton.hereford.sch.uk
- Our SEND Policy can be accessed via the links on our website.
- Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from the link on our website.
- Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.
- Our SEND Policy, Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.
- The Governing Body approved this SEND Information Report on 1st December 2022