Orion Scotts Park
SEND Information Report
2026/27

Updated – September 2026

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You

can find it on our website www.orionscottspark.org.uk

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia,
	dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Sam Anderson.

Sam has 5 years experience in this role and has worked as a class teacher for 8 years prior to becoming a SENDCo. She achieved the National Award in Special Educational Needs Co-ordination in April 2023.

Sam holds a BA (Hons) degree in Primary Education and brings a wealth of teaching experience across all stages of Primary education. This extensive classroom experience provides Sam with a deep understanding of child development and learning needs, enabling her to effectively support pupils with SEND and guide staff in implementing appropriate strategies and interventions.

Sam is allocated 2.5 days per week to manage SEN provision.

SEND Manager

Our SEND Manager is Sam Howell

Sam has 6 years' experience in this role and has also worked as a SEND Administration Assistant in both special school and mainstream school settings. This included working within specialist resource provisions supporting children with hearing impairments and pupils with Social, Emotional and Mental Health (SEMH) needs.

Sam holds a Level 3 qualification in Principles of SEND and is Level 2 trained in Understanding Autism. This strong combination of practical experience and specialist training enables Sam to effectively support pupils with diverse needs, work collaboratively with staff and families, and contribute to the development of inclusive practice across the school.

Sam is allocated 2.5 days per week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

In the last academic year, our teachers have been trained in de-escalation training, restorative approaches, classroom strategies to support working memory and slow processing, adaptive teaching training and trauma training.

Teaching assistants (TAs)

We have a team of 7 TAs.

We have 3 teaching assistants who are trained to deliver interventions such as SALT, ELSA, ACEs, Nessy ect.

In the last academic year, TAs have been trained in de-escalation training, restorative approaches, classroom strategies to support working memory and slow processing, adaptive teaching training and trauma training.

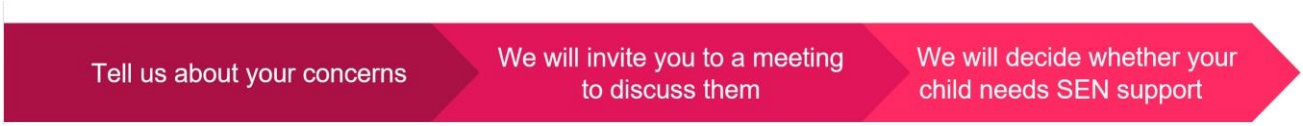
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

1. If you think your child might have SEN, the first person you should tell is your child's teacher. We have an open-door policy and parents are able to talk to the class teachers directly at the start and end of the school day. Class teachers are knowledgeable about your child and will be able to discuss your concerns in more detail with you. If you speak to your child's class teacher, they will pass your concern on to our SENCo, Sam Anderson who will be in touch to discuss your concerns. You can also contact the SEND Team directly at info@orionscottspark.org.uk
2. We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.
3. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this. If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Vice Principal or Principal. If you are still not happy you can speak to the Executive Principal or the school SEN Governor.



If you think your child might have SEN, the first person you should tell is your child's teacher.

Discuss your concerns with your child's class teacher who can refer your child to the school's Inclusion Panel for consideration and assessment.

They will pass the message on to our SENCo, Sam Anderson, who will be in touch to discuss your concerns.

You can also contact the SENCO directly.

Sam Anderson info@orionscottspark.org.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN. Teachers can refer the child into the Inclusion Panel to share their initial concerns too.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

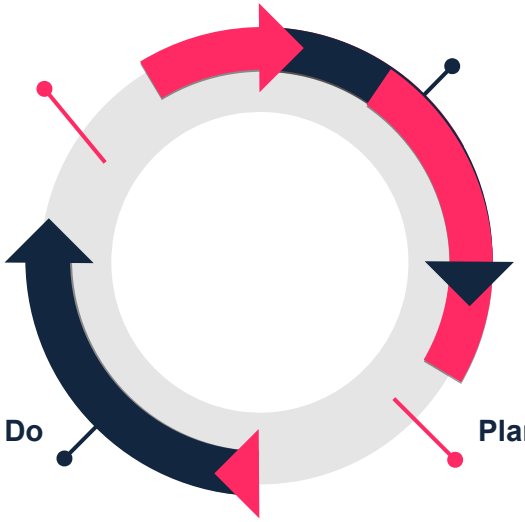
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

In line with the school's SEND policy, strategy and SEN Code of Practice, we will follow the 'graduated approach' to meet your child's needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Your child's class teacher will meet you a minimum three times per year, through organised Parents' evenings throughout the year. During these meetings teachers will:

● Set clear outcomes for your child's progress

● Review progress towards those outcomes

● Discuss the support we will put in place to help your child make that progress

● Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCo may also attend these meetings to provide extra support and provide additional information.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

- We may seek your child's views by asking them to:
- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting •

  Complete a survey

8. How will the school adapt its teaching for my child?

Your child's class teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality first teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum.

We will differentiate (or adapt) how we teach to suit the way pupils work best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc and other strategies as suggested by external agencies and professionals
- Teaching assistants will support pupils on a 1-to-1 basis where this need is identified
- Teaching assistants will support pupils in small groups where this need is identified

9. How will the school evaluate whether the support in place is helping my child?

For those children with special educational provision, we will evaluate the effectiveness of the intervention by;

- Conducting a baseline assessment prior to the support/intervention taking place
- Reviewing the impact of interventions (half-termly)
- Monitoring the quality of the intervention by the SENDCo and members of the school leadership team
- Using provision maps to measure progress
- Monitoring and reviewing IEPs and progress towards targets
- Holding an annual review (if your child has an Education, Health and Care plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips

All pupils are encouraged to take part in sporting events, school plays, workshops etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

For more information on the admissions arrangements for pupils with SEND, please visit our website and view our admissions policy which can be found at www.orionscottspark.org.uk

13. How does the school support pupils with disabilities?

For information on how Orion Scotts Park supports pupils with disabilities, please refer to the school's accessibility Policy, or visit www.orionscottspark.org.uk

14. How will the school support my child's mental health and emotional and social development?

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of additional in-school clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. For information on how we deal with bullying, please refer to the school's behaviour policy.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

Transition between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend transition meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

- We will contact the school SENCo and ensure he/she knows about any special arrangements that your child requires.
- We will make sure that all records about your child are passed on to the new school.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place.
- If your child would be helped by a transition book to support them understand moving on then this can be arranged.

Moving to Secondary School

The SENCo of the secondary school will come into our school for a meeting with our SENCo. They will discuss the needs of all the children who are receiving SEN support. Pupils will be prepared for the transition by:

- The SENCo will meet with the SENCo of their secondary school to discuss the specific needs of your child and how best to make the transition into secondary school.
- May attend a small group in school, to support their understanding of the changes ahead. This could include creating a 'Personal Passport/All about me' which includes information about themselves.
- Your child will visit their new school on the transition day set by the Local Authority and in some cases additional visits are arranged. The SENCo from the new school may visit your child in this school.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Raithby (Principal) will work with Sam Anderson, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

In the unlikely event that the school are not supporting you in the way that you wish them to we will refer you to the school's complaints policy which can be found on the school's website www.orionscottspark.org.uk the normal protocol for complaints is to be adopted:

- Complaints in the first instance to the SENCo

- Escalates to the Head of School

- Escalates to the Executive Principal

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

As a parent you will have regular contact with your child's class teacher.

The SENCo will also be available to support you to:

- discuss your child's progress, new assessments and ideas suggested by outside agencies.
- for you to raise any concerns/worries you may have.
- SEN Support Plans
- Home learning projects will be adjusted as needed for your child.
- A home/school communication book may be used to support communication with you, when this has been agreed to be useful for you and your child.

If you have any questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, you can refer to the Bromley Local Offer which can be found here - Special Educational Needs and Disability (SEND) Local Offer – London Borough of Bromley National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages