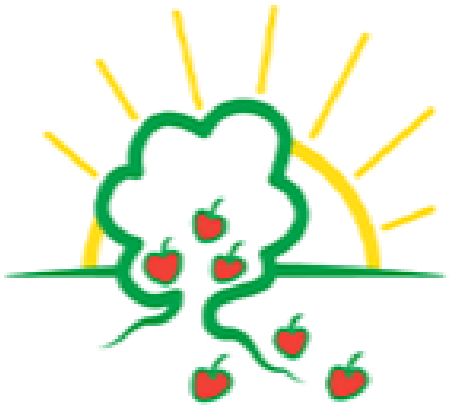




Orchard Lea Federation

SEND Information Report

September 2026

At Orchard Lea Federation, we are committed to ensuring that every child achieves their full potential, whatever their individual needs.

Every Child, Every Day

Pupils with special educational needs and/or disabilities (SEND) benefit from well-considered adaptations to achieve as well as their classmates.

Junior OFSTED July 2024

Leaders place a strong focus on supporting pupils with special educational needs and/or disabilities (SEND)

The school strives to support each pupil's unique strengths. Leaders ensure that staff identify quickly and accurately which pupils need additional support

Infant OFSTED April 2026

At Orchard Lea Federation children are identified as having SEND (Special Educational Needs and/or Disability) through a variety of ways including the following:

- Liaison with pre-school or previous school
- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by class teacher
- Liaison with external agencies e.g. Paediatrician, Occupational Therapy, Speech and Language Therapy, Physiotherapy, CAMHS (Child and Adolescent Mental Health Services)
- Health diagnosis through Paediatrician
- Children displaying social and emotional difficulties

How will I raise concerns if I need to?

- Talk to your child's class teacher in the first instance.
- The class teacher may then speak with the SENDCo (Special Educational Needs and Disabilities Co-ordinator) who may contact you if needed
- If you continue to have concerns that have not been resolved with the class teacher you can contact the SENDCO directly
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that you will be the same with us.

How will the school support my child?

Who will oversee, plan, work with my child and how often?

- The SENDCO oversees all the support and progress of any child requiring SEN or EHCP support additional support.
- The class teacher will oversee, plan and work with each child in their class to ensure that appropriate progress is being made, including those with SEND.
- There may be a Learning Support Assistant (LSA) working with your child at various times either individually or as part of a small group if the class teacher decides that this is necessary. The type and frequency of this support will be explained to parents when the support begins. This will generally be done through an IEP (Individual Education Plan) which will be sent home each term.

- Class teachers ensure that parents are informed at the beginning of the support. Provision and intervention is regularly reviewed and children and adjusted as appropriate. A child may only need additional support for a short time in a specific area.

Who will explain this to me?

- The class teacher will meet with parents at least on a termly basis (this could be part of Parents' evening) to discuss your child's needs, support and progress.
- If your child has an IEP (Individual Education Plan) the support that they are receiving will be explained on it.
- For further information the SENDCo is available to discuss support in more detail. This may also be part of a termly Parents' evening.

How are the Governors involved and what are their responsibilities?

- One of our Governors is responsible for SEND and meets with the SENDCo. She reports to the Governors to keep them all informed.
- Information shared with the Governors is in general terms regarding the progress of children with SEND. This does not refer to individual children in any way. Confidentiality is maintained at all times.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support that they need in order to make progress.

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

What are the school's approaches to variation and how will that help my child?

- All work within class is pitched at an appropriate level so that all children are able to access according to their individual needs. On some occasions work may be personalised.
- Specific adaptations may be implemented depending on a child's need or if a child has more complex needs.

How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss my child's progress?

- We offer an open-door policy where you are welcome to make an appointment to meet with either the class teacher or the SENDCo to discuss how your child is getting on. We ask that you speak with your child's teacher first as they know your child best. We can offer advice and practical ways that you can help your child at home.
- Twice a year we hold Parents' evenings and encourage parents to come into school to discuss the progress that their child is making and the support that they are receiving.
- We believe that your child's education should be a partnership between parents and teachers. We aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is identified as requiring additional support/having additional needs they will have an Individual Education Plan (IEP) which will have individual targets that they are working towards and will also give information about the additional support that he/she is receiving. These targets are reviewed and new ones set at the end of each milestone point. Parents receive a copy of the draft review IEP for their comments, and then a copy when new targets have been set. The targets set are SMART (specific, measurable, achievable, realistic and time scaled) with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may be part of a TPA (Transition Partnership Agreement) or have an EHCP (Education, Health and Care Plan) which means that a formal meeting will take place at least once a year to discuss your child's progress and a report will be written.

How does the school know how well my child is doing?

- As a school we measure children's progress in learning against National Expectations and age-related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school we track children's progress from entry in Year R through to the end of Year 6 using a variety of different methods including an on-entry assessment, the Early Learning Goals in YR and National Curriculum age related expectations in Years One to Six
- Children who are not making expected progress are picked up through ongoing teacher assessments and Progress meetings with the Headteacher. In these meetings a discussion takes place identifying why individual children are experiencing difficulty and what further support can be given to aid their progression.

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

What is the pastoral, medical and social support available in the school?

- We are an inclusive school, welcoming diversity. All staff believe that having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. This would, therefore, be the parents' first point of contact if they had a concern. If further support is required the class teacher liaises with the SENDCo/Headteacher. This may involve working alongside outside agencies such as Health, Social Care and/or Primary Behaviour Service
- We have two teaching assistants who have been trained to deliver the Friends For Life programme which helps to boost confidence and develop friendship skills.
- We have an Emotional Literacy Support Assistant (ELSA) and Therapeutic Active Listening Assistant (TALA) in each school.
- All of our teaching assistants have been trained in understanding and promoting emotional resilience.
- Our staff have had training on supporting attachment needs, neurodiversity, children who have been bereaved and those who find self-regulation difficult
- Children who have medical needs may have an Individual Health Care Plan (IHCP) and an emergency care plan if needed. IHCPs are reviewed each year and we ask parents to bring in any new emergency care plans as these are written by medical professionals.

How does the school manage the administration of medicines and personal care?

- The school has a Supporting Children with Medical Needs in School Policy.
- Parents need to contact the school office if their child has an on-going medical need which requires support in school.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day. This may then result in the drawing up of an Individual Health Care Plan which will then be shared with all appropriate staff in school. This Plan will also be subject to regular review.
- On a day-to-day basis the Admin Staff generally oversee the administration of any medicines. Particular types of medication, e.g. insulin, may require specific training and the identification of specific

staff to administer this. Again, school will work with parents to develop plans which cover this.

- As a staff we can access training and updates of conditions and medications affecting individual children so that all staff are able to manage medical situations.
- If a child requires extra support with personal care, parents can make us aware of this as soon as possible so that we can put support in place.

How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This may be done through frequent Circle Times and pupil questionnaires.
- Children are asked to comment on their progress and their next steps against IEP targets at each review.
- TPA and EHCP annual reviews also contain a section for the child to make his/her contribution and make their views known.

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

- Our SENDCo Rachel Cook holds the National Award for Special Educational Needs Co-ordinators (NASENCO)
- As a school we work closely with any external agencies that we feel are relevant to support individual children's needs within our school including but not limited to: GPs, School Nurse, Paediatricians, Speech & Language Service, Occupational Therapists, Children's Services including Locality Teams, Social Workers, Primary Behaviour Service and the Educational Psychology Service.

What training have the staff supporting children with SEND or are currently having?

LSAs have had training in precision teaching.

- Teachers and LSAs have been trained in supporting children with attachment difficulties/needs.
- LSAs have been trained in developing children's emotional resilience.
- Teachers and LSAs have had training in delivering phonic programmes (Read, Write, Inc).

- Some of our LSAs have had some training in delivering Speech and Language programmes from Speech and Language Therapists.
- Two LSAs are qualified to deliver Friends for Life programme.
- We have 2 LSAs who is trained to deliver the Therapeutic Active Listening (TALA)
- Two LSAs are trained to deliver Lego Therapy
- All staff have received training on working memory
- Most staff have received training on Sensory Circuits
- The school's Admin Officer has undertaken an Administration of Medicines course.

How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum, this may be adapted to meet their needs. We aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised and where applicable parents will be involved in these.

How accessible is the school environment?

- The majority of the buildings can be accessed by wheelchair users, including the school halls for parents and visitors.
- The junior school has a disabled toilet and accessible changing bed.
- Corridors are kept clear and tidy to enable all children and visitors to move around the buildings safely.
- Disabled parking is available.
- In the event of a child who has physical needs being admitted to the school, a review of accessibility would be undertaken.

How will the school prepare and support my child when joining the school and transferring to a new school?

- The school runs a full programme of pre-school visits prior to the new children starting in Reception in September. This includes, stay and play

sessions, meet the teacher sessions, new parent meeting, Teddy Bear's Picnic and home visits.

- Additional visits for children with SEND are offered when agreed by school staff and parents are in the best interest of the child.
- Wherever possible visits are made to meet with children at their pre-school setting and to talk to their Key Workers.
- Transition arrangements to the Junior School include shared assemblies, reading sessions, a sports event and team teaching with the child's new Year 3 teacher.
- We write social stories for all children at when they are about to move to a new class or from the infant to the junior school. Some children may have personalised social stories.
- We liaise closely with staff when receiving and transferring children from/to different schools ensuring that all relevant paperwork is passed on and individual needs are discussed and understood.
- If your child has an EHCP (Education, Health and Care Plan) an annual review may include a transition meeting, during which we will invite staff from both schools and relevant external agencies to attend.
- Transition meetings may be carried out for children who need enhanced support with moving year groups or setting and need specific things in place.

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

- We ensure that all children who have SEND have their needs met to the best of the school's ability with the funds available.
- The school funds ongoing training and resources.
- The school buys into the County's Service Level Agreement for Educational Psychology support.
- Part of the school's budget is allocated centrally to the county's Behaviour Support Team.

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

- The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to enable them to make progress and remove barriers.

- Parents will be kept informed at the end of each milestone regarding the additional support that their child is receiving.

How do we know if it has had an impact?

- Through reviews of IEPs targets at the end of each milestone.
- The child is making progress academically against national/age expected levels and the gap is narrowing i.e. they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- The child requires less support, in addition to making expected progress against their IEP targets.

How do I make a complaint about SEND provision?

At Orchard Lea we like to feel that we have an open-door policy and that parents will come and discuss their concerns about SEND provision with us. If you feel the issue has not been resolved this way, please refer to the complaints policy on our website.

Who can I contact for further information?

- In the first instance talk to your child's class teacher to share your concerns.
- You could then arrange to talk to Mrs Cook our SENDCo
- Contact SENDIASS (Special Educational Needs and Disability Information, Advice and Support Hampshire SENDIASS | Impartial SEND Advice & Support
- Contact IPSEA (Independent Parental Special Education Advice): www.ipsea.org.uk/

Who should I contact if I am considering whether my child should join the school?

- Contact the school Admin office to arrange to meet the Headteacher or the SENDCo who would willingly discuss how the school could meet your child's needs.