



Special Educational Needs and Disabilities (SEND) Policy

Draft: March 2026

Ratified: May 2026

Review: May 2027

Chair of Governors:

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Headteacher:

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Ethos of The Orchard School

At The Orchard School, **Everyone Matters, Everyone Cares**. Our ethos is rooted in the belief that every child has the potential to grow, thrive, and succeed when provided with the right environment, relationships, and support. **The Orchard Way** guides everything we do, ensuring that our approach is therapeutic, inclusive, and centred on understanding behaviour as communication. We are committed to nurturing the social, emotional, and mental health (SEMH) needs of our pupils, recognising their unique challenges while celebrating their individuality. Through strong relationships and a culture of care, we create a school where every pupil feels safe, valued, and empowered to reach their full potential.

Principles of Our Ethos:

1. Respect for the Individual: Every pupil deserves respect, dignity, and the opportunity to be heard.
2. Relationships at the Heart of Learning: Positive, trusting relationships form the foundation of our work.
3. Equity and Inclusion: We ensure all pupils have access to the support they need to succeed.
4. Therapeutic and Nurturing Approaches: We integrate Therapeutic Thinking Approaches strategies to promote resilience.
5. High Expectations with Compassion: Balancing aspirations with understanding and personalisation.
6. Collaboration with Stakeholders: Families, carers, and agencies work together to support pupils.
7. A Safe and Predictable Environment: Structure and boundaries foster trust and confidence.
8. Restorative Practices: Addressing conflicts through understanding, accountability, and growth.

1. Introduction

This policy has been written in line with the following legislation and statutory guidance:

- Children and Families Act 2014 (Part 3)
- SEND Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Education Act 2011
- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (KCSIE) 2025
- Ofsted Education Inspection Framework (EIF) 2025

The Orchard School is a **cross-phase SEMH specialist school (Year 2 to Year 11)**. All pupils have an Education, Health and Care Plan (EHCP), with SEMH as a primary or significant need.

Many pupils also present with co-occurring needs, including:

- Communication and interaction needs
- Cognition and learning difficulties
- Speech, language and communication needs (SLCN)
- Sensory and/or physical needs

2. Objectives of the Policy

We will ensure that all pupils have their needs met through a rigorous programme of **identification, assessment, planning, and support**. To achieve this, we will:

- Seek and incorporate the views of pupils in decision-making.
- Work collaboratively with parents/carers to support their child's education.
- Provide full access to a broad, balanced, and relevant curriculum.
- Manage resources effectively to meet pupils' needs.
- Monitor and review pupil progress and provision regularly.
- Engage with external agencies when appropriate.
- Ensure EHCPs are reviewed in line with statutory requirements.
- Provide staff training to support effective policy implementation.

3. Guiding Principles

At The Orchard School, we believe all pupils, regardless of gender, ethnicity, ability, disability, or sexuality, are entitled to a high-quality education that maximises their life chances. Our pupils are supported to:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, employment, further education, or training.

All staff are trained in:

- Therapeutic Thinking approaches
- De-escalation and relational practice
- Restorative approaches
- Approved physical intervention techniques

Small class sizes and the presence of Community Support Partners (CSPs) ensure that individual needs are met effectively.

4. SEND Provision Coordination

The school's SEND provision is coordinated by:

Headteacher: Alistair Hammond

SENDCo: Rebecca Thomas

The SENDCo holds the National Award for SEN Coordination (NASENCo), as required by legislation.

The SENDCo has strategic oversight of SEND provision across the school, ensuring that systems, provision and outcomes are effective and compliant. Assistant Headteachers support the operational implementation of SEND provision within their phases.

Assistant Headteachers (Primary and Secondary Curriculum): Responsible for day-to-day SEND operations.

Key Responsibilities

- Overseeing the implementation of the SEND policy
- Coordinating provision and advising staff on the graduated approach
- Ensuring provision aligns with EHCP outcomes
- Managing resources and deployment of staff

- Liaising with parents, carers, external agencies and the Local Authority
- Ensuring compliance with SEND legislation and the Equality Act (2010)
- Supporting transitions
- Maintaining accurate records
- Monitoring impact on progress, attendance and behaviour

5. Monitoring and Review

The effectiveness of this policy will be monitored by the Senior Leadership Team (SLT) and Governing Body, focusing on:

- Pupil progress and attainment.
- Effectiveness of support strategies.
- Staff training needs.
- Parent and pupil engagement.
- Use and impact of external agency involvement.
- Compliance with statutory review processes.

An annual self-evaluation of SEND provision will inform policy updates and improvements.

Monitoring will also include:

- Learning walks
- Book looks
- Pupil voice
- Behaviour and attendance analysis
- Provision mapping reviews
- EHCP outcome tracking

6. Education, Health and Care Plans (EHCPs)

Once a pupil is placed at The Orchard School with an EHCP, staff ensure that:

- Teachers and support staff are aware of the pupil's needs and required provisions.
- Progress is regularly monitored and reviewed.
- Annual Reviews involve input from parents/carers, external professionals, and the pupil.
- The Local Authority is notified if SEND needs change, prompting an EHCP review.

All interventions are monitored to assess impact and effectiveness, ensuring provision remains appropriate and meaningful.

7. SEND Identification and Assessment

While all pupils enter the school with an identified SEMH need, additional needs may emerge. The school follows a structured approach to identifying and assessing SEND:

- Initial assessments (within six weeks of entry) include literacy and numeracy screening.
- Ongoing assessments (annually) track progress and inform targeted interventions.
- Termly Pupil Progress Meetings identify pupils requiring additional support.
- Access to external assessments and specialist services when needed.

Interventions may include literacy and numeracy support, social skills programmes, mentoring, sensory circuits, speech and language therapy, and counselling services.

8. Graduated Approach

The Orchard School follows the graduated approach as outlined in the SEND Code of Practice through the Assess–Plan–Do–Review cycle:

- **Assess**
Ongoing assessment of pupils' needs through baseline assessment, progress data, behaviour analysis and professional judgement
- **Plan**
Provision is planned in line with EHCP outcomes, with clear strategies shared with all staff
- **Do**
Teachers remain responsible for pupils' learning, supported by Community Support Partners and targeted interventions
- **Review**
Progress is reviewed termly through pupil progress meetings, Annual Reviews and ongoing monitoring

9. Access to the Curriculum

The Orchard School follows the **National Curriculum**, adapting where necessary to meet individual needs. Adaptations may include:

- Differentiated teaching strategies.
- Alternative qualifications (GCSE, Functional Skills, NVQ, Entry Level, VCerts).
- Specialist interventions to support access to learning.

- Personalised behaviour and emotional regulation strategies.
- Adaptive teaching approaches
- Scaffolding and modelling
- Early checks for understanding
- Explicit use of EHCP outcomes in planning

10. Inclusion and Equality

The school ensures:

- Reasonable adjustments are made in line with the Equality Act 2010
- No pupil is disadvantaged due to SEND
- Provision is inclusive and personalised
- Decisions are lawful, proportionate and linked to EHCP needs

11. Attendance and Engagement

Attendance is recognised as a key indicator of inclusion.

The school:

- Uses personalised and flexible approaches where appropriate
- Supports reintegration
- Works with families and external agencies

Attendance is monitored alongside behaviour, safeguarding and engagement.

12. Preparing for Adulthood (Transitions)

From Year 10 onwards, pupils receive tailored support for post-16 education and employment pathways, including:

- Careers guidance and work experience.
- Individual transition planning.
- Multi-agency collaboration for independent living support.

13. Pupil Participation

Pupil voice is central to SEND provision at The Orchard School. Pupils contribute to:

- Annual Reviews and personal target setting.

- School-wide decision-making through forums and surveys.
- Self-advocacy training, ensuring they understand their rights and needs.

14. Parental Involvement

Parents/carers play a crucial role in their child's education. We maintain regular contact through:

- Weekly updates from Form Tutors or wider Community Support Team.
- Regular progress meetings and review sessions.
- Workshops and training sessions for parents on supporting SEND needs.
- Support in accessing external services where required.

15. Safeguarding and SEND

SEND is closely linked to safeguarding.

The school ensures:

- Monitoring of vulnerable pupils
- Daily safeguarding communication
- Multi-agency working

15. Facilities and Accessibility

The school is committed to accessibility and inclusivity. Key provisions include:

- Lift access to the primary provision.
- Step-free access across the secondary site.
- Ramped entry to sports facilities.
- Accessible toilets and changing facilities.
- Quiet regulation spaces
- Therapeutic and sensory environments

16. Staff Training

All staff complete training in:

- Safeguarding
- Behaviour Management
- Restorative Approaches

- Team-Teach De-escalation and Physical Intervention

All staff have access to CPD via the school's online platform The National College with additional subject-specific and SEND training available.

17. Complaints Procedure

Any concerns regarding SEND provision should be addressed through the school's complaints procedure:

- Pupils can report concerns to any trusted staff member.
- Parents/carers can request a formal complaints form via the school office.
- Support is available for parents/carers through the Local Authority and PSOs.

18. Governing Body Responsibilities

The Governing Body ensures:

- Compliance with SEND regulations and Equality Act 2010.
- Oversight of SEND budget and resource allocation.
- Annual publication of SEND Information Report on the school website.
- Monitoring of pupil progress, parental engagement, and policy effectiveness.

This policy will be reviewed annually to reflect developments in SEND legislation, best practice, and the needs of our pupils. The school publishes an annual SEND Information Report on the website in line with statutory requirements.

For further information, please contact:

The Headteacher or SEND Coordinator (SENDCO) via the school office.