



The Orchards Primary Academy

Where learning has no limits and personal growth is endless...

SEND INFORMATION REPORT Academic Year 2024 - 2025

Welcome to the SEND information report for The Orchards Primary Academy. We strive to ensure that all young people achieve their potential personally, socially, emotionally and academically in all areas of the curriculum irrespective of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

This document is intended to give you information regarding the ways in which we ensure that we support our young people to enable them to realise their full potential.

Head Teacher- Mrs B Walker-Gordon

Responsible for:

- The Head Teacher is responsible for the day-to-day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher gives responsibility for SEND to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the GLAC is kept up to date about any issues in the school relating to SEND.

Inclusion and Special Educational Needs and Disabilities Coordinator (SENDCo) – Mrs R Hughes

Responsible for:

- Coordinating all the support for children where there may be an additional need, including:
 - o Special educational needs or disabilities (SEND)
 - o English as an additional language
 - o Medical needs
- Developing the school's Policies to make sure all children with additional needs get a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents are:
 - o Involved in supporting their child's learning
 - o Kept informed about the support their child is getting
 - o Involved in reviewing how they are doing
- Ensuring children have access to the appropriate teaching and learning opportunities, resources and support.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's data system and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with additional needs in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor provision.



- Keep up to date with current legislation and ensure that relevant information is shared and implemented.

Greenheart Local Academy Committee (GLAC) member with responsibility for Special Educational Needs and Disabilities

Responsible for:

- Ensuring that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

The GLAC member meets with the SENDCO at least once per term to ensure that these responsibilities are met by providing challenge and support.

What are the types of special educational needs for which provision is made at The Orchards Primary Academy?

We address the needs of children using the four main areas outlined in the Code of Practice (2014) these are:

Communication and Interaction Speech, Language and Communication Needs (SLCN)

This includes children who have difficulty saying what they want to or understanding what is being said to them and children who do not understand or use social rules of communication.

This includes children with Autistic Spectrum Disorder who 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

This includes children whose learning difficulty could result in them learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and includes, for example, children who have Moderate Learning Difficulties (MLD) and children who have a Specific Learning Difficulty (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in some areas of the curriculum.

Social, emotional and mental health difficulties. (SEMH)

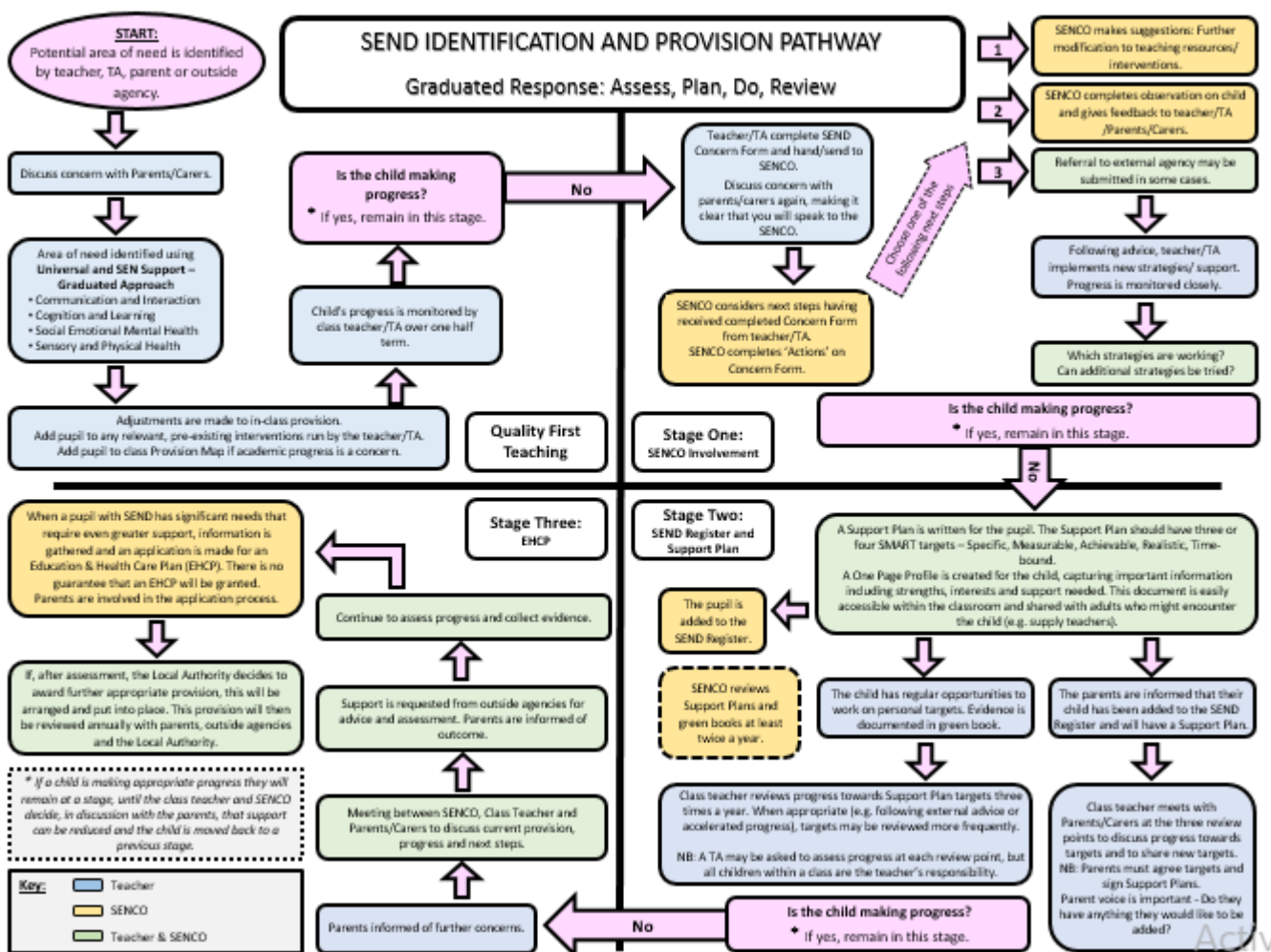
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may include becoming withdrawn or isolated, as well as displaying challenging behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder. We may work with Forward Thinking Birmingham (FTB) and other appropriate agencies to support these children.

Sensory and/or physical needs

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to enable these children to access their learning.

At The Orchards, we are aware that children may have more than one area of need and will support appropriately.

What is the pathway for the identification and assessment of children attending The Orchards Primary Academy?



How does the school involve others, such as Local Authority and Health and Social Care professionals, in meeting the needs of pupils and in supporting their families?

Our school has a wide range of staff working together within the school to support the children and their families. Some of these are directly employed by the school, some are traded services which the school buy into and others work for the Local Authority.



We value the support and advice of all professionals and endeavour to follow their advice. These are some of the agencies we work closely with:

- o Speech and Language Therapist (SALT)
- o Communication and Autism Team (CAT)
- o Pupil and School Support (PSS)
- o Educational Psychologist (EP)
- o Physical Disabilities Support Service (PDSS)
- o Behaviour Support Service (BSS)
- o Occupational Therapists (OT)
- o Physiotherapists
- o School Nurse

What training do staff have in relation to the needs of pupils?

Over the year there is a structured plan of Continuing Professional Learning for all staff. The SENDCO attends network meetings both with the Local Authority and partnership to ensure practice and policy within school is up to date.

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible. SEND issues form part of training for all teachers and teaching assistants. This may be led by the SENDCO or an outside agency coming into school. Newly Qualified Teachers have support from their mentor and the SENDCO.

All staff are also trained in Team Teach. This is a safe and supportive method of de-escalation and restrictive handling techniques. On rare occasions, some of our children may present with more challenging behaviours and need adults to support their movements around school.

We continually strive to improve our knowledge and areas of expertise and are committed to further training needed for groups of children or specific individual needs. The deployment of Teaching Assistants reflects their skills, knowledge and experience.

What are the arrangements for consulting parents of children at The Orchards Primary Academy and involving them in the education of their child?

All parents of children in our school are invited to attend a Parents' Evening three times a year. These are designed to discuss the progress a child is making, the targets they are working towards and how parents may be able to help at home. Progress reports are sent home at the end of the Autumn and Spring term and annual reports are sent home in July to give an overview of the year. Parents can also meet with class teachers at other times throughout the term and this can be arranged through the school office.

If a child is part of an intervention, this will also be discussed so parents are aware of the support the child is having, how well interventions have gone and what they can do to help. Parents can arrange an appointment with the class teacher or SENDCO to discuss these in more depth.



Parents of children with an Education, Health and Care Plan are also invited to attend a review meeting, at least once a year.

What transition arrangements are available for children and parents? When a child moves from nursery/pre-school:

The Early Years Lead and Reception teacher hold a meeting for parents of children starting in Reception and there are induction visits and stay and play opportunities for children in the second half of the Summer Term. The EYFS staff and SENDCO may visit the pre-school setting and this is an opportunity to discuss the special educational needs of the child and support needed. All children are provided with a transition book prior to starting and additional visits can be arranged if needed.

If a child moves from another school or to another school:

We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. In some cases, an observation in the child's previous setting may take place and an invite for a pre-visit be offered to enable staff to assess and plan for the child's needs.

When a child moves class:

SEND transition meetings are provided for children that need support when changing year groups. All staff are aware that some children need additional support at this time of year and so provide opportunities for children to discuss any concerns and make informal visits to their new class teachers.

When transfers to secondary school:

Year 6 teachers meet with staff from the secondary schools to discuss the children and share information. The SENDCO meets with the secondary schools' SENDCOs to discuss the specific needs of individuals. All children attend transition meetings to their secondary school and for children with SEND additional visits can be arranged if needed.

For children with a Statement or Education, Health and Care Plan (EHCP) we invite the secondary school SENDCO to attend the annual review held early in the summer term, so that they have plenty of time to make transition arrangements.

How do we manage the administration of medication and personal care?

- We have a clear medical conditions policy which can be downloaded from our website.
- We have intimate care guidance that is available on request.
- We recognise that children at school with medical conditions should be properly supported so that they have full access to education. Individual Healthcare plans are written with the parent / carer to ensure that medical needs are supported.
- Staff have regular training regarding medical conditions affecting individual children to ensure that any medical conditions are effectively managed.

What are the arrangements made by the GLAC for dealing with complaints from parents/carers in relation to the provision?



The process for all complaints is available for parents to see on the school website. Alternatively, parents can request a written copy.

Where is the information on Birmingham Local Authority's local offer published?

The SEND local offer gives information of the services and provision that are available in Birmingham to support children and their families. This can be found on:

<https://www.localofferbirmingham.co.uk/>

Specific information about support services for pupils with SEND that the local authority provide can be found at:

<https://accesstoeducation.birmingham.gov.uk/>

You may also find SENDIASS useful. They are a free, impartial support service for parents/carers of children with SEND. Their contact telephone number is: (0121) 303 5004

SENDIASS@birmingham.gov.uk

Who do you contact for further information?

If you have any queries or requests for policies or information relating to this report, please contact:

enquiry@opa.greenheartlearning.org