



# The Orchards Primary Academy Special Educational Needs Information Report

2019 -2020

By Dr Maxine Bedward (SENCo)

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## Introduction

### What is SEND?

**SEND** stands for Special Educational Needs and Disabilities. According to the SEND Code of Practice (2014), a child has SEND if:

1. they have a learning difficulty or disability that means that he or she has **significantly** greater difficulty in learning than the majority of the other children of the same age or
2. they have a disability which **significantly** prevents or hinders him or her from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

### What is the SEN Information Report?

Under the Children's and Families Bill 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people aged 0 – 25 years old with SEND. This is called the "Local Offer".

More information can be found at <http://www.mycareinbirmingham.org.uk/>

In line with the Special Educational Needs and Disability Regulations 2014 our Special Educational Needs Information Report (SENIR) sets out more detailed information than is found in the Local Offer, about our arrangements for identifying,

assessing and making provision for pupils with SEN; and for the admission of pupils with disabilities. The Orchards Primary Academy SENIR in this way improves choice and transparency for families. It is also an important resource for professionals in understanding the range of services and provision in our local area.

### Academy Information

Academy Name and Contact Details:	The Orchards Primary Academy Rhayader Road, Birmingham B311TX 0121 464 4302 <a href="http://www.theorchardsprimary.co.uk">www.theorchardsprimary.co.uk</a>
Special Educational Needs Coordinator (SENCo)	Dr Maxine Bedward (PGC in SEN Cordination) <a href="mailto:mbedward@theorchardsprimary.co.uk">mbedward@theorchardsprimary.co.uk</a>
Inclusion Governor	Mrs Angela Clewer
Safeguarding Leads	<ul style="list-style-type: none"> <li>• Mrs Hayley Carrier Designated Safeguarding Lead (DSL) <a href="mailto:hcarrier@theorchardsprimary.co.uk">hcarrier@theorchardsprimary.co.uk</a></li> <li>• Ms Hayley Byrne (Deputy DSL) <a href="mailto:hbyrne@theorchardsprimary.co.uk">hbyrne@theorchardsprimary.co.uk</a></li> <li>• Mr Damon O'Neill (Deputy DSL) <a href="mailto:doneill@theorchardsprimary.co.uk">doneill@theorchardsprimary.co.uk</a></li> <li>• Dr Maxine Bedward</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="mailto:mbedward@theorchardsprimary.co.uk">mbedward@theorchardsprimary.co.uk</a></li> <li>• Ms Michelle Gauntlett</li> <li>• <a href="mailto:mgauntlett@theorchardsprimary.co.uk">mgauntlett@theorchardsprimary.co.uk</a></li> <li>•</li> </ul>
Type of Academy	<ul style="list-style-type: none"> <li>• Pre-school, nursery and primary (aged 2 to 11 years)</li> <li>• Targeted support offered for the following areas of need: <ul style="list-style-type: none"> <li>○ Pupils with medical diagnosis</li> <li>○ Speech, language and communication difficulties</li> <li>○ Communication and interaction needs</li> <li>○ Social, Emotional and mental health difficulties</li> <li>○ Sensory and physical difficulties</li> </ul> </li> </ul>
Accessibility	<ul style="list-style-type: none"> <li>• Partially wheelchair accessible</li> <li>• No auditory / visual enhancements</li> <li>• Other adaptations <ul style="list-style-type: none"> <li>○ Toilet adapted for disabled users</li> <li>○ Wide doors to some parts of the building</li> </ul> </li> <li>• As an academy we are happy to discuss individual access requirements.</li> <li>• Please see an updated 'Accessibility Plan' on our website.</li> </ul>
Policies	<ul style="list-style-type: none"> <li>• Please see the SEN Policy on our website.</li> <li>• Other relevant academy policies available on our website: <ul style="list-style-type: none"> <li>○ Safeguarding</li> <li>○ Behaviour</li> <li>○ Anti-bullying</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Equality &amp; Diversity</li> </ul>
Complaints	<ul style="list-style-type: none"> <li>• In the first instance the SENCo, Dr Maxine Bedward should be contacted</li> <li>• If the matter remains unresolved the case will be passed onto the Head Teacher for further investigation and reported to the Inclusion Governor</li> <li>• A formal complaint can be made in writing to the Local Authority and/or University of Wolverhampton Multi-Academy Trust (UWMAT).</li> </ul>
Independent Support Service / SENDIASS	<ul style="list-style-type: none"> <li>• We encourage parents / carers of children with SEND to contact the free and impartial independent support service: SEND Information, Advice and Support Service (SENDIASS) The POD, 28 Oliver Street, Nechells, Birmingham, B7 4NX <a href="mailto:SENDIASS@birmingham.gov.uk">SENDIASS@birmingham.gov.uk</a> 0121 303 5004</li> </ul>
What our academy provides for all children	<ul style="list-style-type: none"> <li>• The Orchards Primary aims to: <ul style="list-style-type: none"> <li>○ Promote an inclusive ethos</li> <li>○ Enable all pupils to have their needs met</li> <li>○ Take into account the view of all pupils</li> <li>○ Encourage good communication with all parents /carers</li> <li>○ Facilitate full access to a broad, balanced and relevant curriculum</li> </ul> </li> <li>• To attain this, members of staff will: <ul style="list-style-type: none"> <li>○ Recognise the needs of the individual</li> <li>○ Differentiate teaching methods and styles to suit individual needs</li> <li>○ Differentiate the curriculum content so that it is attainable for all</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>○ Provide a stimulating and positive learning environment</li><li>○ Develop working partnerships with parent / carers</li><li>○ Provide suitable and adequate resources</li><li>○ Engender a sense of community and belonging</li><li>○ Take account of pupils varied experiences, strengths and needs</li></ul>
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## SEND Provision

What kinds of SEND does The Orchards Primary Academy make provision for?

The Orchards Primary Academy makes provision for pupils who experience difficulty in the four areas of need specified in the SEND Code of Practice (2015):

- cognition and learning - children who find learning, thinking and understanding harder than most other pupils
- communication and interaction - children who find it difficult with interacting with the people and world around them
- social, emotional and mental health - children who find it difficult to manage their emotions and behaviour in a way that does not affect their daily life.
- sensory and physical - children who have a disability that may make it difficult for them to manage their everyday life without changes or support. This may be because of hearing or visual difficulties, physical disabilities or other medical needs.



What do children with these needs find difficult? What type of SEND Support does The Orchards Primary Academy provide? How do we know it works?

Type of need and associated difficulties	Examples of support / intervention available	How we check it is working.
<p style="text-align: center;"><a href="#">Cognition and Learning</a></p> <p>Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> <li>• Take longer to learn important skills</li> <li>• Find it difficult to remember things such as the important words for reading and times tables</li> <li>• Find it hard to understand how to use letter sounds to read and spell words</li> <li>• May need more time to think about their answers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers make adjustment in class such as               <ul style="list-style-type: none"> <li>○ Writing / reading aids</li> <li>○ Chunking information</li> </ul> </li> <li>➤ Focused group support by an adult               <ul style="list-style-type: none"> <li>○ Pre / post tutoring</li> <li>○ RWI / Fresh Start groups</li> <li>○ Booster groups (before and during the school day)</li> </ul> </li> <li>➤ One to one support by an adult / peer for short time during the day               <ul style="list-style-type: none"> <li>○ Precision Teaching</li> <li>○ Word Wasp / Toe By Toe</li> <li>○ Catch Up Literacy / Numeracy</li> <li>○ Maths Mentors</li> <li>○ Reading Pairs</li> <li>○ Reading Ambassadors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Talk to child</li> <li>✓ Talk to the parents/carers</li> <li>✓ Look at the targets set to see if the child has achieved them</li> <li>✓ Talk to adults who have worked with the child</li> <li>✓ Use the school tracking system to see how much progress the child or young person has made</li> <li>✓ Have meetings with other staff in school to talk about how the child is learning</li> <li>✓ Ask for other professionals to work with the child to check the progress being made</li> <li>✓ Use person-centred thinking tools like the 4+1 Questions sheet to review / evaluate support and pupil progress.</li> </ul>

	<ul style="list-style-type: none"><li>➤ Individual targets set to help show what the child needs help with</li><li>➤ Specialist support from a teacher or other professional. E.g. PSS / EP</li></ul>	
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Type of need and associated difficulties	Examples of support / intervention available	How we check it is working
<p style="text-align: center;"><b>Communication and Interaction</b></p> <p>Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> <li>• Listening to and responding appropriately to other adults and or children especially when in a group</li> <li>• Talking about a topic they haven't chosen to talk about</li> <li>• Making friends or keeping a friend for a long time</li> <li>• Following rules made by someone else</li> <li>• Dealing with changes in the way they usually do things</li> <li>• Dealing with noises, smells or other sensations around them</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers adapt what they are teaching or the way they are teaching. E.g. by using <ul style="list-style-type: none"> <li>○ Widgit symbols / Makaton</li> </ul> </li> <li>➤ Use evidenced-based intervention programmes such as <ul style="list-style-type: none"> <li>○ Wellcomm</li> <li>○ Lego-Based Therapy Club</li> <li>○ Personalised speech and language therapy</li> <li>○ Engagement Profiling and Scale</li> </ul> </li> <li>➤ Use things in the classroom to help the child understand or deal with things that are happening. E.g. <ul style="list-style-type: none"> <li>○ social stories</li> </ul> </li> <li>➤ Get advice from professionals and specialist staff trained in school such as <ul style="list-style-type: none"> <li>○ the Communication and Autism Team (CAT) specialist teacher</li> <li>○ the Speech and Language Therapist (SaLT)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Talk to the child</li> <li>✓ Talk to the parents/carers</li> <li>✓ Observations of the child to see if they are communicating or interacting differently</li> <li>✓ Look at the targets set to see if the child or young person has achieved them</li> <li>✓ Talk to adults who have worked with the child or young person</li> <li>✓ Ask for other professionals to work with the child or young person to check the progress being made</li> <li>✓ Use person-centred thinking tools like the What's Working Well / Not Working Well / One Page Profiles sheet to review / evaluate support and pupil progress.</li> </ul>

Type of need and what that could look like	Examples of support / intervention available	How we check it is working
<p style="text-align: center;"><b>Social, Emotional and Mental Health (SEMH) difficulties</b></p> <p>Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> <li>• Following rules set by others</li> <li>• Sitting still for very long</li> <li>• Listening to and following instructions</li> <li>• Understanding how they are feeling</li> <li>• Making friends</li> <li>• Dealing with their difficulties in a way that does not cause harm to themselves or others</li> <li>• Taking responsibility for the things they do</li> </ul>	<ul style="list-style-type: none"> <li>➤ Get advice from professionals and specialist staff trained in school to support adults working with the child <ul style="list-style-type: none"> <li>○ Community Paediatrician</li> <li>○ ADHD nurse specialist</li> <li>○ Behaviour Plans</li> </ul> </li> <li>➤ Extra support like Emotion Coaching can be given in a small group / 1:1 setting by an adult to help the child learn about how to help themselves <ul style="list-style-type: none"> <li>○ Meet and Greet</li> <li>○ Lunchtime club</li> <li>○ Half-termly promoting well-being afternoons</li> <li>○ Parent / child counselling by Malachi</li> <li>○ Lunchtime supervisors</li> </ul> </li> <li>➤ Individual targets set to help show what the child needs help with</li> </ul>	<ul style="list-style-type: none"> <li>✓ Talk to the child</li> <li>✓ Talk to the parents/carers</li> <li>✓ Observations of the child to see if they are communicating or interacting differently</li> <li>✓ Look at the targets set to see if the child or young person has achieved them</li> <li>✓ Talk to adults who have worked with the child or young person</li> <li>✓ Ask for other professionals to work with the child or young person to check the progress being made</li> <li>✓ Use person-centred thinking tools like the 4+1 Questions sheet to review / evaluate support and pupil progress.</li> <li>✓ Strengths and Difficulties Questionnaire (SDQ) updates</li> </ul>

Type of need and associated difficulties	Examples of support / intervention available	How we check it is working.
<p style="text-align: center;"><i>Sensory and/or physical needs</i></p> <p>Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> <li>• Hearing what others in the classroom or school setting are saying</li> <li>• Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them</li> <li>• Moving around without the aid of a walking aid or wheelchair</li> <li>• Using pencils, scissors, knives and forks and other things that we need to use without changes or support</li> <li>• Taking medications without adults helping them</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers adapt what they are teaching or the way they are teaching. E.g. by <ul style="list-style-type: none"> <li>○ Using specialist equipment</li> <li>○ Incorporating personalised physiotherapy programmes into lessons</li> <li>○ Offering support with physical / intimate care / taking medication / therapy</li> </ul> </li> <li>➤ Access outreach support services such as <ul style="list-style-type: none"> <li>○ Physical Disabilities Support Services (PDSS)</li> <li>○ Sensory Support Services (SSS)</li> </ul> </li> <li>➤ Extra support provided by a teacher or other professional. For example; <ul style="list-style-type: none"> <li>○ Physiotherapist</li> <li>○ School nurse</li> <li>○ Swimming Coach</li> </ul> </li> <li>➤ Adaptations to the school environment where possible</li> </ul>	<ul style="list-style-type: none"> <li>✓ Talk to child</li> <li>✓ Talk to parents/carers</li> <li>✓ Monitoring that the child has full access to a broad and varied curriculum</li> <li>✓ Observations of the child within the school environment</li> <li>✓ Talk to adults who have worked with the child</li> <li>✓ Ask for other professionals to work with the child to check the progress being made</li> </ul>

Who is responsible for SEND leadership and management across the academy?

### Head Teacher

- Mrs Hayley Carrier
- Responsible for pupils with SEND; keeping the Local Governing Body (LGB) fully informed; working closely with the SENCo to coordinate provision

### SENCo

- Dr Maxine Bedward
- Responsible for the operation of the SEND and Inclusion Policy; coordination of specific provision made to support children with SEND

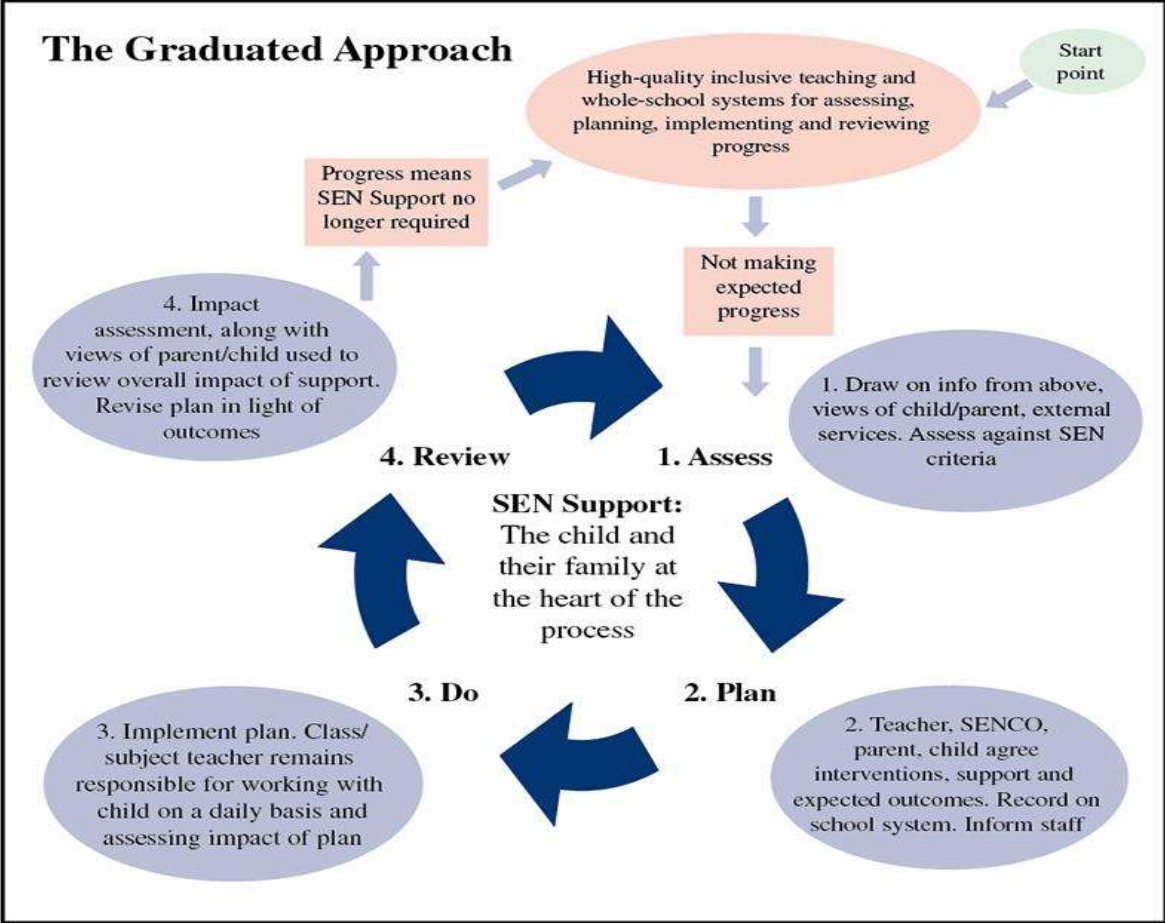
### Inclusion Governor

- Mrs Angela Clewer
- Designated link governor with the head teacher; monitors the progress of pupils with SEND; liaises with the SENCo; reports policy to parents/ carers annually

## Arrangement for identifying and assessing pupils with SEND

How does The Orchards Primary Academy carry out a graduated approach to SEND support?

We know that any pupil at any time in their school career can experience difficulty in any of the four areas of need. We also know that some pupils will have difficulties in more than one of these areas. Therefore, we are committed to identifying and addressing their needs at the earliest opportunity; and providing an appropriate level of support. Regardless of type or level of need all SEND support involves rigorous and thorough delivery of a **graduated approach cycle of assess, plan, do and review**. As described in the diagram on the right.



What does this graduated approach mean for our children and their families?

This graduated response to SEND support means:

- Activities are planned and delivered according to the level at which the child has been assessed to be working.
- The type and level of support that children receive is the outcome of a decision-making process that has them and their families at its heart. That is, a person-centred approach to increasing the level of SEND support from:
  - **universal** (what every child receives within lessons through differentiation and high-quality teaching strategies), to
  - **targeted** (additional support within the academy), to
  - **specialist** (targeted support enhanced by services from external agencies and professionals).
- Many ways and opportunities for children and parents / carers to become involved in their education. For example:
  - Open door policy so staff are always approachable
  - Regular meetings with the SENDCo / class teacher / support staff / keyworkers
  - Invitations for parent/carer to accompany their child on trips and visits
  - School council / Parent and Teacher Association (PTA).
  - Consultations on Individual Target Plans (ITPs) / One Page Profiles (OPPs) / Annual Review documents
  - Consultations with staff and other professionals
- Children and their families may be invited to a **Team Around the Child (TAC) meeting** along with all the professionals involved in supporting the child, if there is continued concern about the child's progress. The aim of the TAC meeting is improving educational outcomes for the child with the support available through the Local Offer and by listening to the views of the child and their family.
- The TAC meeting can conclude that support available through the Local Offer and provided by the academy, is not adequate to meet the child's high level of need. Namely, in those instances where children have severe levels of physical, learning, communication, or emotional / behavioural difficulties. At that point the professionals will request that a statutory assessment for an **Education Health Care Plan (EHCP)** is undertaken by the Local Authority.



- If the Local Authority accepts the request, then families will have to **wait 20 weeks** to find out the outcome of the statutory assessment. In the meantime, children will continue to receive enhanced support within the academy.

## Monitoring SEND support & promoting inclusion

How does The Orchards Academy know how much progress is being made by pupils with special educational needs?

All children's progress, including those children with SEND, is tracked using the academy's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised test. In Birmingham we also have access to the 'Maths Toolkit' and 'Language & Literacy Toolkit' to support assessment when a pupil is making small steps of progress. In addition, for pupils with SEN we also set individual targets that are reviewed at least three times a year. This helps the school to monitor how well extra support and interventions are working. The progress each child is making is discussed at pupil progress meetings with the class teacher and Head Teacher / Deputy Head / Assistant Head Teacher/ SENCo and when available the Teaching Assistant (TA). The LGB member linked to Reception, Year 2 and Year 6 classes will also attend pupil progress meetings at the end of each term. From Spring Term 2020, the school will also be running Achievement Team meetings once every month.

How does The Orchards Primary Academy get more specialist help for pupils if they need it?

If a pupil needs more specialist help our academy can work with the following people to get this.

Agency or Service	Who they work with	How the academy can get in touch with them
Malachi Family Support	Children (7 – 11 years old ) and their families who are experiencing social, emotional and mental health difficulties that impacts on their learning and social experiences in school	The academy has an allocated Malachi Family Support Worker, Brian Walsh whom we will contact after a parent /carer signs a consent form
Communication and Autism Team (CAT)	Children who are being assessed for or already have a diagnosis of Autism or communication difficulties.  They will also provide support for families of children or young people with these difficulties	School has an allocated advisory practitioner, Jane Brown, whom we will contact after a parent or carer signs a consent form
Educational Psychology Service (EPS)	Children with complex needs who have a statement, an Education Health Care (EHC) Plan or are being referred for an Education Health Care Plan  An Educational Psychologist will always be involved with a child or young person who is referred for an Education, Health and Care Plan.	The academy has an allocated Educational Psychologist (EP), Annie Kent, whom we will contact after a parent or carer signs a consent form.

<p>Pupil and School Support (PSS)</p>	<p>Children who are working below the levels expected for their age.</p> <p>A Pupil and School Support teacher will also work with staff in school, offering support, advice and training.</p>	<p>The academy has an allocated Pupil and School Support specialist teacher, Elizabeth Coleman who regularly visits the school. We will let parents or carers know if she needs to work with their child and obtain their consent.</p>
<p>Sensory Support Service (SSS)</p>	<p>Children or young people who have particular sensory needs such as visual or hearing difficulties where access to the usual school environment is effective.</p>	<p>Pupils are usually referred following a medical diagnosis, however the academy can phone them for further support and general advice.</p>
<p>Physical Disabilities Support Service (PDSS)</p>	<p>Children who have physical disability needs such as epilepsy, cerebral palsy, spina bifida and cystic fibrosis where access to the usual school environment is difficult without changes or support</p>	<p>Pupils are usually referred following a medical diagnosis, however the academy can phone them for further support and general advice</p>
<p>Speech and Language Therapy (SaLT) Service</p>	<p>Children with low, medium or a high level speech, language and communication difficulties.</p>	<p>The academy can fill in an NHS referral form for pupils with high level needs which parents or carers sign. The family doctor can also complete this form.</p> <p>The academy also has an allocated independent Speech and Language Therapist (SaLT), Kathryn, who will work with pupils with a range of needs after parents / carers have given consent. She comes into school one day a week.</p>

School Nurse	Children with medical needs particularly where medication is needed.	School can fill in a form which parents or carers sign. The family doctor can also complete this form.  These are also allocated when a child is on the child protection register.
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How does the local governing body (LGB) involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?

At The Orchards Primary Academy, the Inclusion Governor – Angela Clewer - is the designated link with the Head Teacher who liaises with the SENCo and reports policy to parents annually. It is her role, on behalf of the LGB, to monitor the progress of SEND pupils.

In meetings with the SENCo the Inclusion Governor will make sure that children and families are being supported by the right services from in and outside of the academy. The Inclusion Governor will also visit the school, observe what happens in classrooms and meet with class teachers, support staff and children.

In addition, the Head teacher in consultation with the SENCo has to give a report to the Inclusion Governor termly. The Inclusion Governor shares this report with the other governors so that the whole governing body is aware of how special educational needs are being supported in the school and how well this support is working. The governors will challenge, support and advise the Head Teacher if appropriate provision isn't being made.

The LGB and all staff, both teaching and non-teaching are involved in the regular review, development and evaluation of policy and guidelines.

[What extra-curricular activities can a pupil with special educational needs access here at the academy?](#)

All children have access to our extra-curricular activities (see link on website). Where appropriate and possible, adjustments will be made to ensure all children with SEND are fully included in these activities

Our academy provides additional extra-curricular activities for children with special educational needs when needed. These may include lunchtime clubs, social interaction groups, homework club.

[What training does academy staff have in relation to pupils with special educational needs?](#)

In our academy we believe that all staff should be involved in supporting pupils with special educational needs and so we make sure that staff have training to help them do this.

The past year our staff have had training in:

- Trauma Informed Attachment Aware School (all teaching and non-teaching support staff)
- Emotion Coaching (whole school)
- Precision Teaching (TAs)
- Dyslexia Pathway (Teachers)
- autism- AET Tier 1 (NQTs and new teachers),
- using the Language and Literacy Toolkit (all teachers)
- InPrint 3 widget symbol desktop publishing software
- Wellcomm Screening and Intervention (EYFS & KS1 TAs)

- Phonics
- Safeguarding Level
- Mental Health First Aider

As well as this, various staff have been or are being trained for different aspects of special educational needs including:

- Bricks for Autism enhanced Lego-Based Therapy
- Catch Up Literacy and Maths
- AET Tier 2,
- Lead Practitioner for Dyslexia
- Intensive Interaction (EYFS TAs)
- Speech and Language support strategies including using Widget symbols to assist communication.
- Attachment theory
- Bereavement support

How will the academy prepare and support my child to join school, transfer to a new school / class / phase?

We aim to make times of transition as easy as possible for the children and young people in our academy.

When starting at our school we:

- Meet with the child and their parents to talk about their needs and answer any questions about our school

- Meet with staff at the child or young person's previous school or setting
- Provide the child or young person with a transition book that has photographs of the key staff and areas around school
- Read reports from people who have worked with the child
- Arrange visits to our academy so the child gets to see it before they start properly
- Give any adults working with the child a one page profile / transitional profile or pupil passport describing the things that help to support them in school

When moving to a new year group we:

- Introduce the child to their new teacher individually and as part of a whole class transition morning and afternoon.
- Provide the child with an updated transition book that has photographs of the key staff and areas around school to look at during the school holidays.
- Talk to the child and their family so we can answer any questions they may have about the new year group
- Give any adults working with the child a one page profile / pupil passport / class provision map describing the things that help to support them in and out of class.

When moving to a new school we:

- Hold a person-centred review and invite key staff from the new school

- Talk to key staff at the new school about things that help the child to learn well and be happy at school
- Arrange extra visits to the new school with a member of staff from our academy if that is what the child wants
- Talk to the child and their family so we can answer any questions they may have about the new school.

## Conclusion

The Orchards Primary Academy believes that close working partnerships with parents / carers of pupils with SEND is essential if the learning process is to be maximised.

- We will hold special events in school that we hope parents will come to and find useful.
- We hold parent evenings in the Autumn, Spring and Summer terms each year.
- We also provide a written report in the Summer term followed by a parent / carer consultation session.
- Parents also receive a termly report card to inform them of how their child is getting on at the end of the Autumn and Spring term
- Parents / carers are invited in to our 'Celebration Assembly' when teaching staff express public recognition of the progress made by their child.
- Parents and carers are invited into the academy to work in partnership with their child on 'Curriculum Enrichment Projects' each term
- Parents / carers are invited to meet with the Educational Psychologist for confidential consultations each term.