

SEND INFORMATION REPORT 2024-2025

Annual Report to Parents from the Local Governance Committee (LGC) on the Provision for Special Educational Needs and Disabilities (SEND) at Orchid Vale Primary School 2024-2025

This annual report should be read in conjunction with the Special Educational Needs and Disabilities (SEND) Policy, the Equalities Policy, the Behaviour Policy and the Accessibility Plan.

Special Educational Needs (SEND) staff

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Legislation

Children with SEND have significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. The Special Educational Needs Code of Practice 2015 lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of such children.

SEND Curriculum Intent

To have high aspirations and expectations for all pupils with Special Educational Needs and Disabilities, and to focus on outcomes for children with SEND **since all teachers are teachers of children with Special Educational Needs and Disabilities and teaching such children is therefore a whole school responsibility.** Every child with SEND has their own unique educational needs, and at Orchid Vale we are committed to providing a tailored curriculum where adaptations and support are provided without limiting the breadth of children's

curricular experience. Orchid Vale is ambitious for all pupils with SEND and we believe that appropriate assessment of need and then appropriate planning with parents and carers leads to effective support and interventions for: Communication and interaction; Cognition and learning; Physical health and development; and Social, emotional and mental health. Regular review and re-assessment mean that we are able to ensure there is a focus on preparedness for the next stage of their lives and this drives high aspirations for the future, which in turn ensures that students with SEND achieve exceptionally well when they leave the school in Year Six and the Trust in Year Eleven or Thirteen.

SEND Curriculum Objectives:

- To identify as early as possible, and then monitor, the needs of children with SEND so that appropriate provision can be made and their attainment raised.
- To enable children who have Special Educational Needs and Disabilities to reach their full potential through the identification and provision of successful interventions.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To work towards successful outcomes through a whole-school approach in the management and provision of support for SEND.
- To provide advice and support for all staff working with children with SEND.
- To provide a broad, balanced, and relevant curriculum, and ensure access to extra-curricular activities and school trips.
- To involve children and their parents/carers in the identification, planning, and reviewing of objectives and outcomes.
- To work in co-operative and productive partnership, where appropriate, with outside agencies.
- To involve and listen to each child's voice in all matters concerning them.
- To record, monitor, and assess outcomes that inform the 'assess, plan, do and review' cycle for each individual child, and those that inform the planning of the school development plan.
- To provide an education that enables all children and young people to make progress so that they achieve the best possible outcomes, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education, or training.
- To ensure all children are able to achieve exceptionally means achievement across the board that is at least similar to that of non-SEND counterparts, that matches or betters the child's previous rate of progress, and that closes the attainment gap between the child and their peers. All children can and should achieve their very best.
- To ensure that all children are able to share in all aspects of the life of the school.
- To enable the enhancement of children self-perception as learners.
- To ensure that all children are inspired and motivated, fostering a curiosity to learn.

SEND Implementation

Our Approach to Teaching Learners with SEND

We are fully committed to the inclusion of children with special educational needs into mainstream lessons. We seek to ensure that the individual needs of children are fully met. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that progress is being made.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as follows:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide support that is ‘additional to or different from’ the normal adapted curriculum intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school or they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, or they may be worried about different things that distract them from learning. At Orchid Vale School, we are committed to ensuring that all learners have access to learning opportunities and, for those who are not making progress, we will intervene.

This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

SEND PROFILE 2022-2025

	July 2022	July 2023	July 2024
SEND Support	49	39	54
EHCP	6	7	14
SEND Total	55	46	68
Total NOR	386	384	367
%	14.2%	11.9%	12.8%

July 2025	Number of pupils (351)	% of whole school	National %
No SEN	282	80%	81.6%
SEN Support	69	20%	13.6%
Education, Health and Care Plan (EHCP)	19	5.4%	4.8%
Any High Needs Funding (HNF) or EHC needs assessment applications currently in process? 4			
Any HNF applications or EHC needs assessments applied for but refused? 4			
Any significant changes in the SEND profile since last year? Growing number of children with ASD traits or diagnosis and displaying traits of dyslexia. Whilst our number on roll, the number of children we have with SEND is increasing taking us to above national figures.			
Number of permanent exclusions where the pupil has SEND -0			
Attendance of pupils with SEND – 95%		School – 96.1%	

Breakdown by area of need 2024-2025

Area of Need	Number of pupils	% of SEN pupils
Cognition and Learning	23	34%
Communication and Interaction	32	46%
Social, Emotional and Mental Health	11	16%
Sensory and/or Physical	3	4%
What are the most significant types of primary need within the school? e.g. dyslexia, ASD	ASD, Speech and Language, Dyslexic traits	

Not every child identified in the census by disability meets the criteria to be in the SEN Support or EHCP categories.

Assessing SEND

Progress data for all children is collated over the course of the year. The data is reviewed and those children who have made no progress, show a severe decline in progress, or a major difference to their peers across English and Maths, are identified and discussed.

All children have Maths, Reading and Writing formal assessments and teacher assessment three times a year. Children are also regularly assessed in reading, spelling, times tables and arithmetic. These results are then analysed alongside other assessments and interventions are implemented if necessary.

In addition to the arrangements for assessing and reviewing all children's progress, children with SEND have (where appropriate):

- A rolling review of targets and outcomes specific to the individual is discussed with parents where necessary.
- Early Help Assessment and Team around the child (TAC) meetings.
- External agency involvement i.e. Educational Psychology, Speech and Language Therapy (SALT), Occupational Therapy and other support service reviews.
- School support through small group/individual interventions

What we do to support Learners with SEND

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teaching Standards and the SEND Code of Practice expects Quality First Teaching to be provided and stipulates that every teacher is a teacher of SEND. The Teaching Assistant Standards 2014 document details the expectations for all Teaching Assistants. Staff will use various strategies to adapt access to the curriculum. Advisory Teachers are utilised where necessary.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal adapted curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning.

Special assessment arrangements are put in place for those children who qualify.

Careful tracking of children's well-being is undertaken through the use of the "Thrive" assessment and "Readiness for Learning" score obtained annually using a detailed pupil perceptions survey. Anger and anxiety management support is given by either the Pastoral Lead or teaching assistants through 1:1 or small group work.

The Park Academies Trust have two specialist teams who support pupils across the Trust. These are the **School of Solutions** who support children with Social, Emotional and Mental Health needs and the **TPAT Mental Health** support team who offer talking therapies to children to work through developing or existing needs. Teaching Assistants carry out recommendations made by the therapists eg Speech and Language, Visual Support, as appropriate, under the supervision of teachers and the SENDCo.

How do we find out if support is effective?

Monitoring progress is an integral part of teaching and leadership. Parents/carers, children, and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'Assess, Plan, Do, Review' model and ensure that parents/carers and children are informed of any planned interventions. Parents are contacted to discuss their child's progress. A baseline is recorded which can be used to compare the impact of provision. Those children with an Education Health Care Plan will receive an Annual Review and or an interim review.

The SENDCo attends regular local network and trust meetings where strategic planning and evaluation, impacts of interventions, training outcomes and updates on local procedures/provisions are discussed and shared.

Graduated Response to Needs

During the academic year, children with SEND were supported through our graduated response. Wave one children have needs that can be met through high quality first teaching within the classroom. Wave two children have additional support through individual or small group interventions to close the gap in their learning. For Wave three children the school has requested support and advice from outside agencies and individualised interventions are put into place. This may be through the Early Help Assessment procedure or directly with individual agencies or specialists. For our children whose needs are significant, an Education, Health, and Care Plan is issued with additional funding beyond the standard sum delegated to the school for Special Educational Needs and Disabilities.

Some children with disabilities and medical needs are entitled to access arrangements for statutory tests. Most commonly this is the use of a reader, additional time, movement breaks or the use of a scribe/computer. Children with these arrangements use them as part of their

normal provision in school as far as it is practically possible. Children choose to take advantage of these arrangements with guidance from the school and their parents or carers.

Where appropriate children with an Education, Health, and Care Plan (EHCP) attend their annual reviews where their views are sought both as written contributions prepared in advance, and verbal contributions during the meeting.

Arrangements are made for all children with disabilities and medical needs to attend the full range of extra-curricular activities and school trips.

Categories of Children at Wave 1

- Children who are able to make good progress supported by high quality first teaching in lessons.

Categories of Children at Wave 2

- Children who attend interventions.
- Children who require support with social skills.
- Children who require additional support with English or Maths.
- Some children for whom the school has sought educational advice and support from outside agencies such as the educational psychologist, the speech and language therapist and other advisory services.
- Children who require support to address issues with self-esteem.

Categories of Children at Wave 3

- Children who are supported by significant interventions or targeted programmes designed to meet their needs.
- Some children who are receiving regular support from outside agencies.
- Children who are educated at an alternative educational provision but remain on the school roll.
- Children with an Education Health and Care Plan (EHCP).

Preparing for the Next Step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Planning for transition is a part of our provision for all learners with SEND. Children identified with SEND are invited to additional transition work. Visits are made to provisions where necessary and where available. Staff also attend meetings and annual reviews for children joining where possible.

SEND Impact

Attainment and Progress

We run structured interventions to improve reading, spelling, phonics and maths fundamental skills. All children are assessed at the start of the intervention and at the end point to measure progress. This information is then used to assess their progress and next steps. Interventions are also run to support children's social, emotional and mental health needs. These include focused nurture sessions for our younger children as well as one to one ELSA support and group sessions focused on building social and emotional skills. Children's progress in these sessions is measured using Thrive assessments.

This year, we started to use the software package Provision Map to create and review individual education plans. We have also used this tool for our assess, plan, do review cycle of interventions. Reviews score both outcomes and interventions from -2 (significantly less than expected progress) to +2 (significantly more than expected progress) with a score of 0 being expected.

This year, our reviews mainly showed scores within the 'expected range' demonstrating that on average, children are achieving the outcomes they have been set. We will continue to embed setting consistent targets across the school that are aspirational but allow children to consistently make progress.

Liaison

Swindon Borough Council has created a Strategic SEND Board with representatives from Education, Health, and Social Care across Children's and Adult Services. David Williams (Director of Inclusion, The Park Academies Trust) attends all the meetings. The Board also includes representation from the parents and carers group, and the voluntary and community sector. The board is chaired by the Director for Education for Swindon and includes Director of Children's & Adult Services as one of the members, who in turn reports to Corporate Board and the Cabinet.

Professional Development

The Trust offers SEND online training through the National college

There have been a number of SEND-related training sessions for staff:

- Annual SENDCo conference
- Trauma informed approaches and the affect of adverse childhood experiences (ACE's)

- Thrive training for all staff
- Thrive practitioner training for two members of staff
- Senior Lead Thrive training
- Mental Health
- Provision map training
- TEEP training for new teaching assistants and teachers
- General Teaching assistant training
- Training on high quality first teaching and adaptations for learning
- Kagan strategies
- Anxiety
- Children's Mental Health First Aid
- Team Teach training
- Safeguarding training

Staff have worked alongside advisory staff and outreach workers who have visited the school and/or attended meetings, which has developed knowledge, understanding, and expertise.

The SENDCo has developed an induction information pack for all trained newly qualified teachers and new members of staff in Special Educational Needs and Disabilities procedures and provision.

Parent/Carer Involvement in Provision for Children with SEN, Disabilities, and/or Medical Needs

Annual Reviews, Early Help Assessments and Records, TACs, e-mails, phone calls, and meetings take place. Parents and Carers are fully included in the review process for children with SEND and they are encouraged to develop the students' learning at home, supporting them with homework, interventions, and/or reading. This partnership has a significant positive impact on student progress. All parents have the option to talk formally about their child's progress at least three times a year.

Deployment of Staff and Resources

During the academic year 2024-2025, staff were deployed to provide for children with Special Educational Needs and Disabilities in the following ways:

- Teaching Assistants worked in mainstream classrooms alongside classroom teachers to support SEND children and take small groups or individual children for additional support, mostly outside of timetabled lessons.

- The SEND staff worked closely with the pastoral team contributing to 'Early Help Records', 'Team Around the Child' meetings, 'Child In Need' Meetings, contact with parents, and assessment of children's needs.

External Agencies

The advice and support of the following agencies has been sought:

- The advisory teachers for hearing impairment, visual impairment, social and communication difficulties, Specific Learning Difficulties (SpLD) and physical disability
- Educational Psychology Service (EPS)
- Speech and Language Therapy
- Occupational Therapy
- Community Paediatricians
- Swindon Ten to Eighteen Project (STEP)
- School Nursing Service
- Young Carers
- Swindon Family Voices
- Education Welfare Officer
- Early Help Hub
- Cognition and Learning advice support service (CLASS)
- Swindon Autism Advice Service (SAAS)
- Aiming High
- SEND team at the local authority
- Virtual School (for children who are looked after by the Local Authority)
- Child and Adolescent Mental Health Service (CaMHS)
- Trust Mental health team
- Drawing and Talking therapist
- Exclusion and Reintegration Officer
- Education welfare officer
- Social workers

Trust support

School of Solutions – our in-Trust Alternative Provision

We provide an inclusive environment for pupils where they remain part of the mainstream school and to belong both to their school and the Trust family as a whole. We add to the mainstream curriculum through a therapeutic approach, by offering activities, learning and skills practise that involves the development of emotional quotient skills. These are the foundation for being able to be ready to learn.

We want to ensure that these pupils have access to creative and innovative approaches to learning and will use programmes that support and promote the facilitation of the 'finding of meaning', in everything that is offered, whilst preparing them for learning and life beyond the school. It will promote cooperative relational interactions.

For pupils to be ready for their futures in the work place and world, there are fundamental steps in their emotional intelligence that must be developed and sustained. These will be the foundation of positive relationships and experiences, that will mean they can go into the world as well-rounded adults, who can positively contribute to society and lead fulfilling lives. The School of Solutions aims to address developmental gaps that may exist for pupils in order to support this foundation.

Mental Health Support Team

The Mental Health Support Team (also known as the MHS) offers targeted therapeutic interventions and support; to enhance the well-being and mental health of pupils within the Trust.

The Mental Health Support team work with a broad range of youth mental health difficulties including (but not limited to); anxiety, low mood, depression, self-esteem and body image, bereavement, phobias, school-based anxiety/avoidance.

We adopt a solution focused, pupil centred approach using evidence-based methods such as; talking/listening, cognitive behaviour, mindfulness techniques, positive strategies and mechanisms, restorative relationship support, psychoeducation.

We aim for the work to be a targeted 12 session support programme and will review the support offered to each pupil every 6 weeks.

Arrangements for consulting and involving children

The arrangements for consulting and involving children vary according to the age, maturity and capability of each individual. However, in addition to the arrangements offered to all pupils' views will be actively sought through:

The Pupil Perceptions survey (each year in the summer term)

Reviewing individual plans

EHRs and TAC meetings

EHCP Annual Reviews

SEND specific appointments with the SENDCo

How children with SEND are enabled to engage in activities alongside children who do not have SEND

Children with Special Educational Needs and Disability (SEND) have accessed the same clubs as children without SEND. Reasonable adjustments have been made to enable pupils with SEND to access day and residential trips. Full risk assessments have been carried out in advance. Pupils with SEND have been encouraged to attend residential trips with their peers to help them develop life skills.

Local Offer

For further information on services available within Swindon, please see the Swindon Local Offer at <https://localoffer.swindon.gov.uk>

Parents are offered and encouraged to access the support of two Swindon based organisations:

- Swindon SEND information, advice and support service ([SIAS](mailto:SIAS@swindon.gov.uk)) Tel: 01793 466515 or email: SIAS@swindon.gov.uk
- Swindon SEND Families Voice <http://swindonsendfamiliesvoice.org.uk>

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

In the event of a parent having cause for complaint in relation to their child's needs being met they should, at first, express their concerns to their child's teacher. If concerns or queries remain unanswered then matters can be discussed at a further meeting with the class teacher and/or the SENDCo.

If matters cannot be resolved parents can speak to the Head Teacher. The Complaints Policy is available on the school website or as a hard copy from the school office.

Contact information

Parents with enquiries regarding Disabilities and/or Special Educational Needs are invited to contact the school by phone (01793 745006), email, or letter. Appointments can be made with:

David Williams; Director of Inclusion – WilliamsD@theparkacademiestrust.com

Helen Willcox; Orchid Vale SENDCo – enquiries@orchidvale.org.uk