



# SEND information report

<b>Date written:</b>	February 2021
<b>Next review date:</b>	February 2022
<b>Reviewed by:</b>	Amy Holmes - Edwards

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## SEN information report

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest. The SEN Information Report must be published on the school website.

Schools should use this template as a basis for their SEN Information Report. It has been developed in accordance with the DfE's 'Special educational needs and disability code of practice: 0 to 25 years' (2015) to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE) 2020, which addresses specific areas and additional risks staff members should be aware of for pupils with SEND. Some sections have been included that are good practice, signposted as 'optional' – these relate to the information outlined in KCSIE and to the spending of your school's SEND budget. Whilst these are optional, including information on these shows additional transparency and demonstrates how your school is meeting its duties in other areas.

Wherever possible, provide bullets under each section to make sure your report is accessible, detailed and clear.

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## Contents

- Our school's approach to supporting pupils with SEND
- Catering for different kinds of SEND
- Key staff and expertise
- Identifying and assessing pupils with SEND
- Consulting with pupils and parents
- Involving key stakeholders
- Progressing towards outcomes
- Transition support
- Teaching approach
- Adaptations to the curriculum and learning environment
- Inclusivity in activities
- Supporting emotional and social development
- Evaluating effectiveness
- Handling complaints
- Local Offer
- Named contacts
- Additional support

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## ➤ Our school's approach to supporting pupils with SEND

Special educational needs provision is provision that is additional to or different from that which is provided for pupils of the same age. We provide a challenging and stimulating environment in which all pupils are given the opportunity to strive and reach their potential. We provide a broad and balanced curriculum which allows all pupils to acquire the skills, attitudes, concepts and knowledge appropriate to the stages of Education. We support all children to develop their self-confidence and ability to be independent learners. We work hard to create a supporting and caring environment in which all pupils feel safe and secure.

Orchard Head J, I & Nursery School has an inclusive ethos and work in partnership with children, parents and other agencies to provide the best possible educational outcomes for all pupils. All Special Educational Needs and Disability (SEND) provision is overseen by the Senior Leadership Team (SLT) in school and is co-ordinated by the Special Educational Needs and Disability Co-ordinator (SENDCo).

All teachers are teachers of SEND pupils and as a result we will provide quality first teaching within the classroom setting. Teachers take account of all children's needs and make provision to support individuals, or groups of children. We recognise that children may have specialised needs at any time or throughout their time in school and we will strive to support children through this. Parents are also key to supporting our SEND pupils so they will be informed and made part of any decisions made so that we can working collaboratively in the best interest of the child.

The school follow a graduated approach to SEND pupils which has 4 stages – assess, plan, do, review. We identify the needs of pupils on an individual basis and assess these using a range of assessment methods and observations. This would be done in consultation with parents and external professionals if required. Plans will be agreed which will include what support the child will require through targeted interventions, targets/outcomes which the intervention will focus on and a review date will be set. Interventions will be put into place with appropriately trained staff and overseen by the SENDCo. After the agreed period of time has passed, the targets/outcomes will be reviewed and the process will start again. If progress is not seen over a period of time, all stakeholders may agree further specialist provision or expertise is required.

School staff are trained and regularly work alongside other professionals to develop their skills, knowledge and confidence in specific areas of SEND. This includes; Speech and Language service, physiotherapy service, Learning Support service, Social, Emotional and Mental Health Team, Ethnic Minority Achievement Team, Occupational Therapist, Communication Interaction Access Team, Childhood and Mental Health Service (CAMHS), Educational Psychologists.



## ➤ Catering for different kinds of SEND

### **Cognition and learning**

Children may learn at a slower pace to that of their peers as they may have difficulty understanding certain areas of the curriculum, have difficulties with organisation and memory skills and/or have a specific difficulty in one particular area of their learning for example English or Maths.

The term 'learning difficulties' covers a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties such as dyslexia and dyspraxia come under this term.

Our school receives regular visits from a member of the Educational Psychology Service. In addition, school may seek advice from specialist advisory teachers from The Advisory Service for children with learning difficulties.

### **Communication and interaction**

Children may have speech, language and/or communication difficulties which make it difficult for them to process language or to understand and communicate effectively and/or appropriately with others. Pupils with Autism Spectrum Disorder including Asperger's may have difficulties with social interaction.

School commissions the services of an independent speech and language therapist (Mrs. Maria Mearis) to work directly with children in our school and to provide advice and support to staff in addressing speech and language needs throughout the school. We may seek advice from specialist advisory teachers from The Advisory Service for children with social communication difficulties. The speech and language therapy and occupational therapy services (NHS) involved with individual children support school in the implementation of specific programs and contribute to the monitoring of progress.

### **Social, emotional and mental health**

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may have difficulty in managing their relationships with other people, be withdrawn or behave in ways that may hinder their learning or have an impact on their health and wellbeing.

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This area includes Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

Our school receives regular visits from a member of the Educational Psychology Service. In addition, school may seek advice from specialist advisory teachers from SENSS. We also work with CAHMS through a programme called Futures In Mind who support school and families with concerns relating to mental health.

### **Sensory and/or physical needs**

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

We work closely with medical professionals to support out pupils with medical needs. School seek advice from specialist advisory teachers from the Hearing Impaired and Visually Impaired service and also work closely with physiotherapists and occupational therapists.

## **➤ Key staff and expertise**

<b>Name of staff member</b>	<b>Area of expertise</b>	<b>Level of qualification (e.g. BA (Hons), MA)</b>
Amy Holmes-Edwards	Special Educational Needs	National Award for SEN Coordination

### **The SENDCO**

<b>Name of SENDCO</b>	<b>Email address</b>	<b>Phone number</b>
Amy Holmes-Edwards	admin@orchardhead.patrust.org.uk	01977 723495

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## Securing and deploying expertise

Our Special Educational Needs & Disability Co-ordinator (SENDCO) has 7 years' experience in the field of SEND.

All our staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from our SENDCO or other staff with relevant expertise.

SEND training forms part of the continuing professional development of all teachers and learning support assistants and is organised in accordance with the needs of the students. The SENDCO is part of the leadership team and meets regularly with the Senior Leadership Team to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our students. Our school's Accessibility Plan outlines adaptations made to the building to meet particular needs and enhance learning.

Our team of learning support assistants have extensive experience and training in planning, delivering and assessing intervention programs on a small group and 1:1 basis e.g. Precision Teaching; Catch Up reading; Numicon; Time to talk; Dealing with Feelings; Teodororescu.

The school has a team of staff trained in First Aid (level 2, however, there are paediatric trained first aid trained staff in Early years and Key Stage 1). Staff are trained bi-annually by the School Nurse Team with regard to asthma, epilepsy, diabetes and anaphylaxis.

As specific needs arise the SENDCO approaches specialists from a range of agencies (e.g. Wakefield MDC Learning Support Service, Occupational Therapy, Wakefield MDC Educational Psychology Service) to seek advice about raising awareness of the specific type of SEN.

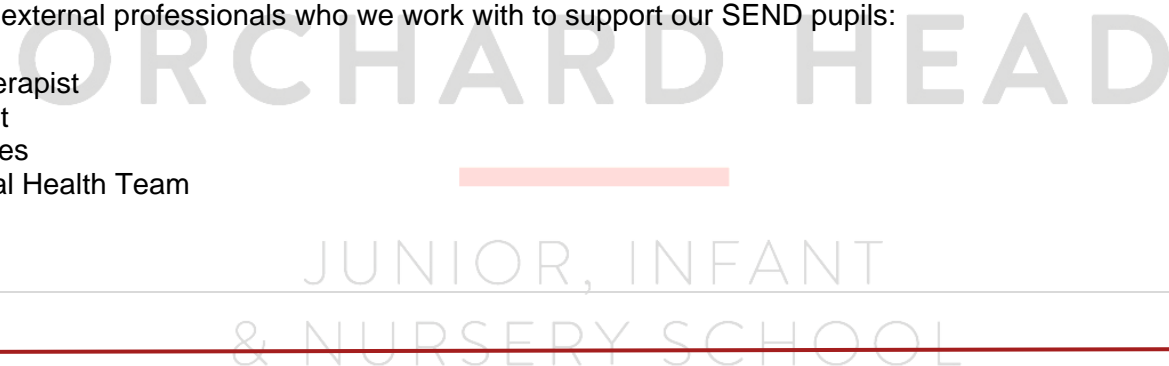
Particular support is given to newly qualified teachers and other new members of staff.

Our SENDCO attends regular 'Inclusion Cluster Meetings' where all SENDCO's in the Pontefract Academies Trust meet together to support each other in their work in school.

## Equipment and facilities

We have access from a range of external professionals who we work with to support our SEND pupils:

- Speech & Language Therapist
- Educational Psychologist
- Learning Support Services
- Social, Emotional, Mental Health Team
- Occupational Therapist
- CIAT



- Visual Impairment Team
- Hearing Impairment Team
- Early Years SEND Team
- Early Help Hub
- GP
- Barnardo's
- Pre5 Service
- WESAIL
- SENART

## ➤ Identifying and assessing pupils with SEND

Identifying pupils who may have a special educational need is a priority in order to ensure they make progress and have opportunities to experience the whole curriculum.

Our school's Assessment Policy outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:


- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school.

Children may be identified as having SEND through a variety of ways including the following:-

- Liaison with any previous school or setting.
- If a child is performing significantly below age related expectations.
- Concerns raised by parent or class teacher/adult within class.
- Through termly A&I Meetings.
- Liaison with external agencies.
- Health diagnosis through paediatrician/doctor.
- Through regular teaching and learning monitoring conducted by a member of the Senior Leadership Team or a subject coordinator.





Once SEND pupils have been identified we may use a range of specific, more specialised tests (usually by the SEND team) to assist in the identification of an individual child's needs in order to plan targeted programs for them and to use as a benchmark for measuring the impact of subsequent interventions.

To obtain further understanding of a child's learning difficulties, we may use:

- Salford Sentence Reading and Comprehension Test
- Nessy Screening
- Age Appropriate Mile Stones Checklist such as B Squared or Wakefield Primary Steps
- 3rd Space Learning Diagnostic Tests
- Thrive Baseline Assessments

Other specialised assessments which may be used in school to identify barriers to learning include:

- Social, emotional, behavioural checklists – e.g. Strengths and Difficulties Questionnaire, Emotional Literacy Support Assistant (ELSA) materials, Boxhall Profiles
- Observation schedules e.g. for behaviour, concentration, attention.

Assessment of Hand and Fine Motor Skills may be required.

In addition, the school commissions the services of a Speech and Language Therapist – Mrs. Maria Mearis who supports our school in identifying the speech and language needs of our children using a range of specialist assessments.

If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher will speak to parents/carers about anything that might have happened at home. The class teacher/SENCo will gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations will be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. Our SEND Policy gives further information relating to behaviour support.

Parents are always informed if school considers that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

Further information relating to identification and assessment of children with SEN can be found in our SEND Policy.

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## ➤ Consulting with pupils and parents

### Parents

Throughout the year there are two Parents' Evenings and there is an end of year annual report.

Parents are invited to review their child's 'Supporting Me to Learn' on a termly basis – these plans are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting.

We have an 'open door' policy whereby the school SEND team are easily contactable via the school office/telephone/email. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN. We particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child.

Progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any Educational Psychologist assessments/observations

The progress of children holding an Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary)

Parental survey forms are used at annual reviews and throughout the year to obtain parents' views about their child's SEN, support in place to address needs and any modifications to this support, which parents feel may be appropriate.

Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with our speech and language therapist or with specialist support teachers.

The progress of children holding an Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary). At Year 5 EHCP annual reviews, transition to secondary school is considered with discussion involving parents. At Year 6 annual reviews, the SENDCo of the receiving high school is usually invited to attend.

Parental survey forms are used at annual reviews and throughout the year to obtain parents' views about their child's SEN, support in place to address needs and any modifications to this support which parents feel may be appropriate.

### Pupils

Targets set for children are reviewed with them and children are involved in the writing of their Pen Portrait.

Children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home.

Children are aware of their progress and the challenging targets set to support their development.

Child survey forms are used at annual reviews and throughout the year to obtain children's views about their SEN, support in place to address needs and any modifications to this support which children feel may be helpful for them.

## **Involving key stakeholders**

School commissions the services of an independent speech and language therapist (Mrs. Maria Mearis) to work directly with children in our school and to provide advice and support to staff in addressing speech and language needs throughout the school. The speech and language therapy and occupational therapy services (NHS) involved with individual children support school in the implementation of specific programs and contribute to the monitoring of progress and reviews of children.

External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from a member of the Educational Psychology Service. In addition, school may seek advice from specialist advisory teachers from The Advisory Service for children with sensory impairment or physical/medical difficulties or social communication difficulties.

School maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.

A Health Practitioner is available for advice and attends meetings in school on request following referrals to the service made by school.

Liaison meetings with pre-school groups are held in the summer term before children enter our nursery classes.

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## ➤ **Progressing towards outcomes**

For pupils with an EHCP, progress towards outcomes will be reviewed through Annual Review:  
All parties involved, including parents and child, will be invited to attend the meeting with at least 3 weeks' notice. This may include: The SENDCo, Inclusion Leader, Class teacher and representatives from appropriate external agencies.  
Parents and pupils will be asked for their views so that they can contribute to the annual review. Pupil's views will be collected in a variety of ways including pictures, voice recordings, writing.  
Translation services will be provided if necessary to help communicate with parents.  
For pupils who are transitioning at a key point new class teachers and the new SENDCo if required will be invited to the annual review to discuss the needs of all SEND pupils making the transition.

Meetings are held with parents three times annually where progress and SMTLPs are reviewed/discussed.  
Annual School report and parents evenings will be an opportunity to discuss progress towards outcomes.  
Meetings with parents as the need arises for SEND pupils and parents may request these with class teachers and/or the SENDCo.  
External professionals involved may also review targets they have set with the class teacher, SENDCo, parents and pupils.

## ➤ **Transition support**

Pupils who are transitioning at a key point for example, Key Stage Two to Key Stage Three have additional arrangements. The current class teacher, new class teachers and the SENDCo will meet to discuss the needs of all SEND pupils making the transition.

Social Stories and transition books will be started at the start of the second summer half term for those children who require it. Pupils will also be provided with more opportunity to spend time in their new classroom and setting to familiarise themselves with it. They may meet new key adults in preparation for their transition.

Parents of key pupils who we envisage experiencing difficulties/barriers will be invited into school for a meeting with the Inclusion Leader or SENDCo. This is particularly important for children with social and communication difficulties.

Wakefield M D Council The Pre-5: SEN Service is for children 0 – 5 (usually up to their entry to Upper Foundation), who have additional needs and disabilities may support pupils transitioning into school nursery or Foundation stage. If a child attends a Children's Centre or a registered private, voluntary or independent setting, the SENDCo and teaching staff in nursery or Foundation stage will meet to discuss the needs of the pupil and how best to support them.



The SENDCo liaises with all Secondary School SENDCOs regarding pupils transitioning from KS2 to KS3. Should a child with an EHCP be moving to secondary school the secondary SENDCo will also be invited to the EHCP review. Year 6 pupils spend a full day at their new secondary school in July of the summer term whilst pupils identified as possibly 'vulnerable' could visit more often if it is agreed that this would benefit them.

All pupils from Nursery-Y6 will engage in transition activities within school with their new class teacher. These include meeting their new teacher and spending time with them. Teachers also meet to have a professional discussion regarding the learning and social needs of the pupils they are passing on.


## **Teaching approach**

The fundamental aim of our school is to enable each child to be all that they can and embrace and fulfil their unique potential. Unlocking potential and removing barriers to learning is the promise and commitment of our school.

All teachers are teachers of children with SEND. Quality First Teaching ensures there is an inclusive approach, with SEND children integrated into class activities with the required support. Quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve. Provision for children with SEND is a matter for the school as a whole. The Head of School, SENDCo and all staff members have important day - to - day responsibilities to ensure the provision for SEND is meeting individual pupil needs.

A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and make progress within these arrangements. Children with SEND will receive support that is additional to or different from the provision made for other children. SEND pupils are further supported through pre teach and misconception sessions. All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively

Work is differentiated to meet the individual needs of our children and a multisensory approach is adopted for our SEND children. Resources and support materials are adapted to ensure SEND children can access the National Curriculum. One-to-one assistance is



provided where necessary, but we strive to make sure this is part of the whole class setting and that we are developing independence skills in all learners.

We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning

Teaching staff act upon the advice received from external agencies, for example, using visual timetables, coloured overlays, slopes, wobble cushions, positioning.

A large number of specific interventions are planned in for each term. These are run by members of the Inclusion Team and experienced LSAs.

Further information regarding the identification and assessment of SEND pupils, can be found in this document.

We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the curriculum and statutory assessment arrangements.


## Adaptations to the curriculum and learning environment

**Additional Adults:** A Learning Support Assistant (LSA) is an additional member of support staff who works under the direction of the Inclusion Leader, SENDCo and class teacher. LSA's work with small groups and on a 1:1 basis within the classroom to help a range of pupils access differentiated activities.

LSA's are trained to deliver intervention programmes that support children in developing their literacy, numeracy or social skills. These take place outside of the normal literacy and numeracy lessons.

A large number of specific interventions are planned in for each term. These are run by members of the Inclusion Team and experienced LSAs. Small group areas are available to provide quiet work areas for 1:1 or small group work.

**Environment:** Classroom displays are specifically aimed to support children's current learning. These are monitored to ensure they support all pupils including those who may have sensory processing difficulties. Adaptations are made within the classroom to ensure the needs in individual pupils are met. We endeavour to ensure that all classrooms are dyslexia friendly including use of labelled resources, word walls,



prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.

We endeavour to ensure that all class rooms are Autism spectrum disorder (ASD) friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources.

We endeavour to ensure that all class rooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of the 10 second rule to allow processing time, pre-teaching of key vocabulary. We commission the services of a SALT therapist (Mrs. Maria Mearis) to work directly with children in our school and provide training, support and advice to staff

**Differentiation:** Work is differentiated to meet the individual needs of our children and a multisensory approach is adopted for our SEND children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc.); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work. We aim to develop each pupils' level of independence before they move to High School and use a range of resources within and around lessons to promote this independent working and attitude.

**Resources:** Teaching staff act upon the advice received from external agencies, for example, using visual timetables, coloured overlays, slopes, wobble cushions, positioning. We purchase resources to support pupils which may have been recommended by external professionals. Class teachers, the SENDCo and Inclusion Leader review the impact of resources and adapt as required.

**Assessment:** The Senior Leadership Team, SENDCo and teaching staff oversee access arrangements for assessment which includes readers, scribes, extra time, small classroom for anxious students and extra support for families and pupils who need this. Coloured overlays, access to laptops and sound recorders and other literacy-based tools for pupils with dyslexic tendencies are provided if required.

## Inclusivity in activities

We aim to ensure that all of our pupils enjoy a broad and balanced curriculum which involves participation in special activities, We work hard to ensure it is safe for all pupils to access every opportunity available. Preparation is essential to ensure all pupils are safe and the right plans are in place to support this. We enable children to engage in whole school activities by planning ahead which includes resources and /or staffing which may be required. This could be 1:1 support, sensory aids/wobble cushions/visual timetables etc. By talking with the children, their families and staff, we ensure the best measures are put in place to allow all children to access whole school activities.



Breakfast and After school club are available in school which SEND pupils can attend if it is deemed appropriate and safe for them to do so. The SENDCo will work with families to ensure adequate support can be given for SEND pupils to attend, plans will then be put in place and a risk assessment may be carried out if required.

## ➤ Supporting emotional and social development

We can seek advice from specialist advisory teacher from The SENSS Team for children with social communication/interaction difficulties. We also have regular meetings and specialist advice from our Educational Psychologist, Lucy Hatton. Termly meetings with Future in Mind (formerly CAMHS) for support and advice around mental health concerns. We have areas designated for 'quiet retreat' within or outside many class rooms.

Assessment tools and intervention programmes e.g. Social and Emotional Aspects of Learning (SEAL) materials, Time to Talk, Dealing with Feelings, Structured Play and Play Scripts, Lego Therapy are used.

Individual Behaviour Plans are created with pupils, parents, external professionals if required, class teacher and the SENDCo. These are reviewed regularly to support the needs of the pupils. These will be shared with all staff who work with the pupil. This ensures consistency which can reduce anxiety for pupils.

Support from the Learning Mentor, Mrs Dawn Higginson for children and their families. Interventions are planned which can be done within a small group or on a 1:1 basis as required. These are included in the assess, plan, do, review process.

Pupil interviews and questionnaires are used to obtain the views of our pupils. The school council play a vital role in obtaining the views of pupils.

## ➤ Evaluating effectiveness

We evaluate how effective our provision is through a variety of different ways. Using the plan, do, review cycle we evaluate the effectiveness on an individual basis. We also:

- Use a provision map to measure progress and achievement

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- Evaluation of individual education plans - Pen Portrait, Supporting me to Learn Plans, My Support Plans and Education, Health & Care Plans.
- Use of assessment information/progress rates etc. pre- and post- interventions.
- Use of attainment and progress data for children with SEN across the school
- Part of whole school tracking of children's progress generally – 3x yearly at A&I meetings
- Use of pupil/parents interviews/questionnaires
- Monitoring by Inclusion Team through regular meetings.
- 

## ➤ Handling complaints

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible. We urge parents/carers with any concerns regarding the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Head of School.

If the concern remains unresolved The Pontefract Academies Trust Complaints Procedure should be followed. The Pontefract Academies Trust Complaints Procedure deals with such concerns or complaints made by any person, including members of the general public, unless separate statutory procedures apply (such as exclusions, admissions, statutory assessments of Special Educational Needs (SEN), matters likely to require a Child Protection Investigation).

If concerns are still unresolved parents may wish to use the Wakefield Information, Advice and Support Service for Special Educational Needs and Disability (SENDIASS).

## ➤ Local Offer

Wakefield's local offer explains what is available on a local authority basis, this can be found using the following link:

<http://wakefield.mylocaloffer.org/Home>

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## ➤ Named contacts

Name of individual	Email address	Phone number
Joanna Carr – Deputy Safeguarding Lead at Orchard Head J, I & Nursery School	admin@orchardhead.patrust.org.uk	01977 723495

## ➤ Additional support

**BARNARDOS:** The role of the Independent Supporter is to provide parents and carers, children and young people with impartial information and advice in relation to assessments leading to Education, Health and Care Plans.

Email: [Wakefieldindependentsupport@barnardos.org.uk](mailto:Wakefieldindependentsupport@barnardos.org.uk)

Telephone: 01924 304152

**WAKEFIELD EARLY SUPPORT, ADVICE, INFORMATION AND LIAISON SERVICE (WESAIL):** Wakefield Early Support, Advice, Information and Liaison Service (WESAIL) offer a one stop shop for advice, support and signposting alongside early support through a key worker service promoting advice, information, emotional and practical support to families.

WESAIL provides free, impartial information, advice and support to parents and carers that are caring for a child or a young person, who have, or may have, special educational needs and/or disabilities (SEND) aged 0-25 years who are living within the Wakefield District.

This service is also available to young people themselves and those working with families.

Email: [wesail@kids.org.uk](mailto:wesail@kids.org.uk)

Telephone: 01924 379015

**WAKEFIELD MD COUNCIL SEN ASSESSMENT AND REVIEW TEAM (SENART):** Wakefield MDC SEN Assessment and Review Team (SENART) leads on the statutory processes of implementing and monitoring Education Health and Care Plans. This includes ensuring that assessments of Special Educational Needs are progressed in line with statutory time scales.

The service works with families, young people, schools and other agencies to ensure that advice is gathered and EHC plans are completed accurately and reviewed appropriately. This is done through providing advice and guidance on the statutory processes.

**Address:** Normanton Town Hall, High Street, Normanton WF6 2DZ

**Email:** [SENART@wakefield.gov.uk](mailto:SENART@wakefield.gov.uk)

**Telephone:** 01924 30246