Orbis Education Trust

Optimism Resilience Balance Individuality Synergy

Policy Name:	**ORBIS SEND information report**
Policy Type:	**Discretionary**
Issue Date:	**24th November 2025**
To be reviewed:	**Annually – 24th November 2026**
Approved by:	**CEO**
Policy Owner:	**Dan York**

SEND Information Report

1. **Our trust currently provides additional and/or different provision for a range of needs, including:**

1.1. Communication and interaction, for example, autistic spectrum disorder (ASC), Asperger's Syndrome, speech, language and communication difficulties (SLCd).
1.2. Cognition and learning, for example, dyslexia, dyspraxia.
1.3. Social, emotional and mental health difficulties (SEMH), for example, attention deficit hyperactivity disorder (ADHD).
1.4. Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
1.5. Moderate learning difficulties.

2. **Identifying pupils with SEND and assessing their needs**

2.1. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. 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.

3. **Consulting and involving pupils and parents**

3.1. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

3.2. Everyone develops a good understanding of the pupil's areas of strength and difficulty.
3.3. We take into account the parents' concerns.
3.4. Everyone understands the agreed outcomes sought for the child.
3.5. Everyone is clear on what the next steps are.

4. We will formally notify parents when it is decided that a pupil will receive SEND support.

5. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

5.1. The teacher's assessment and experience of the pupil.

5.2. Their previous progress and attainment and behaviour.
5.3. Other teachers' assessments, where relevant.
5.4. The individual's development in comparison to their peers and national data.
5.5. The views and experience of parents.
5.6. The pupil's own views.
5.7. Advice from external support services, if relevant.

6. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.

7. The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through EduKey. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Staff receive regular training on SEND matters and work with external agencies to secure specialist expertise when required.

8. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

9. Where a pupil requires specialist equipment or facilities, the school will work with external agencies and the local authority to secure the necessary provision. This may include assessment by specialists to identify appropriate resources.

10. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

11. Parents are consulted regularly about their child's progress and involved in setting outcomes. We welcome parental input and work in partnership to achieve the best outcomes for each child.

12. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

13. We actively seek and value the views of our pupils with SEND. Pupils are involved in discussions about their learning, setting their own targets where appropriate, and are encouraged to express their views about what helps them learn best.

14. Supporting pupils moving between phases and preparing for adulthood.

15. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. For pupils with Education, Health and Care Plans, transition planning begins in Year 9 and focuses on preparing for adulthood outcomes including employment, independent living, health, and community participation.

16. Our approach to teaching pupils with SEND.

17. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

18. Adaptations to the curriculum and learning environment

18.1. We make the following adaptations to ensure all pupils' needs are met:

18.2. Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, teaching style, content of the lesson, etc.
18.3. Adapting our resources and staffing.
18.4. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
18.5. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
18.6. Additional support for learning.

19. We have teaching assistants who are trained to deliver a range of interventions. When appropriate, teaching assistants will support pupils in small groups. Where required, we will work with external agencies to provide support for pupils with SEND.

20. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

20.1. Reviewing pupils' individual progress towards their goals each term.
20.2. Reviewing the impact of interventions.
20.3. Using pupil questionnaires.
20.4. Monitoring by the SENDCo.
20.5. Using provision maps to measure progress.
20.6. Holding annual reviews for pupils with EHC plans.

21. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.

22. All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability. The school's accessibility plan sets out how we will progressively improve access to the physical environment, curriculum, and information.

23. Support for improving emotional and social development.

24. We provide support for pupils to improve their emotional and social development in the following ways:

24.1. Pupils with SEND are encouraged to be part of any whole school activities.
24.2. We have a zero-tolerance approach to bullying.

25. Working with other agencies.

26. We work with a range of external agencies to support pupils with SEND, including educational psychologists, speech and language therapists, occupational therapists, school nurses, and other health and social care professionals. We will seek parental consent before involving external agencies.

27. Complaints about SEND provision.

Complaints about SEND provision in our school should be made to the complaint's coordinator in the first instance. They will then be referred to the school's complaints policy.

28. Disability discrimination

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

28.1. Exclusions.
28.2. Provision of education and associated services.
28.3. Making reasonable adjustments, including the provision of auxiliary aids and services.

29. Contact details for raising concerns.

30. Please refer to the trust complaints policy.

31. The contact details of support services for the parents of pupils with special educational needs.

32. Parents can access support through the local authority's SEND Information, Advice and Support Service (SENDIASS). Contact details are available through the local authority's Local Offer.

33. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education.

34. We work closely with receiving schools and colleges to ensure smooth transitions. Enhanced transition arrangements are put in place for pupils with SEND, which may include additional visits, meetings with key staff, and sharing of detailed information about the pupil's needs and successful strategies.

35. Information on where the local authority's Local Offer is published.

Our local authority's local offer is published here:

https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer