Orston Primary School Special Educational Needs (SEN) Local Offer 2025- 2026

Introduction

Welcome to our SEN information report which is part of our Local Offer for learners with Special Educational Needs (SEN.) All schools have a legal duty to publish information on their website about the implementation of their policy for pupils with SEN.

Orston Primary School is a mainstream school, committed to working together with all members of our school community. There are no restrictions to entry. Every student has an entitlement to a broad, balanced, relevant and differentiated curriculum along with access to and progression through that curriculum.

Our Information report includes our local offer. We would welcome your feedback and future involvement in its review, so please do contact us. The best people to contact are: SEN Governor – Mr Adrian Hallam, SENCO- Mrs Julia Raine or Headteacher – Mrs Nikki Crosby

Our Approach to Teaching Learners with SEN at Orston Primary, we believe in Achievement for All. We want all adults and children to participate in learning and we celebrate effort, achievement and success. We work to create an inclusive culture in our school and we aim to be very responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

There are a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis. The needs generally fall into one or more of the following categories;

- Cognition and Learning
- Communication and Interaction
- Social, mental and Emotional health
- Sensory and/or Physical Needs.

How do we find out if this Support is Effective?

Monitoring progress is an integral part of quality teaching and leadership. Parents/carers, pupils and staff are involved in termly reviewing of the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is put in place to help a child, the teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision. The SENCO collates the impact data for each intervention and inputs on a provision map, to ensure that we are only using interventions that enhance pupil progress and or well being.

1. What kinds of special educational needs does the school/setting make provision for?

Orston Primary School is a mainstream community primary school and we would always make provision to the best of our ability for any child and their family wishing to join us. Needs of current pupils include: dyslexic tendencies, attachment disorder, autistic tendencies and speech and language difficulties. Needs of pupils that are no longer in school have included DAMP, Dyspraxia, Dyslexia and Down's Syndrome. We would ensure we had adequate provision for any need deemed appropriate by professionals to be best met in a mainstream school.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

If you think your child has Special Educational Needs it is best to discuss your concerns with the Class teacher, Headteacher or other professionals that know and work with your child. A child may be struggling in their learning for many reasons. Not all children are the same and all learn in different ways and over time, sometimes at a different pace, consolidating and achieving new skills and knowledge on their learning journey. If your child is in school, the class teacher will be able to explain how they differentiate teaching to ensure your child can access learning and provide challenge for them to progress and how well this is working.

Barriers to learning- finding these and finding ways of overcoming them are key to success. School assessments and tracking ensure that the progress of all pupils is monitored closely and necessary action is taken to maximise progress through a variety of ways depending on needs and individuals. School will be able to call upon advice and support from external agencies within Notts CC if there is considerable evidence that a child has complex and severe Special Educational Needs. Intervention programmes and support in lessons, boosting for pupils with lower attainment or on the Special Educational Needs register is wholly the responsibility of school in partnership with parents and carers.

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

Progress of pupils with SEN are tracked and monitored closely by the senior leadership team using provision mapping, pupil progress meetings and meetings with parents and carers.

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

We have an open door policy. Parents regularly discuss their children informally with teachers. Parents' evenings are a good chance to touch base but longer meetings are arranged for parents of pupils with SEN to ensure there is adequate time to discuss provision and how well it is supporting progress as well as discussing and agreeing next steps.

c) What is the school's approach to teaching pupils with special educational needs?

School differentiates teaching in class so that all learners can access the curriculum at an appropriate level but challenge so that they make at least good progress. Pupils with SEN will also have a provision map, highlighting additional support specifically: intervention programmes, which adults are involved in delivering intervention, when this is taking place, how often, how it will be evaluated and next steps agreed. This is shared with parents during parents' evening meetings ie: October, January and April/ May.

d) How will the curriculum and learning be matched to my child/young person's needs? Differentiation in lessons as well as specific support programmes and intervention ensure key skills are acquired. Teachers assess pupils regularly, formally and informally to ensure all pupils' needs are matched to the curriculum.

e) How are decisions made about the type and amount of support my child/young person will receive? The SLT meet regularly with the SENCO to discuss children with special educational needs. A provision map is agreed to ensure all pupils with SEND receive adequate support in line with Notts CC guidelines.

f) How will my child/young person be included in activities outside the classroom, including school trips?

We will work closely with parents to ensure all pupils can access activities outside the classroom

g) What support will there be for my child/young person's overall well-being?

All staff are concerned and accountable for pupils' well-being. We are a Take Care school. Our ethos means that we always strive to support the well-being of all pupils. Close relationships and time to listen and support are key. We have a member of staff who supports children who we feel need an emotional boost or help to develop crucial social and emotional skills.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details. SENCO-Julia Raine Please contact via the office at office@rston.notts.sch.uk

5. a) What training have staff supporting special educational needs had and what is planned?

We are members of the Rushcliffe Learning Alliance and staff have access to on-going training through our family senco. Specific training needs are highlighted as new and current needs arise and training organised to address this.

b) What specialist services and expertise are available or accessed by the setting/school?

Notts CC support through our family of schools' Springboard meetings and directly with other Notts CC services for schools.

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

School is accessible for all pupils

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

We try our best to be approachable and want to work in partnership with parents at all times. The Headteacher is always available via email and is often in the front playground at the beginning of the day. Teachers bring children out to parents at the end of the day and informal discussions often happen here. More formal meetings can be arranged through speaking to a member of staff to arrange a meeting directly or by contacting the school office.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

Pupil voice is important to us in all areas of school. Teachers spend time talking to pupils about their learning and so that they know what their next steps to success are.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

Please contact the Headteacher as soon as possible, we would like to work together on issues and concerns quickly.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils? SEN Governor, SENCO & Headteacher meet to discuss provision through formal monitoring visits.

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

Documents for parents by school office as well as through the course of discussions and meetings

12. How will the school/setting prepare my child/young person to:

i) Join the school/setting? ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)? iii) Prepare for adulthood and independent living?

Transition is extremely important to us at Orston. We plan transition carefully and with everyone who is in the team around each child. We work closely with other settings and other agencies to ensure the best transition happens for all children.

13. Where can I access further information? Please contact the Headteacher