



Special Educational Needs & Disabilities (SEND) Provision at Ormiston Meadows Primary School

2021-2022

SENCo - Mrs Naomi James
Assistant SENCo - Mrs Jessica Ward

Review date - November 2022

At Ormiston Meadows Academy we are committed to ensuring that every child reaches their potential by providing an appropriate, inclusive and high quality education. We aim to support children in a holistic way to enable their access to a broad and balanced academic and social curriculum.

We endeavour to identify any potential barriers to the child achieving success as quickly as possible, and to put in place support and strategies that enables progress, whether this is as part of the child's developmental journey, a short term difficulty or a longer term need.

This report gives an overview of the way we identify and support children, in accordance to the Code of Practice for Special Educational Needs and Disabilities.

Please use this link for further information

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

The table below shows the number of children identified with SEND in our school. This data was correct at the time of reporting (September 2021) but will be reviewed termly.

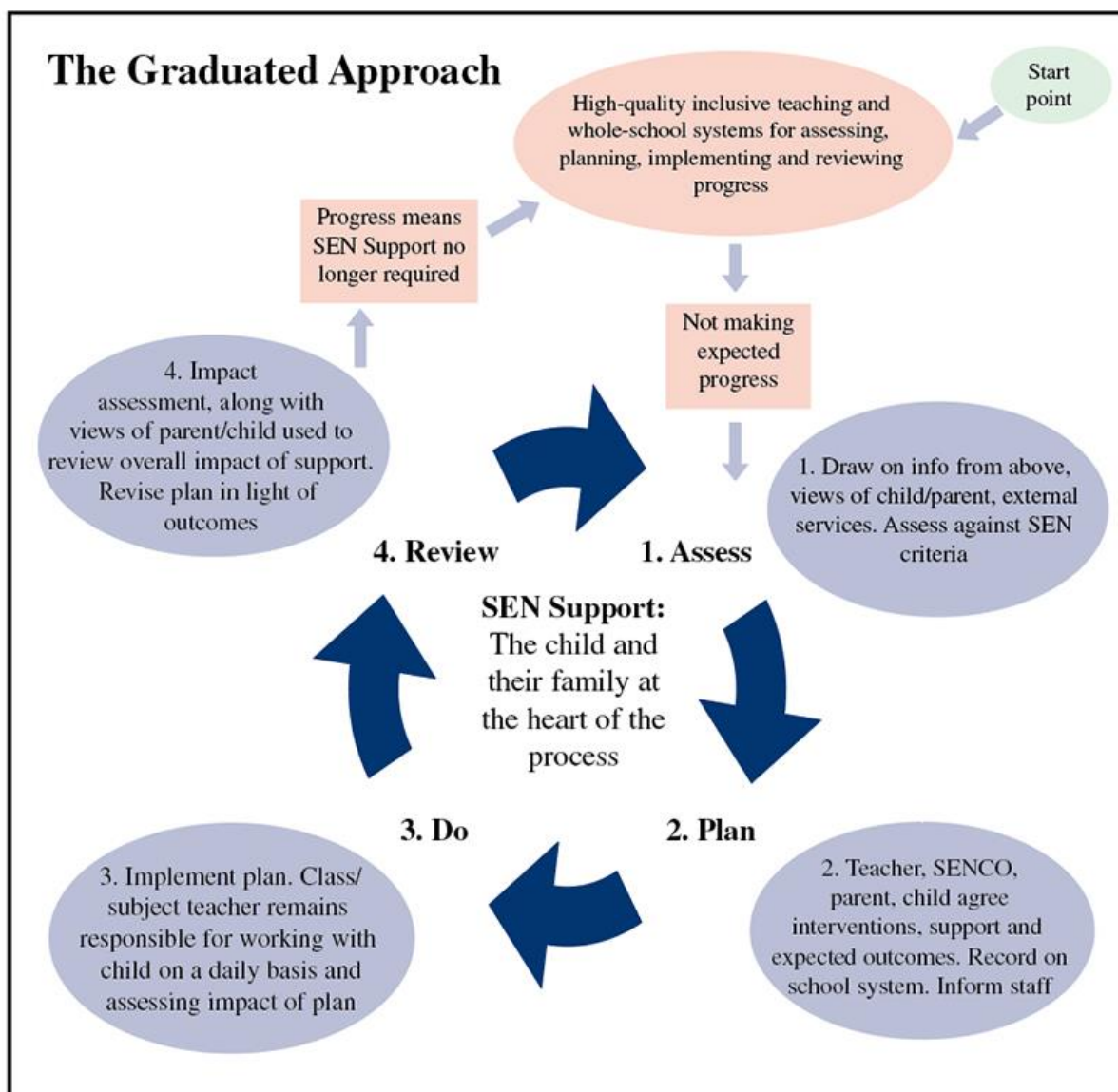
Need	Number	% of whole school	% of SEND pupils
Physical Disability	2	1.1%	6.7%
Cognition and Learning	12	6.6%	40%
Communication and Interaction	9	4.9%	30%
Social, Emotional and Mental Health	7	3.8%	23.3%
EHCP	7	3.8%	23.3%
SEND all groups	30	16.4%	

1. How do you identify pupils with SEND?

Our school identifies children / young people with special educational needs/ disability (SEND) by:

- Parental concern.
- Teacher and Inclusion Team identification.
- Liaison with other educational professionals (e.g. Educational Psychologists, Specialist Teachers).
- Liaison with external agencies (e.g. medical professionals, physiotherapists, occupational therapists, speech and language therapists etc.).
- At transitions meetings with early years providers.
- School transfer information.
- Monitoring and assessment information (tracking of progress).

We follow a process to identify need called The Graduated Approach - Assess, Plan, Do, Review.



We encourage you to raise your concerns by:

- Discussing them your child's class teacher; the Special Educational Needs Coordinator (SENCo) - Mrs Naomi James or the Family Liaison Office - Mrs Clare French.

Our school has specialist provision:

- We are a Specialist Mainstream Resource Hub for children with disabilities. We have 6 specialist places and provide support to other schools working with children with physical disabilities.
<https://ormistonmeadows.co.uk/key-info/send/hub-for-physical-disabilities>
- We buy in a service provided by a team of specialist teachers called Support for Learning. The team can be involved in offering specialist advice in supporting children with specific learning difficulties (literacy and maths) and completing individual assessments. In liaison with parents and teachers, the SENCo will decide which children are a priority for assessment.
- We also buy in the services of an Educational Psychologist.

2. How do we support pupils with SEND?

The educational plan for your child / young person will be explained to you and will be overseen by their class teacher, with support from the SENCo.

We use an online tool called Edukey. If your child has an individual plan you may be given a log in code to view and comment on it or a paper copy will be shared with you. If your child does not need an individual plan their individual needs will be planned for on a class provision map and will be discussed with you.

Staff who may be working with your child / young person are:

- Class Teachers
- Teaching Assistants
- Intervention Teachers
- Behaviour and well-being support assistant.
- Volunteer Readers
- Specialist Music & French Teachers
- By arrangement your child may be seen by Specialist Teachers, School Nurse or Therapists.

We monitor the effectiveness of our SEND provision by:

- Classroom observations,
- Progress data analysis,
- Pupil feedback,
- Discussion with parents,
- Multi agency reviews, impact reports to senior staff and governors.

The roles and responsibilities of our governors are:

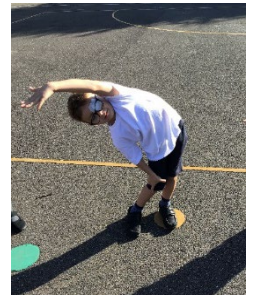
- Understand how the school identifies children with SEND and what happens next.
- Understand how the school allocates and spends SEND funding, and who is responsible for this.
- Support the review process of the school's SEND policy and ensure that the SEND provision reflects the changing needs of the school, its circumstances and the law.
- We have a governor with responsibility for SEND, who visits the school regularly throughout the year.

3. How do we adapt our curriculum to suit each child's needs?

We ensure that all our pupils have learning pitched at an appropriate level to them. This allows them to access all aspects of the curriculum whilst ensuring challenge.

This is done through the use of, for example:

- pre-teaching,
- small group interventions,
- practical resources e.g. Numicon, Writing Mats.
- level of adult support.
- adapted P.E. sessions
- specialist therapy packages for identified children.
- resources and differentiation e.g. tasks, modified materials, use of ICT, exciting and open ended learning opportunities, ensuring engagement at every level.



All teachers in our Academy have high expectations for all children in their class. Those who require additional support are planned for by their class teacher, with support from the SENCo. If further support is required, class teachers will implement recommendations/programmes set by external specialists for children who have an identified or specific difficulty (e.g. Speech and Language Therapy programme, Occupational Therapy programme, physiotherapy programmes, Educational Psychology, outreach teachers, specialist dyslexia teachers, health professionals etc.).

4. How do we plan, monitor and review the provision offered to SEND pupils?

We offer the following opportunities to plan and review specific approaches and/or programmes for your child:

- Provision mapping including individual targeting for specific areas of support.
- Through robust assessment and monitoring procedures.
- At the entry and exit point of an intervention programme.
- Opportunity to meet with SENCo or other relevant member of staff at a time suitable to you.
- Opportunity to discuss a report received by an external agency or professional and ongoing support to understand how we might implement recommendations.
- Through arrangements to put in place an individual plan or, if appropriate, a request for an Education, Health and Care assessment.
- Teachers, TAs or Inclusion Team staff will talk to children to identify their needs and opinions and encourage them to share ideas or concerns.

5. How do we support pupil's general health and wellbeing?

Our school offers pastoral, medical and social support to the children/ young people by:

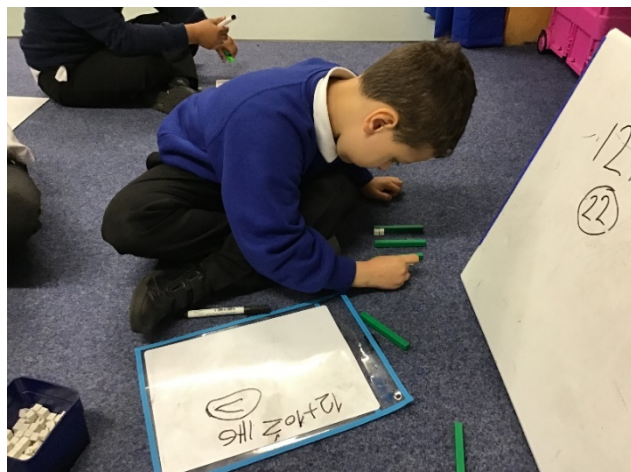
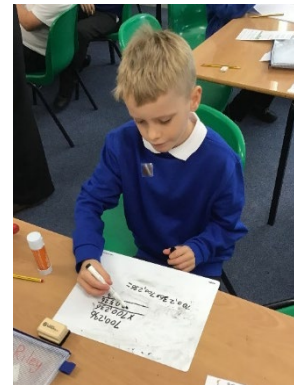
- A whole school ethos which supports and understands children's individual pastoral, social and medical needs. We have a Mental Health lead for the school - Miss Jessica Ward.
- Access to the Inclusion Team or a teaching assistant - focusing on social, emotional, mental health and behavioural needs and concerns
- Our whole school Behaviour Management Policy
- Access to the School Nursing Service
- Referrals to a range of external agencies who work directly with children, young people and their families who require support (e.g. Sleep Solutions, Talk Time, Relate, Families First etc.)
- Polar Bear Club: lunchtime provision for those children wanting small group, supported playtime.
- Care Plans for children requiring medical support and/or medication
- Personal Plans/1 Page Profiles
- Transition Packages
- 1:1 Pupil Wellbeing & Mental Health Support - provided by Miss Paula Cook.
- Care Plans for children requiring medical support and/or medication

[Supporting Students with Medical Needs Policy](#)



We encourage the children/ young people to contribute their views by:

- Talking to their Class Teacher, Teaching Assistants or Inclusion Team if they have any worries or concerns.
- Worry boxes in classes.
- Contributing to reviews of their own education and the support they receive.
- School Council



6. Which specialist provision is on offer to my child?

We currently offer a range of interventions and screeners to identify and support a wide range of pupils' needs. These include:

<p>Cognition & Learning</p> <ul style="list-style-type: none"> • Project X • Precision Teaching • Supported Spelling • Teodorescu • Diagnostic Reading Analysis • Clicker 7 • Better Reading Partnership 	<p>Sensory and Physical Interventions</p> <ul style="list-style-type: none"> • Paston Pack • Physiotherapy • Wheelchair Skills • Gastrostomy feeding • Catheterisation • Write from the Start
<p>Social, Emotional and Mental Health</p> <ul style="list-style-type: none"> • Emotional Awareness • Polar Bear Lunchtime Club • Boxhall profile • Strengths and Difficulties Questionnaire 	<p>Communication and Language</p> <ul style="list-style-type: none"> • SALT • Southfields Pack • Read Write Inc interventions • Visual timetables • Social Stories • Symbols

Our school accesses the following services:

- Provided by the Local Authority (Autism Outreach Team, Parent Partnership Officer, Pupil Referral Service, Children's Social Care, Common Assessment Framework Team).
- Educational Psychology service.
- Provided by the Cambridgeshire and Peterborough Health Trust (Community Paediatricians, ADHD Team, Neurodevelopment Service, Physiotherapy Service, Paediatric Occupational Therapy Team, Speech and Language, School Nurse).
- Independent/Private Services (Support for Learning, Families First, Talk Time, Relate, Sleep Solutions, NSPCC)

Our staff are regularly trained in the following areas: safeguarding, asthma, allergies and epilepsy, moving and handling, feeding, first aid and specific training for individual needs.

We provide training as part of our Specialist Mainstream hub for Physical Disabilities in conjunction with the Local Authority and Jack Hunt Secondary school. These include; Whizz Kidz wheelchair skills, educational visits, transitions, independence and sporting activities, moving and handling.

7. What do we do to help pupils access our school and its facilities?

We provide the following to ensure that everyone in our school can access all of the activities offered:

- Disabled toilets including hoists, changing benches and shower access
- Individualised ICT, as required
- Ground floor only including wide corridors, ramps and automatic doors
- Individual risk assessments
- Access to Health and Safety Advisors from the Ormiston Trust who assist in planning necessary adaptations to the school site/buildings

We enable children/ young people to access all activities by:

- The monitoring of all plans, including outside of the curriculum and visits, to ensure inclusivity as well as monitoring “take up” by children with SEND.
- Provision of adapted or alternative activities is carefully designed to ensure equality of learning opportunities.
- The need for additional resources to access learning is carefully monitored and planned for - these might include pencil grips, writing slopes, Dycem grip, large text keyboards, voice recorders etc.

We involve parents and carers in the planning by:

- Informing parents of current learning opportunities or topics and inviting their contribution or feedback relevant to their child.
- Specific meetings to discuss planning for the needs of their child.
- Call back service from SENCo or relevant practitioner.

Parents and carers can give their feedback by:

- Speaking to the class teacher informally at the beginning or end of the day or by arranging a meeting.
- Speaking to a Teaching Assistant in their child’s class.
- Speaking to a member of the Inclusion Team

Parents/carers can make a complaint by:

- We have a complaints policy that can be obtained from the school office but we would encourage parents to discuss their concerns whenever they arise with their child’s class teacher or a member of the Inclusion Team.

8. How do we support a pupil's transition to and from our school?

The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school.

General Information

- We encourage visits to the school and members of staff will visit the home or setting where appropriate.
- School prospectus can be obtained from the School Office
- School website

Starting School in Reception

- Children visit the school several times both with and without their parents during the summer term preceding the start of their Reception year.
- Staff make visits to pre-school settings to liaise with keyworkers
- Staff do a home visit to meet the child and their family in their own environment prior to them starting school Additional visits are organised for where it is considered necessary and helpful
- Provide information to children and families about starting a new school
- Multi agency transition meetings are arranged for those children with high needs.

Moving In-Year

- Liaison with the child's previous school to transfer school records and share information
- Attending transfer meetings where it is considered necessary and helpful
- Opportunity for parents to meet with a member of the Inclusion Team and/or class teacher prior to the child starting school.

We prepare children and young people to make their next move by:

- Being available to provide support where necessary and appropriate whilst the family are making decisions about future provision.
- Arranging for staff from the receiving schools to visit children at school
- Arranging for children to visit new schools, including for planned activities and orientation visits.
- Transition meetings are held with the Y6 teacher and secondary school staff, including outside agencies and Inclusion Team where appropriate.
- Inclusion Team transfers relevant information to the receiving school's SENCO/ Pastoral Team.

9. How do we allocate resources to SEND pupils in our school?

Our SEND budget is allocated according to:

- External funding formula which is then allocated within school according to children's needs with advice taken from parents and external agencies.
- Funding decisions are ratified by governors.

Funding is matched to SEND by:

- Reference to the Funding Formula and needs of the school cohort.

Our decision making process when matching support to need is:

- A flexible process where the needs of the child are considered and matched to available resources including training and skills of staff.

Parents/ carers are involved through:

- Regular meetings to consider whether their child's needs are being met appropriately.
- Opportunity to comment on their children's plan via Edukey or on printed copies.

Parental Comments

Parents of children with SEND have made the following comments about our provision:

- "My child receives constant support whether it be 1 to 1 or in small groups to help with their learning or support with home life."
- "The school has clear and open lines of communication. The SENCo organises assessment and support swiftly."
- "Staff go above and beyond, they listen to parents and take on board advice."
- "Nothing is too much, the teachers share inclusive stories which feature children with disabilities. All staff are fab!"

What future provision our parents would like to see at Ormiston Meadows Academy:

"Improve the communication of progress reviews and support provided for my child."

Our response:

Last year we have introduced a specialist SEND tracking tool, Edukey, which allows parents remote access to monitor the provision for their child. This tool will be used alongside all the existing monitoring and assessment systems.

Children's Comments

Children with SEND have made the following comments about our provision:

- "I like that I get support to help me when I am angry or sad."
- "I like to use my ear defenders when I am concentrating on my work."
- "I love that I get to lead the 'wake up,' morning group."
- "Teachers are friendly, we get to have fun lessons and I love using the Base 10."
- "I love school. I love learning. I like learning about animals, they are my favourites!"
- "Our Woodland Room is great, it is a place where I can calm down and share my feelings."

Contact Information

First point of contact is:

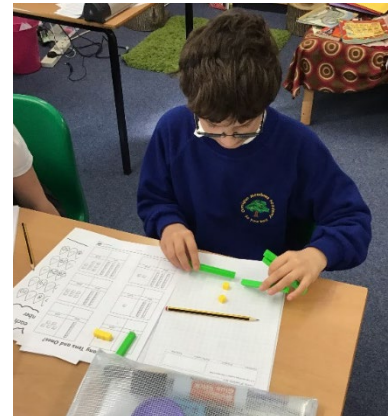
- Your child's class teacher

Our Special Educational Needs Co-ordinator is:

- Mrs Naomi James

Other people in our setting/ school who might be contacted include:

- Miss Jessica Ward - Mental Health Lead
- Mrs Clare French - Family Liaison Officer
- Mrs Kelly Moore - Principal
- Mr Nick Coles - Assistant Principal/KS1 lead
- Mrs Alex Joyce - KS2 lead



Support from external services are:

- SEND Information Advice Support Service - Tel; 01733863979
Email; pps@peterborough.gov.uk
- The Parent Partnership Officer (PPO), provides information, advice and support to parents/carers of children and young people with special educational needs. The PPO

is keen to ensure that parents/carers' views are taken into consideration and will support parents/carers to enable this to take place.

- Educational Psychology Open Access Consultation Service - Tel. 01733 863689 Every Thursday during term-time between 12pm - 3pm at the City Care Centre, Thorpe Road - please call for an appointment.

Support Groups that our families have found useful:

- Little Miracles
- Family Voice Peterborough
- National Autistic Society
- Peterborough Speech and Language Therapy
- Keep Your Head - Cambridge & Peterborough Children and Young People Mental Health Service.

Here are some websites that might be helpful:

www.barnardos.org.uk - information for parents around Special Educational Needs advice.

www.ipsea.org.uk - information for parents around Special Educational Needs advice.

www.specialneedsjungle.com - general resources for parents around Special Educational Needs advice.

www.talkingpoint.org.uk - site to support parents and children with speech and language difficulties.

www.cerebralpalsy.org.uk - site to support parents and children with cerebral palsy.

www.autism.org.uk - site to support parents and children with autism.

www.ADHDfoundation.org.uk - site to support parents and children with ADHD.

www.dyspraxiafoundation.org.uk - site to support parents and children with dyspraxia.

www.bdadyslexia.org.uk - site to support parents and children with dyslexia.

www.downs-syndrome.org.uk - site to support parents and children with downs syndrome.

www.rnib.org.uk - site to support parents and children with sight difficulties.

www.ndcs.org.uk - site to support parents and children with hearing difficulties.

www.youngminds.org.uk - site to support children with social, emotional and mental health difficulties.

[PDnet](#) - A network for those supporting learners with a physical disability