



# The Orchard Primary School

## SEND Information Report:

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Head Teacher: Mrs. Christine Haslam

cntrl & click: [Hounslow Local Offer](#)

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The Orchard Primary is an inclusive school that provides a warm, welcoming environment where the value, respect and self-esteem of individuals are promoted through our commitment to equality of opportunity. The whole school community will ensure that the environment will be stimulating and conducive to learning. There will be clear expectations of behaviour and our aim is for every child to reach their full potential in learning and behaviour through quality provision and differentiation. To facilitate this there will be a variety of appropriate resources, teaching styles and experiences. Partnership between all members of the school community is fundamental to achieving all we believe in.

*We ensure that every child achieves at school, experiencing good quality first classroom teaching.  
However, for some children additional support may be needed to enable them to achieve their potential.*

### **At Orchard Primary School our aims are to:**

1. Ensure all our children make significant progress in knowledge, understanding and skills; in attitudes and values; as social citizens and as lifelong learners.
2. Ensure that our school is safe and welcoming.
3. Provide a rich and stimulating curriculum which enables children to fulfil their potential.
4. Demonstrate respect and understanding of people's ethnic background, linguistic differences, gender, religion, age, sexuality and ability.
5. Work in partnership with all those in the community who can make our school a success.
6. Provide a supportive working environment where all staff are valued and encouraged to develop.
7. Have happy, healthy children who are clear about what is expected of them including the expectations for behaviour in school as well as how to succeed and achieve.

## Timings, Legislation and Guidance

This SEND Information report states how Orchard Primary School endeavours to provide specialised support for those children who require it, in order to reach their full educational potential. The definitive draft Code of Practice was published on (16 April 2014) and consultation on this has ended (6 May 2014). An update for “*Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities*” was published in January 2015. **(Special educational needs and disability code of practice: 0 to 25 years)**

[https://www.gov.uk/government/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/SEND_Code_of_Practice_January_2015.pdf)

This statutory code explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014. This document replaces the ‘[Special educational needs \(SEN\): code of practice](#)’ 2001. The 2001 code still applies for those who have a SEN statement under part 4 of the Education Act 1996, rather than an education, health and care (EHC) plan under the Children and Families Act 2014.

All Hounslow schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible and where families want this to happen.

Before any child receives Specialised Support, Orchard Primary School endeavours to provide **Quality First Teaching (QFT)** for all children.

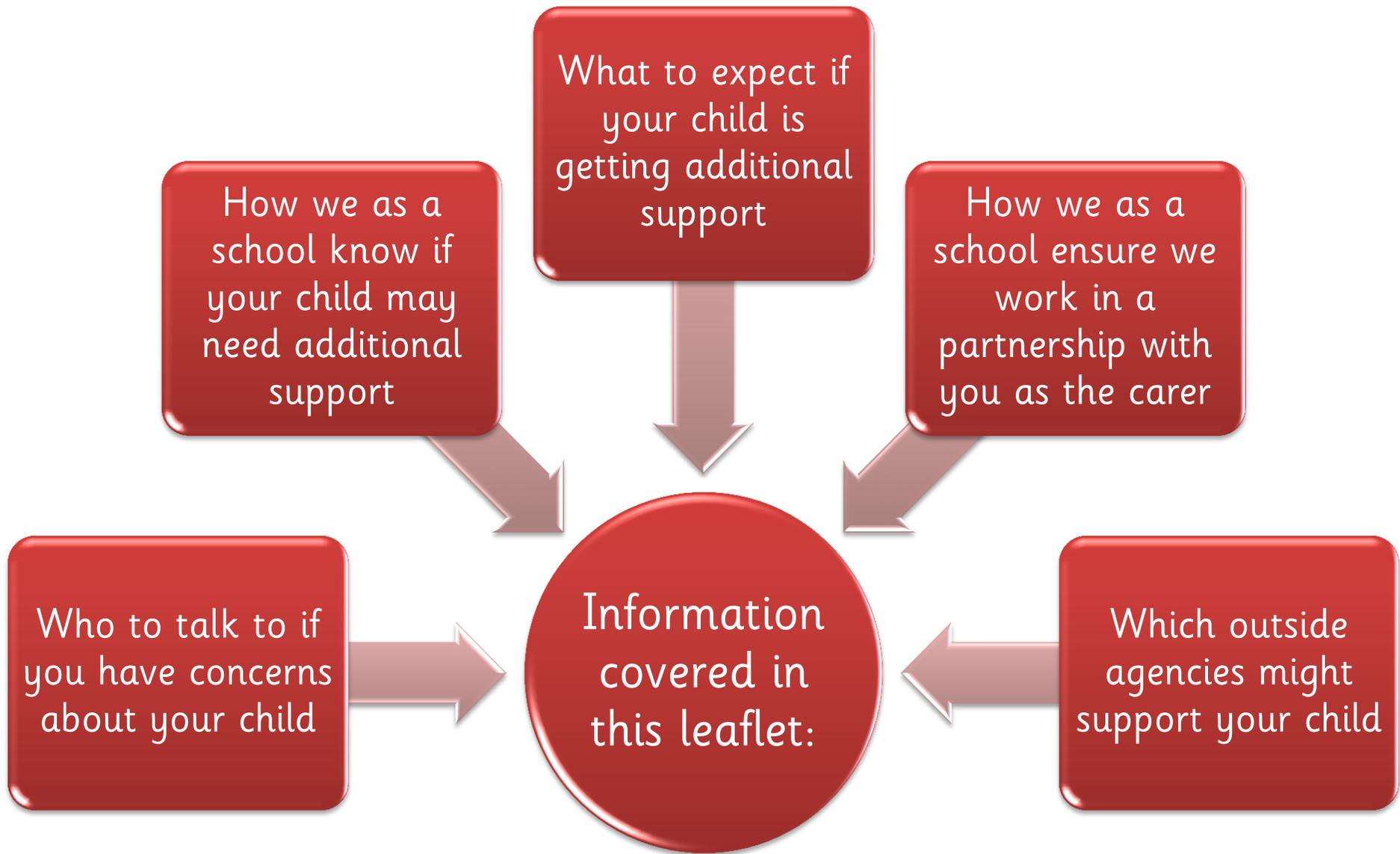
### **What is Quality First Teaching (QFT)?**

According to the archived Department for Children and Schools guidance on personalised learning:

- “*QFT aims to **engage and support the learning** of all children and young people in an **inclusive and cohesive way**, and places a strong focus in pupil participation in learning.*”
- “*QFT **demands 100% participation from the pupils and sets high and realistic challenges**. It does not ‘spoon feed’, it is challenging and demanding; it expects pupils to be able to articulate their ideas, understanding and thinking by actively promoting pupil talk*”.

At Orchard School this is achieved through consistently focusing on:

- Highly focused lesson design with clear outcomes for all
- High demands for pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of questioning, modelling and explaining on the part of the teacher
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Regular meetings with pupils to celebrate successes and to set new targets (Feedback time & Assertive mentoring)



## IDENTIFYING WHEN A CHILD MIGHT NEED ADDITIONAL SUPPORT

How does the school know if children need extra help?

- *Staff monitors the well-being and progress of all children during lessons, playtimes and lunchtimes. When any member of staff (usually the class teacher) has concerns about a pupil, they raise them with the Senior Management Team or Special Needs Co-ordinator (SENCo) who will offer support.*
- *The progress of ALL pupils is closely and regularly monitored and tracked so pupils, who may benefit from extra support, are quickly identified and given targeted support.*
- *Class teachers use half termly assessments to track attainment and in Keystage 1 and Keystage 2 they have termly individual meetings with pupils to discuss progress, successes, targets and any areas of concern. (Assertive Mentoring Meetings)*
- *Pupils themselves can also ask for extra support and help.*
- *The school liaise with outside agencies, including medical staff where appropriate*
- *Additional meetings with parents / carers will be arranged when required to discuss concerns or strategies in addition to the termly parents' meetings with class teachers.*

What should a parent do if they think their child may have special needs?

- *We operate an open door policy whereby parents / carers may speak to staff members at the start or end of the school day to raise any concerns they might have*
- *Class teachers of other members of staff are available 5 minutes prior to the start of the school day and 5 minutes at the end of the day if a parent / carer needs to speak to them. If the matter is confidential or needs a longer discussion, an appointment can be arranged when it is convenient to everybody involved.*
- *Parents should bring any concerns or information about their child to the class teacher's attention as soon as possible, this includes speech and communication difficulties, social interaction or friendship issues, learning difficulties or lack of progress, emotional or behaviour difficulties and physical or medical needs.*
- *If a parent thinks their child may have special educational needs, the class teacher would be the first point of contact.*
- *A meeting with the Year lead, Assistant Heads, Welfare Officer, Deputy Head or Head teacher can also be arranged via the school office. (See contact details at the end of the report.)*

## HOW DO STAFF PLAN SUPPORT AND INFORM PARENTS

How will school staff support a child?

- *Class teachers use rigorous assessment and tracking procedures to ensure they have a good knowledge of all pupils' abilities and / or needs. Those children with additional needs are catered for through a clearly differentiated curriculum. Teachers may provide children with templates or scaffolding to support their work in class. Classroom arrangements may also include providing children with specialised equipment (eg. pencil grips, slope board), pre-teaching vocabulary / concepts or providing additional adult support (in class or out of class in small groups / 1:1).*
- *Detailed feedback is given to ensure children understand what they need to achieve and to recognise next steps. Children will be working to achieve individual targets. (Feedback time, Assertive mentoring, Parents' meetings)*
- *Senior staff and governors monitor the quality of the support given to pupils with SEND needs on a regular basis.*

Who will oversee, plan work with children and parents?

- *Class teachers are primarily responsible for the children's learning and progress in their class and will be able to explain what is happening for your child.*
- *Extra support, which is additional to and different from the usual classroom experience, is planned for by the class teacher with the guidance or support of the SENCO and/or Specialist teachers. This additional support may be provided by a teacher, a Teaching Assistant (TA) who has been trained to deliver a specific intervention programme or a learning support assistant (LSA) in a small group or 1:1. This may be in /out of class.*

Who will explain to parents what is happening for their child?

- *All additional support is overseen by the SENCo who will meet on a regular basis with teachers and / or support staff to discuss any concerns.*
- *Targets and progress are discussed with teachers during termly progress meetings with Senior Management (Deputy Heads and / or Assistant Heads)*
- *Every term pupils in KS1 and KS2 have the opportunity to meet individually with the class teacher to discuss targets and set new objectives. These are shared with parents / carers during parent meetings.*

How often will this happen?

- *When a child has a statement or Education, Health and Care Plan (EHCP), there will be an annual review meeting with parents, SENCo and all staff involved. Pupils' will be asked to review their previous targets and in setting new targets.*
- *Whenever any outside support is involved, parents might be involved in a consultation meeting and they will be invited when feedback is given by the specialist. A copy of the written report will be given to the parent / carer and any discussions / next steps / strategies agreed.*

## HOW IS LEARNING MATCHED TO A CHILD'S NEEDS

How will the curriculum be matched to a child's needs?

- *High quality classroom teaching is the key to learning at school. A broad, balanced and creative curriculum offers learning matched to pupils' ability.*
- *Teachers plan daily lessons to meet the needs of all pupils in their classes.*
- *Activities are appropriately differentiated according to children's assessed stages. (See assessment policy)*
- *Learning opportunities are designed so that all pupils in the class can take part and achieve their own potential.*

What is the schools approach to differentiation?

- *Staff plan collaboratively to ensure all children's needs are met through the curriculum delivery.*
- *Within each year group, members of staff are identified who will be undertaking Booster / Intervention groups. The criteria for these groups ranges from: children who have not been making the required / expected progress, children who focus better within a smaller group, children who are significantly below their peers in a specific aspect of their learning and who needs to make accelerate progress to "catch up" with their peers or children who needs specific programmes delivered according to their individual plans.*
- *In some lessons, pupils may be grouped with others that are working on similar targets.*
- *Additional adult support may be used in a variety of ways: working in small groups, one to one support in or out of class or to support the class teacher to deliver support to a pupil/s with specific or additional needs.*

## HOW DO WE KNOW HOW WELL A CHILD IS DOING

How will both the school and parent know how a child is doing?

- *Teachers use on-going assessments and assessments over time (summative) to track progress of ALL children in their class.*
- *Appropriately challenging targets are set for each child and these targets are in their books, shared with them during Assertive Mentoring meetings (class teacher and pupil) and shared with parents at parents' meetings once a term.*
- *Targets are reviewed once a half term, however if a child achieves a target before review date, a new target will be given*
- *Progress of SEND children is closely monitored by Senior Management during progress meetings. Children not making expected or accelerated progress are targeted for additional interventions. Class teachers are advised on how to support those children not achieving their potential.*
- *All interventions are reviewed to measure impact / progress and amendments are made to improve effectiveness if needed.*

How will the school support parents to help their child's learning?

- *Parents and pupils new to the school will sign a home-school agreement which outline expectations (School, parents, pupil).*
- *In the Summer Term, prior to children starting in the Foundation Stage (Nursery and Reception), parents are invited to an induction evening. They get to meet all relevant staff and information is given regarding school ethos and procedures. This is also an opportunity for parents to complete relevant paperwork, ask questions if they have concerns about their child and receive information regarding home visits and start dates. The SENCo usually attends these meetings too if any parent would like to discuss their child's needs or arrange a meeting.*
- *In the Autumn term, parents are invited to attend an information meeting to outline the expectations for their child's current academic year and on how to support at home.*
- *Any new families to the school have an induction meeting with either the Headteacher or one of the Deputy Head teachers.*
- *The importance of good attendance, coming into school for meetings and having established routines at home (eg. bed times, reading books with your child, eating a healthy breakfast) are emphasised.*
- *Workshops are also arranged in key year groups to inform parents on strategies of how to support their child at home, eg. 'Encouraging reading at home' or 'Making maths fun and practical'.*
- *If appropriate, homework may be personalised for a child with special needs.*

When will parents be able to discuss a child's progress?

- *Staff will daily meet and greet their classes at the start and end of the day. If a longer discussion is needed or you need to discuss a confidential matter, an appointment can be arranged at a time that would be convenient for all involved.*
- *Parents meetings are held in the autumn and spring terms and a written report goes out in the summer term. Children with a statement or EHC Plan have an annual review meeting, depending on when they received the statement.*
- *Some children with special educational needs will be supported by an Individual Education Plan, or IEP. This plan is shared with parents and the pupil.*
- *When agencies from outside school have been involved, they normally provide a written report with suggestions and advice that will be implemented in class and can be followed up at home. A feedback meeting will be arranged to discuss this with parent and relevant staff.*
- *Parents are welcome to make an appointment to see the class teacher or other relevant members of staff at other times.*

## HOW WILL WELL-BEING NEEDS BE SUPPORTED

What support will there be for a child's overall well-being?

Pastoral, medical, social emotional needs in and out of school?

- *At Orchard Primary School all staff have responsibility for the welfare of the pupils. Relevant staff are trained to support the medical needs of pupils including those with allergies. Medical care plans are used where appropriate, for example when a child needs to be given medicine in school. Please see Mrs Manku our welfare assistant if you need any further information and need to update any changes to medical needs.*
- *A 1<sup>st</sup> aider is provided on school trips.*
- *All staff have are trained on Safeguarding and child protection procedures. The named person is Mrs Haslam.*
- *Our behaviour policy is followed by all staff.*
- *Social skills groups and individual mentoring sessions support some pupils.*
- *Attendance is monitored regularly to ensure all children have good attendance and arrive punctually. Please speak to Miss Wadge in the school office if you would like more information about attendance. We have an Educational Welfare Officer for 2 days a week to support with any attendance issues and meeting with parents are arranged to support families with low attendance.*
- *Some other strategies we follow might include home/school contact book, named adult to support a child, planned programme of support from a member of staff, working with Family Support worker with agreement of parents / carers.*
- *Regular meeting will be arranged with parents / carers who have children with emotional, medical or social needs.*

How will the school prepare and support a child

- *Induction evenings are arranged to inform and meet new parents to the school in the Summer Term for Nursery and Reception Children. This is an opportunity to share school views, aims and expectations and introduce staff. Parents have an opportunity to see the classroom environment and ask any questions.*
- *All Nursery children are offered a Home visit in September.*
- *Reception children who did not attend our Nursery will also be offered a Home visit in September*
- *If the school is made aware of a child with SEND needs in other pre-schools or Children's Centres, the SENCo or another member of staff will visit and observe the child in their previous setting, prior to starting at our school, and discuss with staff and/or parents their specific needs.*

<ul style="list-style-type: none"> <li>● when they join or are new to the school</li>   <li>● the next phase</li>   <li>● transfer to a new school</li> </ul>	<ul style="list-style-type: none"> <li>● <i>For the first few weeks in Foundation Stage the entry is staggered to enable children to settle more easily into the new environment and for staff to get to know the children.</i></li> <li>● <i>In September every Year group / class has a “Meet the teacher” meeting.</i></li> <li>● <i>If a child joins the school at any other time, the child and parents will have an Induction meeting with the Headteacher or a Deputy Headteachers.</i></li>   <li>● <i>A child with a statement joining the school will meet with the SENCo, who would have read the relevant paperwork and spoken to the previous school / setting.</i></li>   <li>● <i>In the Summer Term Orchard Primary School ensures previous and new class teachers have meetings regarding all children in their new classes to share information. Children with SEND needs are discussed with the SENCo as well.</i></li> <li>● <i>Year six pupils usually meet a member of staff from their new secondary school during the summer term. Staff from secondary schools might meet pupils at Orchard. Pupils also have the opportunity to visit their chosen secondary schools, sometimes on more than one occasion.</i></li> <li>● <i>Children with SEND needs might need additional visits to the new school and either the parent / a member of staff will accompany them on their visit to the new school.</i></li> <li>● <i>If a child has a statement or Educational Health and Care Plan (EHCP), the new secondary school will be invited to attend the annual review meeting to meet the child and parent/s / carers and be able to suggest targets and strategies to support needs.</i></li> </ul>
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## WHAT SPECIALIST SERVICES MAY BE CONSULTED BY THE SCHOOL

What specialist services and expertise are available or accessed by the school?

- *Sometimes we need to consult an outside agency for their more specialist expertise. The agencies consulted by the school include:*
  - *Speech and Language therapy*
  - *Commissioned Speech Therapist (Unlocking)*
  - *The Early Intervention Service (specialist learning and behaviour advisory teachers)*
  - *The SEN Specialist Support Team (advisers for visual and hearing impairment and physical needs)*
  - *The Educational Psychology Service*
  - *CAMHS (Child and Adolescent Mental Health Service)*
  - *Social Services*
  - *Specialist reading teacher*
  - *School Nurse*
  - *Specialist medical advice, eg. Great Ormond Street Hospital (GOSH)*
  - *Phoenix counselling Services*
  
- *We obtain parental permission before referring a pupil to an outside agency for support with their needs.*

## HOW ARE STAFF TRAINED TO SUPPORT SEND CHILDREN IN OR OUT OF CLASS

What training would the staff supporting children and young people with SEND have had or will they receive?

- *Staff are trained in teaching pupils with special educational needs through whole staff training sessions. Staff will be involved in feedback from outside agencies and will have copies of any reports relevant to the children they work with in their class. Within these reports will be suggestions of strategies and programmes to use to support a child with a particular need. Individual staff members have also undertaken additional specialist training in a range of areas, including speech and language work, eg. CUED articulation*

	<ul style="list-style-type: none"> <li>• <i>Some staff are trained to deliver specific intervention programmes such as:</i> <ul style="list-style-type: none"> <li>○ <i>Social skills / behaviour skill groups</i></li> <li>○ <i>Transition programme in Year 6</i></li> <li>○ <i>Reading recovery</i></li> <li>○ <i>1:1 reading daily</i></li> <li>○ <i>Fisher Family Trust (Literacy Intervention) – 1:1 support</i></li> <li>○ <i>Aural – Read – Respond – Oral – Write (A.R.R.O.W) (Spelling and writing intervention)</i></li> <li>○ <i>Early Literacy Support (ELS) for children in Year 1 and Year 2</i></li> <li>○ <i>Phonics support using Letters and Sounds</i></li> <li>○ <i>Additional Literacy Support (ALS) for children in KS2</i></li> <li>○ <i>Play Pals / Buddy system</i></li> <li>○ <i>Gross or fine motor skills interventions</i></li> <li>○ <i>Targeted phonics support in year 2 for children who did not pass the phonics screening test</i></li> <li>○ <i>Other interventions could include speech and language groups</i></li> </ul> </li> <li>• <i>These programmes are not delivered throughout the year. It will be discussed and reviewed with SENCo termly.</i></li> </ul>
<p>How will children be included in activities outside the classroom, including school trips?</p>	<ul style="list-style-type: none"> <li>• <i>Our outside learning activities and trips are accessible for all our pupils. If necessary, additional adults are arranged to support a pupil with special needs or a disability. This information is recorded on the risk assessments that are prepared for all trips.</i></li> </ul>
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> <li>• <i>Pupils’ specific learning needs are supported through the use of technology where appropriate.</i></li> <li>• <i>There are two disabled parking spaces, with a linked path to the school office.</i></li> <li>• <i>The school is on one level, with wheelchair accessible doorways.</i></li> <li>• <i>A disabled toilet is available.</i></li> </ul>

## ALLOCATION OF RESOURCES AND FUNDING FOR CHILDREN WITH SEND

How are the school's resources allocated and matched to children's special educational needs?

- *The leadership team and the Governors monitor our finances carefully.*
- *We use our resources to support the aims of our school as well as individual learner needs.*
- *Where a pupil needs substantial support, we apply to the local authority for additional funding to meet their needs.*

How is the decision made about the type and how much support a child will receive?

- *Each pupil's needs are examined on an individual basis.*
- *Class teachers discuss concerns with parents / SENCo / Headteacher.*
- *If additional assessments / specialist support are needed to identify specific difficulties, this will be raised at a Multi Agency Planning Meeting by the SENCo. Parents will be consulted and permission requested prior to any referral made.*
- *Initial support is through specific strategies carried out by the class teachers through careful differentiation and / or adult support in class from Class teacher or Teaching assistant.*
- *Intervention groups (small group / 1:1 support out of class) have entry and exit criteria based on more than one factor, and are flexible. One pupil may need additional support throughout; other pupils may only need it for a short time.*
- *For pupils with statements or Education Health and Care Plans, the type of support needed will be detailed on their plan. This is discussed at an annual review meeting with parents and professionals involved with the pupil.*
- *For a very few pupils, we may request that an assessment for a statement or Educational Health Care Plan (EHCP) be made by the local authority. Please ask if you would like more information about this process.*

## PARENT AND PUPILS INVOLVEMENT AND VIEWS

How are parents involved in the school, and how can they become involved?

- *We welcome and value parent volunteers in our school. Parents contribute to the life of the school through regular classroom help and adult support for one off trips and activities. A volunteer form can be obtained at the main office and an Assistant Headteacher will be in contact to discuss options.*
- *Termly parents meetings are arranged where targets and progress are discussed.*
- *In KS1 and in reception classes parents are invited for weekly drop-in sessions at the end of the day.*
- *Parents are invited to workshops on how to support at home.*
- *Parents are invited to meetings to receive feedback when a specialist wants to discuss their finding after an assessment and to work with the Class teacher and SENCo to discuss next steps / strategies. A plan of action will be agreed.*
- *Parents will also be informed through Home learning about the learning objectives in class and can go onto the Orchard Primary School website to find out about the curriculum and any events.*

How does the school listen to pupils views?

- *Pupils give their views on a daily basis through informal chats with staff.*
- *Children in KS1 and KS2 are given time to meet with their class teacher on a 1:1 basis each term to discuss attainment, progress, behaviour, attendance, what helps / hinder them in their learning.*
- *Children with statements are asked to give their views prior to a review meeting, eg. successes / difficulties they faced during the year. Sometimes younger children are not able to express their views, so their parents will be asked to speak on their behalf.*
- *We have an active school council where pupils can share their views and ideas. Two children from each class (KS1 & KS2) are selected by their peers to be on the school council.*
- *Pupils are involved in policy development where appropriate (e.g. our anti-bullying policy).*
- *Pupils' views are taken into account when we plan our work.*
- *Pupils take part in regular surveys, for example about feeling safe in school.*

<p>How do Governors monitor attainment and progress of SEN pupils ensuring their needs are met by the school?</p>	<ul style="list-style-type: none"> <li>• <i>We have an appointed SEN Governor who meets with the SENCo to discuss the provision of support for pupils with special needs and the outcomes of the provision.</i></li> <li>• <i>The Leadership team present information about pupil progress to Governors on a regular basis, including that of pupils with special needs.</i></li> <li>• <i>Governors visit the school regularly.</i></li> </ul>
<p>How do pupils gain admission to specialist units/provision on the school site?</p>	<ul style="list-style-type: none"> <li>• <i>Orchard Primary School does not have a specialist unit on the school site.</i></li> </ul>
<p>Who can parents contact for further information, or raise concerns?</p>	<ul style="list-style-type: none"> <li>• <i>In the first instance please contact your child's class teacher.</i></li> <li>• <i>Further information can be obtained from Mrs Yolande O'Callaghan – Deputy Headteacher (Inclusion) or the SEND named governor is Mrs Samia Raza through the school office on 0208 570 6247 or email <a href="mailto:office@tops.hounslow.sch.uk">office@tops.hounslow.sch.uk</a></i></li> <li>• <i>The Parent Partnership Service in Hounslow is a free confidential service offering information and support for parents of children with special needs/disability.</i></li> <li>• <i>Parents starting the EHCP process (statement) for their child and would like additional advice or support can contact Richmond AID Independent Supporters for Hounslow – Charlotte Hampton on 0203 096 4245 / Lewis Garland on 0203 096 4245.</i>  <i>(Richmond AID is an organisation of and for disabled people, providing free advice &amp; information to disabled people, their families, carers and professionals in the London Borough of Richmond upon Thames and Hounslow Website: <a href="http://www.richmondaid.org.uk">www.richmondaid.org.uk</a>)</i></li> </ul> <p style="text-align: right;">Cntrl+ click: <u><i>Hounslow Local Offer</i></u></p>