



Orchard School SEN/D information report

<p>What types of SEN/D do we provide for?</p>	<p>Orchard School caters for all types of special educational needs. We have experience of working and supporting pupils who experience difficulties in the areas of:</p> <ul style="list-style-type: none"><input type="checkbox"/> Communication and interaction<input type="checkbox"/> Cognition and learning<input type="checkbox"/> Social, emotional and mental health difficulties<input type="checkbox"/> Sensory and/or physical needs
<p>How do we identify and assess pupils with SEN/D?</p>	<p>The school uses various methods to identify pupils with special educational needs and or disabilities.</p> <p>Prior to entry to Orchard School, we make contact with the child's previous school to gather data and information about the child's attainment levels. We also find out about learning abilities, behaviour and any further information about barriers the pupil may have faced in their education.</p> <p>Once a pupil enters Orchard School we begin by looking at their KS2 data, we also look at the results from MIDYAS tests that they complete on entry. If necessary we may also use a number of screening assessments (e.g. from a specific reading assessment or spelling assessment) to identify if a pupil has particular barriers</p>

to their education.

Attainment and progress levels are monitored at each reporting period and behaviour and exclusion data is monitored weekly through the ready to learn system.

Quality first teaching and the graduated response are what our identity and assessment of pupils' needs are based on:

- High quality teaching, differentiated for individual pupils, is the first step in responding to children who have, or may have, SEN/D.
- Regular assessments of progress are made and where pupils are falling behind or making inadequate progress, they are given extra support by their classroom teacher.
- Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the teacher and the SENCO work together, with parents/carers, to assess whether the child has a significant learning difficulty. Where this is the case, agreement is reached about the SEN/D support that is required.
- Identification includes the use of high quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.
- We constantly assess what we are doing with pupils and how to ensure that progress is being made



	<p>academically as well as socially, emotionally and in their wellbeing.</p>
<p>Who is our special educational needs co-ordinator (SEN/DCO) and how can he/she be contacted?</p>	<p>Victoria Allan</p> <p>v.allan@osb.school</p> <p>0117 3772033</p> <p><u>Qualifications:</u></p> <p>BA French and Italian studies – University of Birmingham</p> <p>Postgraduate Certificate in Secondary Education – Bristol University</p> <p>Postgraduate Certificate in Vulnerable Learners and Inclusion– Bath Spa University</p> <p>National Award for Special Educational Needs Coordination – Bath Spa University</p> <p>Thrive trained practitioner</p>
<p>What is our approach to teaching pupils with SEN/D?</p>	<p>Subject teachers are primarily responsible for meeting special educational needs. They use the SENCo strategically to support the quality of teaching, evaluate the quality of support and</p>

contribute to school improvement.

We seek to provide an inclusive, supportive and challenging approach to teaching pupils with SEN/D. We believe that we must have the highest of expectations for ALL pupils, including those with SEN/D.

Where a pupil has additional barriers to their education, we seek to reduce these barriers through differentiation and through targeted interventions of support.

In all years, the curriculum may be modified to support individual need through intervention within or outside the classroom. All teachers differentiate to meet the needs of the range of learners in the classroom.

Learning Support Assistants are part of the whole school approach to SEN/D, working in partnership with the subject teacher and the SENCo to enhance pupil progress and narrow gaps in achievement. Learning Support Assistants are deployed for some in-class support but also deliver well planned, focused interventions in areas they have been trained in.

- The SENCo decides how to deploy LSAs depending on their level of experience. To be most effective the support they give is focused on the achievement of specific outcomes within the graduated approach to SEN/D support, agreed with parents in the context of high quality teaching overall.

	<ul style="list-style-type: none"> • LSAs can be part of a package of support for an individual pupil but will never be a substitute for the teacher's involvement with that pupil.
<p>How do we adapt the curriculum and learning environment?</p>	<p>The Teacher's Standards 2012, make it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all pupils". The SEN/D Code of Practice 2014 echoes this point, as it states that "teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff".</p> <p>From September 2014 subject teachers are at the heart of the new SEN/D Support system, with parents fully involved in decisions about their child's support and what they want to achieve. Subject teachers work together with the SENCo, drawing in specialist expertise to remove barriers to learning and put in place effective provision in the form of a four part cycle of assessment, planning, action and review (the graduated approach).</p> <ul style="list-style-type: none"> • The expectation is that all children can access a lesson, learn at the appropriate level and make progress. • Different children will require different levels of support in order to help them make progress and achieve their potential. • Classwork is pitched at an appropriate level so that

	<p>all children are able to access it according to their specific needs. This means that there are usually different levels of work set for a class and on occasions this may also be individually differentiated for a specific child.</p>
<p>How do we enable pupils with SEN/D to engage in activities with other pupils who do not have SEN/D?</p>	<p>We operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum.</p> <p>Pupils with SEN/D are able to access all the wide ranging activities that are provided by the school, in addition to curriculum based activities. We endeavour to ensure all activities provided by the school are fully accessible and inclusive, including residential and overseas trips.</p> <p>All reasonable adjustments are made to ensure that pupils with SEN/D are able to take part in activities just as their peers. The school also undertakes accessibility audits.</p> <p>Equipment and facilities to support children and young people with SEN/D are provided (where possible) through the school's own budget. Where the equipment and/or facilities are over £500, equipment maybe requested through the LA's SEN/D department. We endeavour to provide the equipment and facilities necessary for all pupils to engage in all activities wherever possible. We use our Risk Assessment protocols to ensure that the needs of our pupils are met.</p>

How do we consult parents of pupils with SEN/D and involve them in their child's education?

We believe that your child's education should be a partnership between parents and teachers and therefore we aim to communicate with you regularly. The methods that can be used to communicate with you regularly are as follows.

- You will be able to discuss your child's progress at Subject Evenings or Tutor Evenings.
- You are also welcome to e-mail the tutor or subject teacher directly to discuss how your child is progressing.
- You can also discuss your child's progress with the SENCo, Teacher, Tutor, Pastoral manager or Head of House.
- If your child has a Support Plan there will be a minimum of 3 meetings each academic year to review your child's progress.
- If your child has complex special educational needs, they may have a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- We ensure that pupils are as much a part of the review process as the adults they work with. It is essential that pupils and their families are involved at every step.

<p>How do we consult pupils with SEN/D and involve them in their education?</p>	<p>The involvement of children in their own education is very important to us. We believe that children have a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion taken into account in matters relating to them. Your child's views will be sought when identifying any learning needs and planning and reviewing provision. Your child can express their views regarding their SEN/D at any time, by speaking to an LSA, their pastoral team, tutor or the SENCo.</p> <p>We always ensure that pupils with EHCPs are involved in the annual review process and are given lot of opportunity to give their views and opinions. All pupils attend their annual review meetings along with their parents or carers and we always try to support them in the way that they identify as important.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Assess, plan, do, review – this cycle is followed at all stages for pupils to ensure that they are making progress towards their outcomes.</p> <ul style="list-style-type: none"> • The subject teacher continuously assesses each child and notes areas where they are improving and where further support is needed. • Progress is continually tracked from their admission through to the end of Year 11. • Children who are not making expected progress are identified, reasons why the child may be experiencing difficulties are explored and a discussion takes place as to what further support

	<p>can be given to aid their progress.</p> <ul style="list-style-type: none"> • If a child has targets and a specific target has not been met, the reasons for this are discussed. The target may then be adapted into smaller steps or a different approach may be tried to ensure the child does then make progress. <p>The SENCo holds regular meetings and Annual Reviews to discuss progress of all SEN/D pupils. Additionally the school produces cycle data which shows progress towards expected targets for all subjects. Using the data we are able to see where progress has been made and measure that progress.</p> <p>Parents are invited to discuss their child's progress during regular parent's evenings. There are opportunities to discuss all aspects of your child's academic journey. For individual pupils, there will also be additional meetings arranged eg during transition from primary school.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>We have an excellent transition programme for pupils joining in year 7 and this includes regular visits by the SENCo to primary schools and opportunities for new pupils to take part in enrichment activities at OSB. We also offer induction days in July so that all pupils have the opportunity to spend some days with us in their house teams.</p> <ul style="list-style-type: none"> • We encourage all new children to visit the school prior to starting with us. • For children with special educational needs or a

	<p>disability we may facilitate a phased transition to help your child acclimatise to their new surroundings. This includes an enhanced transition package with extra visits and opportunities to get to know the school and staff.</p> <ul style="list-style-type: none"> • We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
<p>How do we support pupils preparing for adulthood?</p>	<p>We monitor interventions and guidance given to pupils at post 16 and we sometimes use Learning Partnership West to support us with this process. We accompany some of our SEN/D pupils to interviews at local colleges and support all aspects of the application process.</p> <p>Our school careers advisers are very experienced in providing support for all pupils in terms of finding work experience, preparing for work experience and the process of applying for and starting college courses. The process of advice and guidance for the future and how to prepare for it starts as early as year 7.</p> <p>We ensure that we work with our year 11 pupils to support them with the skills that they need for success at college and beyond. If there are skills, such as using the bus, that pupils need support with before they leave us we try to put this in place. We facilitate extra visits for some of our pupils; an opportunity for them to visit</p>

	<p>their new college setting in the company of someone from school who knows them well.</p>
<p>How do we support pupils with SEN/D to improve their emotional and social development?</p>	<p>We have a very supportive and inclusive pastoral system which is tailored to meet the specific needs of your child. We actively monitor patterns and attitudes to learning in order to support all of our pupils. We plan interventions as appropriate for groups and individuals and use Pupil Voice across the whole school to gauge the opinions of pupils to all aspects of the school. Children on the SEN/D register can access additional support during unstructured time with key members of the Inclusion Team.</p> <p>We have a well planned and carefully implemented pastoral package that includes tutor time and PSHE lesson time. We are involved in projects that focus on the emotional wellbeing of our pupils and lots of things happen in school on a daily basis to support this. We also run various projects and interventions to support the emotional and social development of our pupils.</p> <p>We also employ the Thrive approach in supporting pupils who need additional support with their emotional and social development.</p> <p>To find out more about the Thrive approach please go to the following link:</p> <p>https://www.thriveapproach.com/</p>

<p>What expertise and training do our staff have to support pupils with SEN/D?</p>	<p>All staff within the Inclusion Department has received specific training in ASD, specific learning difficulties, dyslexia and multi sensory approach to learning and supporting young people with emotional difficulties. Additionally, the school has committed to a range of training for all staff to meet the needs of all pupils in the school community. This always plays a big part in continued professional development for staff throughout the school year.</p> <p>We have staff in the department, including the SENCo and assistant SENCo who are licensed Thrive practitioners. We also have Learning Support Assistants who have been trained to deliver specific interventions and who have their own subject specialism.</p>
<p>How will we secure specialist expertise?</p>	<p>We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Paediatrician, Speech & Language Therapists, Occupational Therapists, Educational Psychologists, the Child and Adolescent Mental Health Service (CAMHS), Social Services and the Virtual School.</p> <p>We have a team of school counsellors who are based on-site and we can refer pupils to.</p> <p>We hold termly multi-agency panel meetings with CAMHS, the Educational Psychologist and a behaviour consultant. This gives us the opportunity to bring up individual cases.</p>

<p>How will we secure equipment and facilities to support pupils with SEN/D?</p>	<p>Equipment and facilities to support children and young people with SEN/D are provided (where possible) through the school's own budget. Where the equipment and/or facilities are over £500, equipment maybe requested through the LA's SEN/D department.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN/D and supporting their families?</p>	<p>We work with a wide range of services to support our pupils. Some of the services we regularly involve are:</p> <ul style="list-style-type: none"> • Therapeutic behavioural support through freelance therapists • Counseling Team • Speech and Language therapy • BAT –Bristol Autism Team • School nurse and Brook clinic • Occupational therapy support • Sensory support team. • Learning Partnership West. <p>We often make direct referrals to these organisations. If this is not possible we work closely with other professionals who can. We involve in the pupil and their family in these referrals as much as possible.</p> <p>We hold termly multi-agency panel meetings with CAMHS, the Educational Psychologist and a behaviour consultant. This gives us the opportunity to bring up individual cases.</p> <p>More individualised support from the above agencies is also accessed by school and individual assessments and reports are</p>

	<p>undertaken.</p> <p>We currently work with a speech and language therapy service. We have a speech and language therapist in school for one day a week. This allows us to refer individual pupils to the service and it also allows us to work on our whole school approach to speech, language and communication needs and how these needs are met in the classroom.</p>
<p>How do we evaluate the effectiveness of our SEN/D provision?</p>	<p>We use the assess, plan, do, review pattern of implementing support and evaluating its effectiveness for individual pupils. This is outlined in more detail above.</p> <p>To help us evaluate our SEN/D provision as a whole we collect and collate pupil and parent voice. We also have an internal auditing system, in which each department is scrutinised against a range of criteria. The planning and provision for pupils with SEN/D and those who need additional support is a big part of this system.</p> <p>The SENCo runs an audit of the department on a annual basis. Reports are made following this back to SLT and governors. In addition to this the school completes an SEN/D audit for the local authority. This acts as a detailed self-evaluation and provides action points for the department development plan. There is an SEN/D governor who monitors developments in the department and visits several times a year to meet with the SENCo.</p> <p>The SENCo attends a governors meeting more than once a year to report on the progress of SEN/D and developments within the</p>

	<p>department.</p> <p>We try hard to look at progress for our pupils in all areas, not just academics. We try to take into account progress that is made by pupils in all areas of their school life, including socially and in their confidence and wellbeing. We regularly evaluate how effective our provision in these areas is. We do this through reviewing our data but also reviewing the targets and progress of individual pupils.</p> <p>OSB also uses national comparison data provided by the OFSTED dashboard to compare internal attainment, progress and exclusion data with national averages.</p>
<p>How do we handle complaints from parents of children with SEN/D about provision made at the school?</p>	<p>Any complaints will be managed according to the school's <i>Complaints Policy</i>.</p> <p>This is available, on request, from the school office.</p> <p>The SENCo is always willing to have a conversation with parents regarding the SEN/D provision made at the school and encourages parents to make an appointment for a chat.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>If young people or parents have any concerns they can contact the SENCo using the contact details above.</p>

<p>What support services are available to parents?</p>	<p>The school has excellent links and knowledge of local support bodies, including health, social services, authority support and voluntary organisations. Access to some of these support services can often be done through the school. If parents/carers wish for their child to be referred to these services, the SENCO should be contacted. Some useful websites are:</p> <p>https://www.bristolparentcarers.org.uk</p> <p>https://www.specialneedsjungle.com</p> <p>www.carerssupportcentre.org.uk</p> <p>www.cafamily.org.uk</p> <p>www.cerebra.org.uk</p> <p>www.SEN/Dse.org.uk</p> <p>www.kids.org.uk</p> <p>www.fcdc.org.uk</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>The local authority's local offer can be found at: http://www.findabilitybristol.org.uk</p> <p>The SENCO ensures that the information on Findability is reviewed regularly and kept up to date.</p>