

Orchards Church of England Academy
SEND Information Report

Action	Date	Signature
Policy Written	December 2025	<i>CHorlock</i>
Policy Ratified	Pending	-
Review Date	December 2026	

This SEND Information Report has been written alongside the SEND Policy and Accessibility Plan and to comply with the revised SEND Code of Practice 2014, Children and Families Act 2014 and the Equality Act 2010.

Orchards CE Primary School is a mainstream school, which is part of DEMAT. We make every effort to meet the needs of all pupils, including when necessary, additional provision for children with Special Educational Needs and Disabilities. We work with the Trust and a range of outside agencies who support and advise school staff.

High-Quality Teaching is the universal provision made for all children and young people. This consists of high-quality teaching in an inclusive environment. Class Teachers plan lessons according to the specific needs of all groups of children in their class. Planning and teaching will be adapted daily to meet your child's individual learning needs.

The guide to our provision for children with Special Educational Needs at Orchards CE Primary School

Identification of SEND at our School	
What kind of Special Educational Needs is provision made for?	<p>The school makes provision for pupils with difficulties in the four broad areas of need:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Sensory and Physical difficulties • Social, Emotional and Mental Health difficulties <p>At Orchards Primary School children who have a Special Educational Needs may not have a disability and similarly those children with a disability may not have Special Educational Needs. Sometimes however these can overlap.</p>
How do we identify that a child has a special educational need?	<p>At Orchards CE Primary School, we will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child’s previous rate of progress • Fails to close the attainment gap between the child and their peers • Widens the attainment gap <p>This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p>

<p>How does the school know if my child needs extra help?</p>	<p>We know when a child needs help when:</p> <ul style="list-style-type: none"> • Concerns are raised by parents / carers, the class teacher or the child. School holds parent / carer consultations in the autumn and spring terms. Parents and carers are welcome to make contact with school at any time to discuss any issues they feel their child is having, whether academic or social. • Little or no progress is being made recognised through the tracking of pupils' progress and discussion at Pupil Progress meetings. • There is a change in the child's usual behaviour or progress.
<p>Consulting and involving pupils and parents</p> <p>If my child is having difficulty with an area of learning, how will the Academy staff deal with this issue?</p>	<p>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> • all relevant stakeholders develop a good understanding of the pupil's areas of strength and difficulty • we take into account the parents' concerns • all relevant stakeholders understand the agreed outcomes sought for the child • all relevant stakeholders are clear on what the next steps are <p>Notes of these early discussions will be added to the pupil's SEND support plan. We will formally notify parents when it is decided that a pupil will receive SEN support.</p>
<p>How do we encourage you to raise your concerns?</p>	<p>Your first point of contact should always be the class teacher who will monitor and possibly put strategies in place. After this meeting the class teacher will speak to the SENDCO, and another meeting can be arranged if required.</p> <p>The school SENDCO is Colleen Horlock, 01945 583799, office@orchards.cambs.sch.uk The Governor with responsibility for SEND is Lydia Beatty, who can be contacted through the school office.</p>

Support for your Child	
Who will oversee the education plan for my child and explain it to me and my child?	<ul style="list-style-type: none"> • All children on the SEND register have a plan that is written by the class teacher and this is monitored by the SENCO. This plan outlines their needs and strategies that are used to meet those needs. This is known as a SEND support plan. These will be shared with you and you will be asked for your views and we hope that you will talk to us about any concerns or successes at any time through the school year. • Children with an Education, Health and Care plan (EHCP) will have also have a SEND support plan to ensure that all the outcomes on the EHCP are being worked towards becoming achieved. The class teacher ensures the plan is being carried out and the SENCO will oversee and monitor that this is effective and is having the desired outcome.
Assessing and reviewing pupils' progress towards outcomes	<p>We will follow the graduated approach and the four-part cycle of assess, plan, do, review (APDR). The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"> • The teacher's assessment and experience of the pupil • Their previous progress and attainment and behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data (using the Engagement Model where necessary) • The views and experience of parents • The pupil's own views • Advice from external support services, if relevant <p>The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</p>

<p>Who will be working with my child?</p>	<ul style="list-style-type: none"> • Class teacher is responsible for ensuring your child’s needs are met • Classes have access to Teaching Assistants who provide additional support, directed by class teachers. • The SENCO will be monitoring that your child’s needs are being met in class and supporting the teacher and the child to achieve their goals. This will be carried out through regular monitoring and pupil progress meetings. • If your child has a speech or language difficult they may be seen by our link speech and language therapist. Additionally, children with speech sound difficulties may also have an individual programme delivered by teaching assistants and Speech and Language Therapy Assistant. • Outside agencies who may be offering support to your child may visit to give advice, feedback to the child and the teacher to ensure your child’s needs are being met. All outside agencies are accessed through a referral process which requires your consent • We have support from the Local Authority SEND Service 0 - 25 team who work with the SENCO, teacher and parents to unpick needs to help improve your child’s attainment and progress and wellbeing.
<p>How does my child know how they are getting on with their learning?</p>	<ul style="list-style-type: none"> • Verbal Feedback from their class teacher and support staff • Praise and next steps comments • School based reward system

What Assessment arrangements are in place to support my child?

At Orchards CE Primary School, we gather baseline information to enable us to put in place the necessary provision. Class teachers and support staff meet to discuss the impact the planned scaffolded work is having on any child with SEND in the classroom.

In order to plan support for your child together with you we implement a 'graduated response'; a four-stage cycle based on the principles of **assess, plan, do, review**. This cycle is based on the principle of revisiting earlier actions and refining what is being done as we develop a growing understanding of your child.

Your child's academic progress is continually monitored by the class teacher along with other responsible adults within the class as part of a graduated response.

- **Universal Support.** This is provided as part of high-quality teaching in every class and when a child requires more than universal support tasks will be adapted to allow the child to access Quality First Teaching.
- Each child's provision will be tracked by the class teacher. Provision will be to suit the individual child's needs.
- Every effort is made to allow all children to access all learning opportunities. On some occasions additional adult support or resources may be needed to make this possible.
- **School-based Targeted Support.** Depending on need, the child may take part in an intervention or receive additional support. The effectiveness of the intervention will be monitored and reviewed informing the impact on the child's learning.
- **School-based Specialist Support.** The class teacher along with the SENCO, parents and carers will consider and use a range of effective teaching approaches in order to support your child's progress and could include a variety of strategies which are planned into the school day to help them overcome a barrier to learning.
- Occasionally a child may need more expert support from an outside agency like Speech and Language Therapy, Occupational Therapy, Community Paediatrician etc. A referral will be made with parental consent and forwarded to the appropriate agency. After assessments, strategies may be recommended to the school and parents.

<p>How will the Academy monitor the effectiveness of its SEND arrangements and provision?</p>	<p>Termly reviewing the progress, the children have made and carrying out Pupil Progress meetings:</p> <ul style="list-style-type: none"> • Through pupil progress meetings, learning walks, observations by the Senior Leadership Team • DEMAT carry out quality assurance across the Trust in the form of detailed audit of provision, training, staffing. We have an Inclusive Leader for the Trust who leads Inclusion. This ensures that our SEND practice develops and strives to do the best for all our children to ensure all children make progress from their starting points and their needs are known, understood and met
<p>What are the roles and responsibilities of our governors?</p>	<p>The governors fulfil their statutory duties by: -</p> <ul style="list-style-type: none"> • Ensuring a SEND policy reflects the current Code of Practice • Support and challenge the school to ensure the school has an outstanding provision for pupils with SEND needs • Delegating responsibility to a named governor to lead work on behalf of the Local Governing Body on monitoring the quality of the provision • Ensuring the school reports to parents annually, securing appropriate, targeted resources that have impact on learners which is evidenced • Oversee the schools funding to ensure the SEN provision meets requirements including the deployment and organisation of personnel, resources and their deployment • Attending annual training run by the Trust's Inclusion and Safeguarding Team

Curriculum Concerns	
<p>Adaptations to the curriculum and learning environment</p> <p>What is Orchards CE Primary School’s approach to differentiation?</p> <p>How is extra support allocated to meet children’s needs and requirements?</p>	<p>Quality First Teaching will be the main focus and from this effective adaptations and scaffolding will enable your child to participate fully in all aspects of learning to make the best possible progress</p> <ul style="list-style-type: none"> • Staff plan according to children’s needs and requirements in the classroom. • All staff who work with your child in school are aware of your child’s requirements through their planning and assessment processes • Staff can meet the needs of the children by applying the scaffolding strategies suggested within the plans • Adapting our curriculum to ensure all pupils can access it, for example, by grouping, pre and post teaching, visuals, teaching style, content of the lesson, etc. • Adapting our resources and staffing • Using recommended aids, such as technology, visual timetables, larger font, etc. • Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
<p>Our approach to teaching pupils with SEN</p>	<p>Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils.</p> <p>We will also provide the following interventions:</p> <ul style="list-style-type: none"> • Thrive • Managed play and lunch • Speech Sound Sessions • Phonics Intervention

Partnership: Planning, Monitoring and Review	
<p>What do we offer at Orchards CE Primary School, to parents and carers, to discuss progress, plan and review support and share specific approaches and programmes, in addition to the normal reporting arrangements?</p>	<ul style="list-style-type: none"> • You will meet with the class teacher to discuss your child’s progress, review their achievements and targets. Each term the class teacher will write a plan based on their assessments of your child’s needs and review this and share this with you. This is known as a SEND support plan. Your views and your child’s views will be part of this process. • If your child has an EHCP we will meet formally each year to review the plan, celebrate success and adapt the plan to continually reflect the needs of your child as they grow and change • Face to face meetings, telephone conversations and informal discussions will ensure a good partnership between home and school. The class teacher is your first point of contact. The SENCO is available to meet with at any time should you have any concerns about your child. • Appointments with the class teacher or SENCO may possibly be carried out via telephone conversations, virtually or face to face.
<p>Evaluating the effectiveness of SEN provision</p>	<p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> • Reviewing pupils’ individual progress each term • Reviewing the impact of interventions • Using pupil questionnaires • Using parent questionnaires • Monitoring by the SENCO, SEN Governor and DEMAT • Using provision maps to measure progress • Holding annual reviews for pupils with EHC plans and pupil voice document • Staff take time to talk to children and respond to their individual needs and wishes sensitively • Children’s views are sought when producing and reviewing Education Health and Care Plans

	<ul style="list-style-type: none"> • Children’s views are sought when producing and reviewing Education Health and Care Plans and Pupil Passports.
Specialist Services/ Expertise Available	
Additional support for learning	<p>We have several teaching assistants who are trained to deliver specific interventions these are allocated to support the provision within a specific year group. Teaching assistants predominantly support in a group basis, unless there is a specific programme that needs to occur 1:1 such as targeted speech sounds work. We value the development of independence skills and where possible promote learning through group support. Teaching assistants will support pupils in small groups when there is barrier to learning that requires additional support whether that is in an academic area or a social or emotional area.</p>
Our school accesses the following services/outside agencies	<p>We work with the following agencies to provide support for pupils with SEN (Please be aware that it can take several months to access these services):</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Specialist Teachers and Specialist Practitioners (SEND Services 0-25) • Educational Psychology • Occupational Therapy • Community Paediatrician • CAMHS (Child and Adolescent Mental Health Service) • Early Intervention Family Worker • District Family Workers • Sensory Support Service (for pupils with hearing and visual impairments) • Emotional Health and Wellbeing Team • Locality Team • Social Care • Early Support • YOUNITED

Training	
<p>Expertise and training of staff</p> <p>Staff Qualifications</p>	<p>Our SENCO has eight years experience in this role and is also an Assistant Headteacher. She has worked as a class teacher in mainstream schools prior to this role. Our SENDCo also holds her masters in Special Educational Needs.</p> <p>We have a team of Teaching Assistants and Higher Level Teaching Assistants (HLTAs) who are trained to deliver SEN provision.</p> <ul style="list-style-type: none"> • Many Teaching Assistants are first aid trained. • Sufficient members of staff are Paediatric First Aid trained. • The majority of our teachers have had ELKLAN Speech and language training and as a school we hold the accreditation. • 4 members of staff are qualified Thrive practitioners
<p>What training have staff received recently?</p>	<ul style="list-style-type: none"> • All nurse staff have accessed intensive interactions training. • 10 staff have been accessing regular British Sign Language (BSL) training. • The 4 Thrive practitioners are accessing 2 x yearly further updated modules. • Teacher and Teaching Assistants have training for specific health needs • All staff have training from the SENCO to support your child's needs through their teaching and how to help your child make progress from their starting points.
<p>We plan to undertake the following training/ disability awareness sessions(s).</p>	<ul style="list-style-type: none"> • The majority of staff have had Sounds-Write training, which is an approach to teaching phonics, reading and writing. • British Sign Language (BSL) training • Intensive Interactions training • Autism Training • First Aid Training • Epilepsy training
Accessibility	
<p>We provide the following to ensure that all children/young people in our school can access all of the activities offered.</p>	<p>All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.</p> <p>All pupils within the year groups the residential is offered to have the opportunity to attend.</p>

<p>Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN</p> <p>Securing equipment and facilities</p>	<p>All pupils are encouraged to take part in sports day, class Collective Worship and school productions. No pupil is ever excluded from taking part in these activities because of their SEN or disability.</p> <ul style="list-style-type: none"> • Ensuring all of the building and classrooms are accessible to all the children • Adults are supportive of the needs of the children • Pre-planning for trips and visits to ensure children can access learning beyond the classroom • Where needed, we will devise a risk assessment/safety plan for a child to ensure they are safe and have full access to the curriculum • We keep a supply of various pencil grips, move and sit cushions, ear defenders, writing slopes and fiddle toys • In some cases, children may require specific equipment and resources, for example, coloured overlay for reading. For these occasions the school will liaise with outside agencies for support and guidance.
<p>We involve parents and carers in the planning by</p>	<ul style="list-style-type: none"> • Holding transition meetings between parents, the current setting, professionals and the school • Ensuring parents/carers are involved in the children’s education through Annual Reviews • Meeting in person or communicating by telephone. • Parent’s evenings
<p>Parents and carers can give their feedback by</p>	<ul style="list-style-type: none"> • Each term attending parent/carers evening • Completing Parent Questionnaires. • Annual Reviews parent/carers views are included. • Teachers are available to speak to parents by appointment and by telephone.

Transitions	
<p>Transition</p> <p>What arrangements help children and their parents to make a successful transfer to Secondary School?</p>	<ul style="list-style-type: none"> • Parents of the children coming into both nursery and reception are invited to meetings within school. • Transition meetings are held between pre-school staff, professionals who work with the family, the SENCO and staff from school. • The children are invited to visits to the school before the term begins. • Reception staff visit feeder nurseries to meet the children and gather information from nurseries. The SENCO may visit for specific children. • With transition into secondary school parents/carers are invited to meetings at the secondary school and transition meetings are organised between the staff from the secondary school and any other professionals.
<p>Supporting pupils moving between phases and preparing for adulthood</p> <p>How do we prepare children to make their next move?</p>	<ul style="list-style-type: none"> • We will share information with the school, college, or other setting the pupil is moving to. • Have “Meet The Teacher” days whereby children go to the new classroom with the new teacher. • Using Social Stories to support transition (where appropriate) • Create Transition Photo Booklets (where appropriate) • Access the Emotional Health and Wellbeing Teams workshop on transitions • Discussion between current and next teacher to ensure good transition – strategies that help your child overcome barriers to learning are discussed

Complaints	
Complaints about SEN provision	<p>Complaints about SEN provision in our school should be made to the Class Teacher or SENCO in the first instance. They will then be referred to the school’s complaints policy.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> • Exclusions • Provision of education and associated services • Making reasonable adjustments, including the provision of auxiliary aids and services
Contact Details	
Who should I contact if I want to discuss my child’s progress or difficulties?	<p>Your child’s class teacher is always your first point of contact. Parents will need to make an appointment via the school office (01945 583799 or office@orchards.cambs.sch.uk).</p> <p>Our family support worker (Mrs Carlile) can be contacted through the office to offer support to parents. The deputy headteacher and headteacher are also available to discuss any issues or concerns about your child’s welfare, their learning needs or medical needs.</p>
Who is the SENCO?	<p>Colleen Horlock 01945 583799 office@orchards.cambs.sch.uk</p>
<p>Contact details of support services for parents of pupils with SEN</p> <p>Contact details for raising concerns</p> <p>The local authority local offer</p>	<p>Our local authority’s local offer is published here: Cambridgeshire Local Offer</p> <ul style="list-style-type: none"> • The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area. • The local offer includes information about health and social care services, education, leisure activities and support groups in the area for children and young people aged 0-25 with SEND and their families.

<p>What other external support services for information or advice are there?</p>	<p>Special Education Needs and Disability Information, Advice and Support Service (SENDIASS) (formally known as the local Parent Partnership Service) Email: pps@cambridgeshire.gov.uk Tel: 01223 699214</p>
<p>Monitoring arrangements</p>	<p>This Information Report will be reviewed by Colleen Horlock, Assistant Head teacher and SENDCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Body.</p>
<p>Links with other policies and documents</p>	<p>This report links to our policies on:</p> <ul style="list-style-type: none"> • SEND • Accessibility plan • Behaviour • Equality information and objectives • Supporting pupils with medical conditions