



Special Educational Needs and Disabilities (SEND)

Orton C of E School

Information for Parents

The Purpose of this Document

This document is intended to give general information regarding the ways in which we support our pupils with Special Educational Needs and Disabilities (SEND).

For the whole school community;

Orton CE Primary School is a happy place to learn, grow and thrive.



Our school vision is to be an excellent place to learn

- *Rooted in the Christian values of love, hope and forgiveness*
 - *Growing strong in a caring and safe environment*
 - *Thriving and flourishing to go out into the world.*



ORTON CE PRIMARY SCHOOL VISION & MISSION



Orton Church of England Primary School has a strong Christian foundation and ethos which is the basis for everything we do and our relationships with each other. We believe in loving everyone regardless of our differences and giving everyone a strong sense of hope for their lives and the future. We provide a safe space to make mistakes and we foster a culture of forgiving each other when mistakes are made.

Through these Christian values and working together we provide a community where everyone has the opportunity to feel safe and have their individual needs met to grow strong, thrive and flourish ready to take their next steps whatever they may be.

Therefore, we are committed to offering an inclusive curriculum to ensure that all of our pupils make the best possible progress in all areas of their lives, whatever their needs or abilities.

Our mission is to provide a positive environment for learning and growth which enables each and every young person to reach their potential and thrive. For them to aspire to be the best they can be, academically, socially, culturally, morally, spiritually and emotionally and well prepared for their futures as responsible and successful citizens of the World.

We aim for all our children to:

- Be enthusiastic about their learning and be motivated and enabled to achieve their potential and thrive;
- Be happy, confident, resilient and determined;
- Be proud of and value their achievements;
- Understand the Christian faith and how this can be an integral part of their lives;
- Develop socially, morally and spiritually;
- Be tolerant and respectful of others, themselves and their environment;
- Be able to make informed choices;
- Contribute positively to their local community, as well as to national and wider world;
- Work collaboratively and independently;



SEND Information for Parents and Carers – February 2025



- Feel safe and make healthy lifestyle choices.

Our latest Ofsted Inspection reported that:

“Pupils, parents and carers and staff all describe Orton CofE School as a happy place. The school’s motto, ‘a happy place to learn, grow and thrive’ certainly rings true. Pupils get on well with their teachers and enjoy spending time with their friends.”

“Leaders and staff are ambitious for all pupils. They want them to do well academically, and to benefit from a broad and engaging range of learning opportunities and experiences. Pupils, including children in the early years, work well in class and take pride in their work. Most pupils, including those with special educational needs and/or disabilities (SEND), achieve well.”

“Leaders have developed a broad and engaging curriculum. The curriculum is developed well in most subjects and is ambitious for all pupils, including those with SEND.”

“Pupils with SEND are identified quickly and effectively. Teachers make suitable adaptations to ensure that this group of pupils access the same curriculum as their peers. Leaders work well with parents and other professionals to make sure these pupils receive the help they need to achieve well in school.”

Ofsted (June 2022)

At Orton CE School, we aim to:

- Identify pupils with Special Educational Needs and Disabilities as early as possible.
- Create a caring, safe and supportive environment that meets the special needs of each pupil.
- Deliver quality first teaching, adapting the curriculum and our resources to make sure that the curriculum is accessible to all.
- Encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning.
- Acknowledge and respect the opinions of parents and carers, and work closely in partnership with them, ensuring that parents are kept fully informed and are engaged in effective communication about their child’s SEN or Disability.
- Make clear the expectations of all partners in the process and provision of special needs.



How does the school know if children need extra help and what should I do if I think my child may have Special Educational Needs?

Every child is individual. They all develop and learn at different rates. This means that different teaching styles will be used in the classroom to support individual children with their learning and appropriate arrangements will be made to help children with medical conditions and differing needs. At Orton CE School we ensure that planning, teaching, assessment and evaluation take account of the wide range of abilities, aptitudes and interests of children. Most children will benefit from these different approaches and will make appropriate progress; however, at different times in their schooling children may need extra help.

If a member of staff feels that a child is not achieving their full potential, they will share their concerns with both the child's parents and our Special Education Needs Coordinator (SENDCo), Philippa Woodmass. In collaboration with all parties the next steps will be decided and agreed.

If parents are concerned that their child is not making as much progress as their peers, it is possible that they may have additional educational needs and they are encouraged to have a discussion with their child's class teacher. In many cases, successful outcomes can be achieved by forming a good home/school partnership, without the child receiving extra support in class.

The SEN Code of Practice sets out a graduated approach that recognises that children learn in different ways and can have different kinds and of levels of additional/special educational needs. You can obtain a copy of this by visiting;

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

We use a range of assessments to determine the progress of pupils throughout their time in school. Children who are working below the national expectations or are not making the progress expected are provided with appropriate support to help ensure that progress is made.



How will school staff support my child, and how will the curriculum be matched to my child's needs?

Orton CE School aims to provide support for children recognised within the 4 main areas of SEN needs:

1. Communication and interaction needs
2. Cognition and learning needs
3. Social, emotional and mental health difficulties
4. Sensory and or physical skills

To support children identified as having additional needs:

- Needs based Individual Support Plans are produced for each child. The information provided within them is used to inform planning, teaching and provision in the classroom.
- Regular evaluations of Individual Support Plans and any interventions provided, take place at least every term and changes are made as necessary.
- We can seek support and advice from outside agencies such as our local GPs, Educational Psychology Service, Specialist Advisory Teachers, Physiotherapists, Children's Community Nursing Team, Barnardo's, Child Adolescent Mental Health Services (CAMHS) and Speech and Language therapists to ensure that any barriers to learning are quickly identified and acted upon.
- We differentiate and adapt the curriculum and resources to promote pupil progress.
- We provide resources to support children with specific needs e.g. seating, coloured overlays, coloured paper to help with reading.
- We use visual timetables and ICT to help support children and enhance access to the curriculum.
- We offer carefully structured and supported transitions at appropriate stages for pupils and parents.
- Support staff are carefully placed throughout school to ensure that pupils make progress and grow in confidence and independence.
- We have an experienced SENDCo, who can provide advice and guidance.
- We hold regular review meetings for pupils with high levels of SEN where parents, outside agencies and school staff are invited to attend.



SEND Information for Parents and Carers – February 2025



- We take into account the SEN and Disabilities Act (2001) in order to ensure that disabled pupils are not treated less favourably than their peers by making reasonable adjustments so that disabled pupils are not put to a substantial disadvantage.

To support children specifically:

1) Class teacher input, via targeted classroom teaching (Quality First Teaching). For your child this would mean that:

- The teacher has high expectations for your child, and all the pupils in their class.
- All teaching is planned to build on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. We recognise that children learn in different ways and will respond differently to resources, activities and topics.
- Specific strategies (which may be suggested by the SENDCo) are put in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

2) Specific group work, which may be:

- Delivered in the classroom or a smaller room elsewhere in school.
- Delivered by a teacher or a Teaching Assistant.
- Various interventions we offer include Basic Moves, Reading Intervention, 1:1 Reading support, Phonics through Jolly Phonics, Funky Fingers, Small group maths & literacy support, Speech and Language Support, Working Memory support, Pecs, Power of 2 Maths, Toe by Toe. This is not an exhaustive list as it depends on the needs of the individual children. We will seek appropriate interventions to meet the needs of our children.
- We teach children in ability groups to cater for individual needs.

3) SEND Code of Practice 2015: School Support (SS)

- This means that your child has been identified by the SENDCo and class teacher as needing some extra specialist support in school from a professional outside the school.



SEND Information for Parents and Carers – February 2025



- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist or Educational Psychologist. This will help school staff to understand your child's particular needs better and thus be able to support them more effectively.
- The specialist professional will work with your child to understand their needs and will make recommendations about the ways your child could be given support within school and at home as appropriate.

4) Specified Individual support

- This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means that your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school.
- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem significant and complex enough to carry out a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. (If they do not think your child needs this, they will ask the school to continue with the current support.) The EHC Plan will outline the how much additional funding the school will receive to support your child and how the support should be used. It will specify the strategies and resources which must be put in place and have long and short-term goals for your child.



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

- We will discuss with you and your child any challenges you feel exist and work together to find solutions to overcome the concerns. Teachers, parents / carers SENDCo and the child (if appropriate) will put together an Individual Support Plan with your child's individual targets.
- The class teacher is regularly available to discuss your child's progress, or any concerns you may have, and to share information about what is working well at home and school, so successful strategies can be shared.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns or worries you may have.
- All information from outside professionals will be shared with you by the professional involved, if this is not possible in person then it will be via a written report.
- Individual Support Plans and the targets they contain will be reviewed with your involvement. When possible we will ask your child for their views on how they would like to be supported and the targets they want to aim towards.
- Homework will be adjusted, as needed, to your child's individual requirements.
- A home/school contact book can be used to support communication with you. There may be resources for you to use at home with your child e.g. handwriting packs.
- Children who are 'a cause for concern' will be discussed at staff meetings on a regular basis, and added to our 'cause for concern' register. If children remain a 'cause for concern' following intervention/support in class, they may be identified as having additional needs

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

We have a holistic approach to supporting every child in our school. We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school, also that parents are the first providers of learning for their children and understand their children's difficulties the best. We will discuss with you and your child any challenges you feel exist and work together to find solutions to overcome any concerns.

To support this:

- We have a robust Safeguarding Policy in place.
- We have a robust Behaviour Policy in place.



SEND Information for Parents and Carers – February 2025



- We will ask your child for their views on how they would like to be supported to develop social interaction skills.
- We use Coram's SCARF: Safety, Caring, Achievement, Resilience, Friendship resources to teach the Relationship, Sex and Health Education (RSHE) Curriculum throughout the school. These resources are adapted so that all children can access them.
- All pupils and staff are taught Decider Skills to help manage their emotions and feelings.
- We create Behaviour Management Plans (BMPs) where necessary to ensure children can access the curriculum and all children remain safe.
- We liaise closely with feeder Secondary schools to ensure that anxieties about the move from one school to another are reduced and where necessary a suitable transition plan is put in place as early as possible.
- We complete risk assessments and then take action to ensure the safety and inclusion of all children, wherever possible, in all activities.
- There are opportunities to take part in residential trips in Classes 3 and 4 (Key Stage 2), which help to develop social skills, promote independence and develop emotional resilience.

Ofsted recognised that:

"There are lots of activities to develop pupils' interests and talents beyond the school day. Pupils speak with enthusiasm about the residential trips that they have been on. More recently, they also enjoyed taking part in a major singing event. Pupils value the attractive school grounds, particularly the areas for gardening, sports and quiet reflection. They enjoy taking part in community events, such as the local scarecrow festival."

"Pupils behave well throughout the day. They listen well to their teachers and classmates and are polite and friendly. Pupils' thoughtful behaviour and sensible attitudes make a positive contribution to learning throughout the school."

(June 2022)

SIAMs also noted;

"The curriculum accommodates opportunities for spiritual development, including opportunities for quiet reflection, appreciating the inspiring local environment or discussions on the big questions of life."

(SIAMS March 2022)



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

School liaises closely with a range of external agencies, these include:

- Children's Services: we can access professional support from a range of colleagues with specialisms in school attendance, autism and social communication issues, vision, behaviour, educational psychology, learning, literacy, speech language and communication.
- CAMHS: which is an NHS-provided service for children with the mental health concerns
- Speech and Language therapy services.
- School Health Nurses and GP's.
- Barnardo's
- Child Protection Services
- Social Services.
- Westmorland and Furness Council offer a Children and Families information service for support and advice.

It is likely that any specialist services involved will provide advice on how best to support individual children to school staff to deliver this support. Within our school staff, we can offer a wide range of qualifications, experiences and enthusiasms.

We have a very supportive Governing Body.

What training have the staff received in supporting children with SEND?

- Staff meetings are held weekly and often focus on ways to develop and improve Quality First teaching within school linked to our School Development Plan. These are an opportunity to share concerns about individuals and share support strategies and ideas too.
- Training and support opportunities are taken where possible and as required to enable all staff to improve the teaching and learning, including those with SEND.
- Specialist training is sought as required e.g. Autism training & Attachment training to support looked after children.
- We have highly skilled staff many with specific expertise and qualifications. Individual teachers and support staff attend training courses. Some have completed training sessions in order to run interventions for children within school.
- The SENDCo supports staff to ensure that they are fully aware of their responsibilities for SEND children within the classroom. Part of the SENDCo role is to support teachers in planning for children with SEND. This may include advice, learning strategies and



SEND Information for Parents and Carers – February 2025



specific teaching programmes or methods identified by specialists from other agencies who work with your child in or out of school.

- The SENDCo and class teachers have the opportunity to work alongside outside agencies to support individual children e.g. Specialist Advisory Teachers, Educational Psychologists and Speech and Language Therapists.

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

In line with our school vision and Christian foundation, we celebrate difference and have a fully inclusive approach to all school activities whether on or off site.

Risk assessments are carried out for every planned visit and event. Where required, venues are visited prior to a school trip to ensure accessibility for all. One to one support is provided where necessary and increased ratios to meet the needs of children on visits.

We ensure that all transport provided can carry all resources needed e.g. wheelchairs.

SIAMs identified that:

“Learning is highly personalised, including for those with SEND and vulnerable pupils. Extra-curricular activities enhance opportunities for pupils to thrive.”

(SIAMs March 2022)

How accessible is the school environment?

Wheelchair access is available via our front door and Key Stage 1 entrance. All parts of our school and playground, other than the separate Class 4 classroom (The Cube), are wheelchair accessible. We have accessible toilet, shower and changing facilities within school. All children have access to the full curriculum, with any appropriate adaptations made.

Extra-curricular activities are accessible for children with SEND. Access to medical interventions will be supported on an individual basis, with an appropriate Individual Health Plan (IHP) being produced and support from Occupational Health Services as appropriate.



How will the school prepare and support my child to join the school or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND and take extra steps to ensure that any transition is as smooth as possible:

- The Foundation Stage class teacher (also SENDCo) liaise with The Pre School Playgroup and feeder nurseries as appropriate. Class teachers liaise between themselves internally when children move between classes. The Year 6 teacher and SENDCo liaise with link teacher or the SENDCos of Local Secondary schools. We aim to ensure that effective arrangements are in place to support the transition of pupils both on entry to the school and transfer to secondary school.
- Strong links have been forged between our school and the receiving secondary schools for all pupils. Further close liaison will take place between the school SENDCos for pupils on the Special Needs Register and provision will be made as and when appropriate, dependent upon the needs of individual pupils. For example, extra transition visits can be arranged if needed, or other a familiarisation work to involve your child in preparation for moving on.
- Prior to the Y6 children moving to secondary schools, they have the opportunity to meet Secondary Staff within our school setting, they can also visit the schools for 'transition visits'. Our cluster group of schools arrange activities for the Year 6 children to meet and work together prior to their transition to Secondary School.
- When pupils move to another school their records are transferred within 15 days of ceasing to be registered at Orton CE School. Information in the form of reports from support services, test results, targets set and examples of the child's work will be passed to the Headteacher of the school.
- The transition between classes and Key Stages is carefully coordinated by our teachers. Children have the opportunity to spend time in their next classes and with their new teachers prior to the transition. Transitions are flexible and we are happy to adapt provision and support to cater for transitions within and out of our school.



How are the school's resources allocated and matched to children's special educational needs and how is the decision made about what type and how much support my child will receive?

- The Headteacher is responsible for the operational management of the special needs provision within school, including the provision for pupils with Statements/ Statements of Education, Health and Care Plans (EHCPs).
- The Headteacher informs the Governing Body of how the funding allocated, to support Special Educational Needs, has been deployed.
- The effectiveness of the resources for special needs is monitored as part of the on-going process of self-evaluation in school.

How are parents involved in the school?

Our school actively welcomes the support of parents, grandparents, family members and other *Friends of Orton School!* - whether this is on a weekly basis or a one-off visits. Some prefer to come into classes and work with the children, sharing their skills, others are happy to support with the more 'clerical side', such as preparing resources and teaching materials. Many like to help when we work in our local environment, or go on educational visits or gardening. All families automatically become part of *Friends of Orton School* (FoOS) and can take part in fundraisers and events within our wider school community.

Parents and Carers can talk to teachers and/or the SENDCo about their child informally on a daily basis as required, and appointments can be made for specific discussions at a mutually convenient time as appropriate.

Individual Support Plan review meetings with Parents/Carers take place on a termly basis or more frequently as appropriate.



SEND Information for Parents and Carers – February 2025



Further Information

Further information can be found in our SEND Policy which can be found on our website here;

<https://www.ortoncofeprimary.co.uk/send/>

Who can I contact for further information?

Headteacher: Emma Pomfret

SENDCo: Philippa Woodmass

SEND Governor: Mary Jenkin

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