



The **Orchard School**

# Special Educational Needs and Disabilities (SEND) Policy

Draft: February 2025

Ratified:

Review: February 2026

Chair of Governors:

Headteacher

## 1. Introduction

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

- **Children and Families Act 2014 (Part 3)**
- **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (January 2015, updated 2020)**
- **Equality Act 2010**
- **The Special Educational Needs and Disability Regulations 2014**
- **The Education Act 2011**
- **Working Together to Safeguard Children (2023)**

### Mission Statement

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.

The Orchard School is a specialist provision for pupils with **Social, Emotional, and Mental Health (SEMH) needs**, formerly known as Behaviour, Emotional, and Social Difficulties (BESD). Every pupil has an **Education, Health and Care Plan (EHCP)** identifying SEMH as a primary or secondary need. Some pupils also have additional learning difficulties impacting their education.

## 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 **Team-Teach de-escalation and physical intervention techniques, Restorative Approaches, and behaviour management strategies**. **Small class sizes** and the presence of **Learning Mentors** ensure that individual needs are met effectively.

### 4. SEND Provision Coordination

The school's SEND provision is coordinated by:

**Headteacher:** Alistair Hammond

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

#### Key Responsibilities

- Overseeing daily implementation of SEND policy.
- Coordinating provision and advising on the **Graduated Approach**.
- Managing resources and budget allocation for SEND provision.
- Liaising with parents, carers, external agencies, and the Local Authority.
- Ensuring compliance with **Equality Act (2010)**.
- Supporting smooth transitions for pupils.
- Maintaining up-to-date pupil records and progress tracking.

### 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.

## 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. 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.

### **9. 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.

### **10. 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.

### **11. Parental Involvement**

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

- **Weekly updates from Form Tutors or Pastoral Support Officers (PSOs).**
- **Regular progress meetings and review sessions.**
- **Workshops and training sessions for parents** on supporting SEND needs.
- **Support in accessing external services** where required.

### **12. 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.**

### **13. 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 (Anspear)**, with additional subject-specific and SEND training available.

### **14. 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.

### **15. 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.

**For further information, please contact:**

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