

## Special Educational Needs & Disabilities Information Report Orford CoE Primary School & Nursery

Report Date July 2025

Review Date : July 2026

At Orford CoE Primary School, we are committed to providing an ambitious, broad and balanced curriculum for all the children that attend our school. Information of our commitment to do this can be found below.

### What are the different kinds of SEND?

There are four broad areas of SEND need. These are:

1. Communication and Interaction.
2. Cognition and Learning.
3. Social, Emotional and Mental Health.
4. Sensory and/or Physical Needs.

### What is the current percentage of students with Special Education Needs (SEN) in the school?

- 26.1% of students on roll (R-Y6) are on the SEN Register.
- 6.52% of students on roll have an Education, Health Care Plan (EHCP).

### What should I do if I think my child may have Special Educational Needs?

In the first instance make an appointment to speak to either:

- Your child's class teacher or
- Mr Head our SENDCO

### How do you identify a concern which maybe an SEND need?

When we identify pupils with SEND we use a system of waves to determine each pupil's level of need. Below for the description of each wave level from 1-4.

**Wave 1** is the expectation of 'Quality First' teaching, where good quality teaching and suiting work to individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for them. This is supported by our whole school policies.

**Wave 2** is more targeted at pupils with SEND specifically. There could be access to specialist resources within the school, such as nurture groups, short-term 1:1 support or targeted interventions. This can be for general 'catch-up' or the start of the graduated approach cycles of Assess, Plan, Do, Review. A PLP or IBP will usually be created at the Plan stage.

**Wave 3** is usually where an external specialist may be asked to advise on more specialised support, generally where a pupil has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.

### How will the curriculum and environment be adapted to meet my child's needs?

- Lessons are pitched appropriately with clear challenge so that all children can learn and progress well.
- Teachers take account of the needs of each child and plan tasks and materials appropriately.
- Regular tracking and assessment enables class teachers to analyse the progress of each child.
- Pupil progress meetings are held three times a year with the Maths & English Leaders to ensure children are making progress and discuss suitable teaching methods and programmes that can enable children to continue to make progress.
- Termly meetings between the SENDCO and class teachers to review Personalised Learning Plans (PLPs) and the necessary reasonable adjustment support.
- Opportunities for children to work in a variety of groupings, such as: small adult supported groups, 1:1, mixed ability and similar prior attaining groups.
- A range of equipment and resources can be used such as: visual timetables, now & next boards, coloured overlays, access to a laptop, pencil grips, writing slopes concrete resources and ear defenders.

### What adaptations do we make to the curriculum and school environment?

- Our continual aim is to be a disability friendly school and we work hard to implement this. The school is on one level,
- We have a raised ramp that links the main school building to the hall and dining hall as well as disabled toilets in the main building.
- Reasonable adjustments and appropriate adaptations to the school environment are made, in line with advice from medical specialists or recommendations within a pupils EHCP to accommodate children with Special Educational Needs or Disabilities.
- All of our classrooms are inclusion-friendly. We aim to teach in a way that will support children with additional needs including: Speech & Language, Anxiety, ASD and dyslexia.
- All of the children access the National Curriculum and we recognise that, at times, teaching and learning needs to be simplified and made more accessible by using strategies such as concrete and visual resources.

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

- Caring and compassionate school culture.
- Positive school ethos.
- Social skills and friendship groups.
- 'Pupil voice'.
- Positive Behaviour Policy.
- Behaviour programmes including rewards and sanctions.
- Personalised Learning Plans (PLPs) are used when necessary to promote positive behaviour.
- ELSA Sessions – an approach which focuses on children's social and emotional development.
- Celebration assemblies held each Friday to celebrate children's achievements both inside and outside of school.
- Continual promotion, and celebration, of our school Christian values and learning skills.
- Weekly attendance rewards.
- Medicines can be administered in school with signed parental permission. There are trained first aiders, including staff with the paediatric first aid qualification. If your

child has significant medical need you will need to speak to our Senior First Aider, our SENDCO or our Inclusion Leader to discuss how we can best support you and your child.

- The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries, speak to the class teacher first. If further support is needed the class teacher will speak to the appropriate staff member.
- Our pastoral team continually liaises with every class and supports individual children when appropriate.

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

The SENDCO is currently completing the National Award for Special Educational Needs Co-ordination, training. Our Pastoral Leader is a Mental Health First Aider and has completed a wide range of mental health training. Many other staff have undertaken a range of specific SEND training which includes speech & language, dyslexia, early reading and a range of academic interventions.

We may access support from other services, these may include:

- Educational Psychology Service.
- Special Education Service (SES).
- Speech and Language Therapy.
- School Nurse.
- Education Welfare Officer (EWO).
- Child and Adolescent Mental Health Service (CAMHS) and/or Point One/Link Team.
- Suffolk Mental Health Team.
- English as an Additional Language service.
- Family Support Practitioners/Social Care.
- CPD for all class teachers and support staff every week, throughout the year.
- Medical training to support children with specific medical Care Plans.

### How will my child be included in School life?

- Welcome meeting.
- Tour of the school.
- Transition/meet the teacher sessions.
- Transfer of all SEND information to/from our school.
- Opportunity to attend a wide range of clubs.
- Representing the school in sports tournaments.
- Performing in school productions every year.
- Breakfast and After Schools clubs.
- Participation in wider school music events.

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

- Each child is assessed individually according to the SEN Code of Practice.
- Assessments are regularly reviewed using the Assess, Plan, Do, Review approach.
- Additional assessments from outside services, such as educational psychologists, speech and language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- Termly pupil progress meetings are held with each class teachers.
- The Assessment Leader then tracks each child's progress over time.
- Education support provision is then adjusted accordingly.

- Regular SENDCO and teacher meetings.
- Termly PLP reviews.
- Annual reviews of EHCPs.

## What are reasonable adjustments?

The term 'Reasonable' isn't defined in law. So, there is no clear line that says what would be considered reasonable and what wouldn't. What it comes down to is individually deciding whether something is reasonable for a school or local authority to do, or not.

For small things, that's unlikely to be an issue. Things like using a laptop to record work, or having a quiet place to go during break are straightforward. For bigger or costlier adjustments, some discussion will be needed. Schools and local authorities can say no.

Here are just some of ways schools can support disabled pupils. For example:

**Reasonable adjustments** can help level the playing field for disabled pupils in the classroom. For example:

A visually impaired pupil is seated to accommodate their field of vision	Traffic light cards are available for a pupil to communicate who needs extra time
Adjusting your snack policy to let a pupil with diabetes have a high calorie snack	Coloured paper is provided for a dyslexic pupil
Adapting your school uniform policy for a pupil with allergies or sensory needs	Allow a pupil with dyslexia and/or dyspraxia to use a laptop to write
Letting a pupil go into the dinner hall before other pupils to help their sensory processing	Providing ear defenders to a pupil who is very sensitive to noise to wear as appropriate
Allowing a disabled pupil to sit exams in a room for a smaller group of pupils	<b>What other low-cost, high-impact adjustments could your school make?</b>

Department for Education

Where a school or local authority decides that there are no reasonable steps that it can take, it should say why. It's not possible to say what would be reasonable in any specific situation, but there are some factors that will be thought about when any major decision can be made.

These include:

- How practical it is to make the adjustment.
- The resources the school currently has available (e.g. staff sickness cannot always be covered).
- Health and safety requirements.

- How the adjustment might affect other pupils.
- The financial and other costs of making the adjustment.

Sometimes a planned reasonable adjustment cannot always be implemented. For example, if a member of staff is absent from school and the school may not have the capacity to replace them with another member of staff.

### When are children assessed for an EHCP?

When the needs are complex and severe, in some cases the school may conclude that a child's learning, behavioral or emotional difficulties remain so substantial that they cannot be met effectively within the resources normally available to the school. In these cases, a request for statutory assessment will be made. Such a request can be made by the school, an outside agency or parents. The Education, Health and Care plan will describe all your child's SEND and the special help your child should receive.

The Local Authority will usually agree a plan if they decide that all the special help your child needs cannot be provided from within the school's resources. Additional resources identified under an EHC Plan could include funding, staff time and special equipment. Occasionally a mainstream school cannot meet a child's complex needs; a specialist provision may then be required.

The local authority is responsible for, and maintains an EHC plan for a child or young person. The school will monitor and review the progress made by the pupil during termly progress and inclusion meetings. An annual review meeting including SENDCO, Inclusion Team, parents, class teacher, a local authority Family Services officer and other specialists where these are involved with the pupil. For more information, please see Section 42 (onwards) of the Children and Families Act 2014.

<https://www.legislation.gov.uk/ukpga/2014/6/section/42>

### How do we communicate with Parents?

- Parents are encouraged to work collaboratively with the school.
- Parents' Evenings.
- Parent workshops & information sessions.
- Phone calls.
- Face-to-face meetings.
- Review meetings with teachers and/or SENDCO.
- Home-School Book
- Weekly Update email.
- Half-Termly Newsletter.
- School Website.
- Annual Reports.

### Where else can I find support and information?

- Suffolk Local Offer.
- SENDIAS.
- Suffolk Family Services.
- Parent partnership.
- School Health.
- GP.

- Autism Suffolk.
- Children's centre.
- Family Engagement Team.
- Early Help Assessment (EHA) referral.

### How well do Special Educational Needs and Disabilities pupils do in our school?

We are very proud with what we are able to offer and how the children achieve. Success is not always just an academic grade but sometimes it's a small step a pupil has managed to navigate and overcome. We continually need to adapt our approaches due to the ever changing cohorts of children that join our school. We continually strive to do the best we can, for all the children that attend our school, using the resources and funding we have available to us.

For more information, you are very welcome to speak to us.

### Who can I contact for further information?

If you have any questions, please telephone the school office on 01394 450281 or email us at [admin@orfordcvap.org](mailto:admin@orfordcvap.org). We will try to answer any questions and support you further. If you are considering your child joining our school, please make an appointment to look around and meet us.

### Useful Links:

Suffolk LA's Local Offer

Suffolk Local Authorities are obliged to publish their local offer with information about the available provision and how to access it. The aim of this is to make provision more responsive to the needs of young people with SEND.

The link below gives you further information about the Suffolk local offer for children with SEND. <https://www.suffolklocaloffer.org.uk/>