Orston Primary School Special Educational Needs (SEN) Information Report 2025-26

Introduction

Orston School is a mainstream school that aims to be as inclusive as possibleand tries to ensure that all pupils, regardless of their specific needs, make thebest possible progress in school.

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. The school regularly assesses the progress of all children in order to identify those children who may benefit from additional support. Children can make progress at different rates and apupil may make slower progress because of a reason unrelated to a special educational need (SEN). The needs of a child may be varied and multiple, but broadly speaking could be part of one or more of the following areas:

Area of SEN	Relating to difficulties with:
Communication and Interaction	**Attention / Interaction skills:** • The pupil may have difficulties ignoring distractions. • The pupil may need reminders to keep attention. • The pupil may need regular prompts to stay on task. • The pupil may need individualised motivation in orderto complete tasks. • The pupil may have difficulty attending in whole class situations. • The pupil may have peer relationship difficulties. • The pupil may not be able to initiate or maintain a conversation. **Understanding / Receptive Language**: • The pupil may need visual support to understand or process spoken language. • The pupil may have frequent misunderstandings.

	• The pupil may need basic language to be used to aid their understanding. **Speech / Expressive Language**: • The pupil may use simplified language and limited vocabulary. • Ideas / conversations may be difficult to follow, with the need to request frequent clarification. • The pupil may have some immaturities in the speech sound system. • The pupil may have poor grammar / phonological awareness and therefore their literacy can be affected.
Cognition and Learning	• Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing **Children may have a specific learning disability such as dyslexia, dyscalculia or dyspraxia**
Social, Mental and Emotional health	• Social isolation • Behaviour difficulties • Attention difficulties • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
Sensory and / or Physical	• Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care.

The school uses a wave system in order to meet the needs of children appropriately:

Wave 1	High quality, inclusive teaching which takes into account the learning needs of**all the children** in the classroom. This includes providing differentiated work and creating an inclusive learning environment.
Wave 2	Specific, additional and time-limited interventions provided for **some children** who need help to **accelerate their progress** to enable them to work at or above age-related expectations. Wave 2 interventions are often targetedat a group of pupils with similar needs.
Wave 3	Targeted, individualised provision for children where it is necessary to providehighly tailored intervention to accelerateprogress or enable children to achieve their potential. This may include specialist interventions.

Provision is monitored and recorded on the whole school provision mapwhich details the types of support and intervention being provided in addition to quality first teaching.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The views of the child and the parents are considered throughout the process through formal and informal meetings and discussions.

Frequently Asked Questions

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

Orston Primary School is a mainstream primary school. We would make provision, to the best of our ability, for any child and their family wishing to joinus. We have experience of working with pupils with a range of SEN including dyslexia, autism, attachment disorder and global developmental delay. We would always seek to access support and training to meet the needs of any pupil in our school.

2) How does the school know if pupils need extra help and what should I do ifI think that my child may have special educational needs?

Orston Primary School carries out regular assessments of children's learning. The class teacher uses this assessment to closely monitor the progress of eachchild, identify barriers to learning and plan targeted support. We also seek advice from other professionals, for example speech therapists or social care.

In deciding whether or not to make special educational provision, the teacher and SENCo consider all of the information gathered about the pupil's progress, alongside national data and expectations of progress. Thisincludes high quality and accurate formative assessment, using effective tools and early assessment materials.

A pupil that has been identified by school or in partnership with another agency, as requiring provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, willbe placed on the SEN register under 'SEN Support.' Parents will be formally advised of this; they are also informed of the provision being made for theirchild. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning.

Some children may already have a special educational need identified before they start at our school. In those circumstances we would liaise closelywith parents/carers and any professionals involved, to plan the necessary support for the child.

If parents/carers think that their child has a special need they should talk to their child's teacher or the school SENCo, so that their child's needs can be identified and provided for. If parents and carers have a concern about a health issue or physical condition, they may also like to seek advice from theirGP, or other health professionals

3)

a) How does the school monitor the effectiveness of support?

The school SENCo holds termly meetings with the class teacher and appropriate other professionals to discuss the provision for children with SEND(Special Educational Needs), and evaluate the effectiveness of provision. Interventions have very specific and focused targets and are carefully monitored and tracked to ensure they are having a positive impact. Progressby children with SEND is reviewed each term using the school tracking systemto ensure all cohorts of children are being appropriately supported to enabletheir needs to be met and progress to be made.

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

In order to make consistent, continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Staff make ongoing assessments as well as using a variety of assessment tools. We also meet regularly with parents and children at reviewmeetings and parent evenings. We also encourage informal meetings and discussion to share views. Pupil progress will be monitored on a termly basis inline with the SEN Code of Practice. Termly progress meetings with the assessment coordinator, SENCo and class teachers are held to monitor progress of different groups including children with SEND.

Provision maps generated by the SENCo provide an overview of interventionand support.

c) What is the school's approach to teaching learners with SEN?

We aim to teach children with SEN, alongside their peers within the mainstream classroom. Where this is not possible, we work closely with the child's parents to provide a more flexible approach to formal learning. Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line withthe wishes of their parents and the needs of the individual.

d) How will the curriculum and learning be matched to my child's needs?

Through assessments, teaching and discussions with professionals and parentswe aim to build a thorough picture of the needs of the child. We then plan to meet these needs through:

- Differentiation
- Additional resources
- Small group or 1:1 support within class
- Interventions
- Adaptations to the class situation

e) How are decisions made about the type and amount of support my child will receive?

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's records. The aimof formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess

- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supportingthe pupil to achieve good progress and outcomes. The parents' and pupil's views will be considered throughout the process and will be used to help refine and develop the cycle.

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lackof clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

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

We will work closely with parents to ensure all pupils can access activitiesoutside the classroom.

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

All staff are concerned and accountable for pupils' well-being. 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 specialist member of staff who delivers small group or individual well-being sessions where required.

4) Who is the school's special educational needs co-ordinator (SENCo) and what are their contact details?

SENCo-Julia Raine

Please contact via the office at office@orston.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 is organised to address this.

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

Orston primary school can request support from:

- Educational Psychology Service
- SALT (Speech and Language therapy service)
- Schools and Families Specialist Services
- School nursing team
- Occupational therapists
- Social services
- Rushcliffe Primary SEMH Partnership
- CAMHS

C) How will equipment and facilities to support pupils with special educational needs secured?

All pupils with SEN will have access to up to £6,000 per year of the school's budget. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of asecondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is

accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by theLocal Authority, who will determine whether the level and complexity of need meets the threshold for this funding. In order to access this funding theSENCo will write a bid in conjunction with the class teacher and the support staff. Every effort will be made to secure additional funding from the family bidding process and other agencies should this be considered necessary.
We work together in a 'contracted delegation' system which means we meet as a family of schools to moderate our additional funding bids and then review the family allocations. We also meet to support training needs. The family of schools also support each other with specialist knowledge andjoint training. The SENCo and the headteacher will allocate the funding in the best way they believe necessary to support individual children's needs. This may include:

- Teaching assistant support within the classroom as part of a small group
- Teaching assistant support outside the classroom as part of a small group
- Teaching assistant support on an one to one basis in the classroom
- Teaching assistant support on a one to one basis outside the classroom
- Assistive technology
- Software
- Intervention packages
- Staff training
- Specialist bought in staff e.g. counsellors

6) How accessible is the school?

Every effort has been made to ensure that Orston Primary School is accessibleto all pupils and that disabled pupils have the same learning opportunities as their peers. The school has been partially adapted to accommodate children with a physical disability. The car park has a designated disabled parking space and there is a purpose built disabled toilet. Any class with a wheelchair user will be in an accessible classroom. Further information can befound on the school's Accessibility Policy. This policy includes information on how we are striving to continuously improve our learning environment.

Please contact the headteacher or SENCo if you have any queries, including those about admissions.

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?

We try our best to be approachable and want to work in partnership with parents at all times. Parents are always welcome to request meetings with theclass teacher, teaching assistant, headteacher and SENCo

All parents are invited to attend our parents evening twice a year. In addition, parents of children on our SEN register are invited in to school toreview targets discuss new targets as appropriate.

Teachers or the SENCo will invite parents in to school for extra meetings if any additional concerns arise.

If the child has many professionals working with them, we will hold regular multi-agency meetings involving all parties and parents/ carers.

If the child has an EHC (Education, Health and Care plan) then this will bereviewed annually with parents/carers and any other relevant agencies.

The SENCo may also signpost parents of pupils with SEN to the local authority'Ask US' service where specific advice, guidance and support may be required.

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 try to involve them in agreeing theirnext steps. Children with SEN complete an 'All About Me' profile which helpsto inform staff about the pupils' feelings. Pupils are invited to meetings whereappropriate.

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

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 support the teaching staff in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

If it is decided by the parents/carers and the school that other organisationsand services should become involved with the child, then the relevant referral forms are completed and a referral will be made.

The SENCo liaises regularly with the SEND governor. The school continues to build strong working relationships and links with external support agencies in

order to fully support our SEND children and aid school inclusion. This includes attending meetings and sharing information as appropriate.

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

Relevant documents for parents are available in the folder next to the school office as well as through the course of discussions and meetings. Additionally, when the SENCo receives information from services that can be a potential support to parents and young children, this information is sent to parents.

12)

a) How will the school prepare my child to join the school and transfer between phases of education

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

In every transfer the essential element is communication. Meetings and "All about me" pen-portraits of the child are organised so that information aboutthe child and how they learn is communicated effectively.

In year 6 the SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school. Your child may participate in focused sessions relating to aspectsof transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions.

b) How will the school prepare my child for adulthood?

When necessary, the curriculum for pupils with SEN is adapted to include reallife situations, for example, trips to local shops and cooking, to enable real lifelearning about many different aspects of the curriculum.

Where can I access further information?

Please contact office@orston.notts.sch.uk

We welcome feedback to this report, please contact: SEN Governor – Ms Anna Thurston, SENCO- Mrs Julia Raine or Head Teacher – Ms Nikki Crosby at office@orston.notts.sch.uk