



The Orchard Vision: *Inspiring Success*  
Values: *Determination, Courage, Respect*

# The Orchard Special Educational Needs and Disability Policy 2022

## School Aims

We want our school to be a **centre of excellence** for learning - for children, adults and our wider community. We want to create a school where;

- Children are safe, happy and healthy
- Children make outstanding progress and are confident, independent enthusiastic and determined learners
- Staff are inspirational practitioners, able and enthusiastic to learn from and develop others
- Everyone shows respect and consideration for other people
- We want to grow through supporting and developing other schools and continuing to learn ourselves.

We want our school to be a rich, exciting and fun environment which is underpinned by these important characteristics;

## Learning

- Creating and thinking critically; problem solving – using and applying skills
- Confidence to take risks and to be independent
- Collaboration
- Responsibility, Resilience, Resourcefulness, Reflection, Reasoning, Respect (6Rs)
- Exploring, Playing
- Active learning
- Tolerance and respect for others, their ideas and opinions
- Enthusiasm for learning

## Quality First Teaching

- Tenacious - wanting the best for every child, every lesson, everyday
- Engaging and Inspiring
- Analytical and reflective assessment: rigorous and influences every lesson
- Challenging - underpinned by high expectations
- High Quality Interaction - questioning and feedback which guides next steps, praises effort
- Excellent relationships underpinned by care and respect
- Rich language and learning environment

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice and has been written with reference to;

- Equality Act 2010: advice for schools DfE Feb2013
- SEND Code of Practice 0 – 25
- School SEND Information Report Regulations(2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- National Curriculum Key Stage 1 and 2 framework document Sept2013
- EYFS Statutory Framework
- Safeguarding Policy
- Accessibility Plan
- Behaviour Policy
- Teachers Standards 2012
- Positive Touch Policy

## Aims of the SEND Policy (Special Educational Needs and Disability) Current aims are:

- To ensure children with SEND achieve and progress well and benefit from high expectations
- To ensure inclusion and ensure equality of opportunity and access
- To ensure early identification and support
- To ensure staff have appropriate training
- To continuously improve the range of strategies used to support children.
- To develop a consistent whole school approach to identification and assessment
- To provide appropriate individualised support to children with SEND
- To safeguard children with SEND
- To ensure children become confident learners able to make a successful transition to the next stage in their education and in to adulthood.

## Role of SENCO/Inclusion manager (Special Educational Needs Co-ordinator)

Our SENCO/Inclusion Manager is Mrs. Barkway-Smith. She can be contacted through the School Office: 0208 979 2945, Work Mobile: 07561 311616, Email: [senco@orchard.surrey.sch.uk](mailto:senco@orchard.surrey.sch.uk)

Mrs. Barkway-Smith is a member of our Senior Leadership Team and holds the National Qualification for Leadership and Management in Special and Inclusive Education.

The SENCO, with the support of the Head teacher and governing body takes responsibility for;

- The day to day operation of the school's SEND policy
- Keeping the SEND register up to date
- Advising staff on assessing and meeting a range of needs and planning training to support professional development
- Maintaining effective record keeping to track progress
- Ensuring full involvement of parents and pupils in decision making about pupils with additional needs
- Liaising with external agencies as appropriate including the EPS (Educational Psychology Service), the STIPs (Specialist Teachers for Inclusive Practice) team comprising of the LLSS

(Learning and Language Support Service) and the BSS, (Behaviour Support Service), the district health authority, children's services (e.g. SALT - speech and language therapist, OT – Occupational therapist, PSSS – physical and sensory support service)

- Organising and chairing annual multi professional team meeting with the services listed above
- Writing an annual School Improvement Action Plan to set targets for improvement and identify strategies
- Organising and attending person centered annual review meetings for children who have an Education Health Care Plans
- Ensuring that staff are aware of current government policy relating to SEND and how this affects support plans
- Gathering evidence and compiling information for statutory assessment request for an Education, Health and Care Plan (EHCP)
- Monitoring the impact and quality of interventions and individual support plans (ISP)
- Working collaboratively to develop the provision of the Specialist Centre to ensure maximised and effective use of centre staff
- Seeking additional funding where appropriate
- Hosting parental gatherings - formal and informal

### SEND Governor

Our SEND Governor is Mrs. Nina Vlahos. The SEND Governor's role is to monitor the effectiveness and impact of the SEND policy and expenditure. Each year the SEND Governor will review the SEND policy with the SENCO, Head teacher and with parents.

The SEND Governor meets the SENCO termly and completes a SEND Learning walk in school. Feedback concerning our policy and practices is sought via our annual SEND survey and via [policyfeedback@orcahd.surrey.sch.uk](mailto:policyfeedback@orcahd.surrey.sch.uk) to Governors.

### Staff Roles

All staff has responsibility for all the children. Teachers are responsible for children with SEND in their class. Their work is supported and monitored by the Head Teacher and SENCO.

DSLs – Designated Safeguarding Leads are;

- Mrs Sally Cary – Head Teacher
- Mrs Chloe Turi – Assistant Head Teacher/ Specialist Centre Lead
- Miss Alison McCarthy – Assistant Head Teacher (Key Stage 1)
- Mrs Anna Barkway-Smith – SENCO
- Pupil Premium Designated Teacher (Children eligible for free school meals under the pupil premium criteria) – Mrs Chloe Turi
- Children who are Looked After Designated Teacher (CLA) – Mrs Chloe Turi/ Mrs Sally Cary
- Managing Medical Needs Designated Teacher – Mrs Sally Cary

### Facilities

There is wheelchair access to all teaching spaces and two disabled toilets. Reasonable adjustments are always made where necessary to meet the needs of children, staff and visitors. There is a central resource bank of materials, equipment and literature relating to specific learning difficulties and

disabilities. There are two group rooms available for 1:1 and group working. The Rainbow room has specialist learning resources, is quiet and has space for 1:1 or a small group of children. It is also used for visiting outside agencies e.g. Speech and Language, Occupational Therapy and the Educational Psychologist.

There are four permanent fixed sound field systems in school. The school is continually re-evaluating the provision available for the changing needs of our pupils (see Accessibility Plan). There are many break out areas in the school which can be used for quiet 1:1 or small group working.

### Specialist Resource Centre (SRC) for Speech Language and Communication Needs

Pine Class is a SLCN (Speech, Language and Communication needs) Specialist Resource Centre (SRC) and was granted official status in February 2021 (for a September 2021 start) for 6 children with speech, language, communication and interaction needs (SLCN) e.g. verbal dyspraxia and developmental language disorder (DLD).

Each child has a personalised learning programme tailored to their needs. Mrs C Turi is the centre lead 4 mornings per week (Monday, Tuesday, Thursday, Friday). Mrs Barkway-Smith is centre lead 1 morning per week (Wednesday) with one full time and one part time Learning Support Assistant who are based in the Centre. In addition, some children are supported by mainstream school Learning Support Assistants. Throughout the day children benefit from 1:1 (where there is a safety or intimate care need) and, more usually, 1:2/3 staffing ratios.

The Centre space is also available for children with more complex needs, to access appropriate activities and work in a quiet environment either 1:1 or in a small group. There are many specific resources available e.g. individual work stations, sensory tent, messy play, OT equipment, literacy and numeracy activities, interactive white board. In the afternoons, the attention and focus groups are accessible for both the Centre based children and any children with additional needs. Also available, is a range of activities such as; cooking, music, gardening, art and craft, drama and life skills.

### Admission Arrangements

Please see The Orchard School's determined admission arrangements as published on Surrey County Council website and The Orchard School website.

Applications for entry will be ranked in the following order;

- First priority: Children who are Looked After and previously looked after children
- Second priority: Exceptional social/medical need
- Third priority: Children who will have a sibling at the school at the time of the child's admission.
- Fourth priority: Priority for children of staff (max number 4) this will only be permitted if the member of staff is employed at the school on a permanent contract.
- Fifth priority: children for whom the school is the nearest to their home address
- Sixth priority: any other applicant.

If a parent/carer would like to discuss deferring their child's admission to The Orchard, they should contact the school to make an appointment, to speak to the Headteacher.

## Identification and Assessment (Assess)

The majority of our children have attended local private nurseries. The Early Years Team Leader and SENCO (where appropriate) liaises with all pre-school providers. The SENCO will also liaise with Surrey SEND Admissions and the Case Officer to identify local children with an EHCP who could benefit from the Specialist Centre provision in Reception. All children visit school in the term before they start. They spend some time in their new class with their new teacher. Teachers refer to pre-school foundation stage records and their own ongoing assessments in relation to the foundation stage profile.

The school recognizes that all children have individual needs, strengths and difficulties. Every child with SEND will have an individual profile (OPPP – 'One Page Pupil Profile') which has been created by the family in discussion with school, which summarises important information.

The school also recognizes that infant children are all learning to be part of a school environment and still at an early stage of their physical, social, emotional and intellectual development. Our "wave one" universal, high quality teaching provision (see below) is for every child. Some children, however, may have additional needs or a disability which might have an impact on their learning or wellbeing.

Where a parent is concerned about a special educational need/disability of their child/children the Head teacher/SENCO will meet to discuss appropriate arrangements prior to the child starting. Any expression of concern from parents and health authority are noted and followed up. Parents know their children best and we will listen and address any concerns raised by children and young people themselves.

Class teachers observe and assess all the children as part of the normal school day. Sometimes the SENCO and Head teacher observe lessons and will make classroom observations of individual children to determine how a difficulty, which a child is experiencing, is influencing their learning. Class and subject teachers, supported by the senior leadership team make regular assessments of progress for all pupils.

These identify pupils making less than expected progress given their age and individual circumstances.

### The school identifies pupils with special needs using Surrey's Graduated Response

The SEND Code of Practice expects barriers to learning to be removed and measures put in place to enable effective educational provision to be available and accessible to all. Where a child is identified as having support that is consistently additional to or different from their peers, a special educational need and/or disability, a cycle of support must be in place. This cycle includes four stages of **Assess, Plan, Do and Review**. By following this cycle we are able to continuously adapt support to meet your child's needs and secure good outcomes. This defines a graduated approach.

The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision, improves long-term outcomes for children.

## Meeting with parents

- Liaison with nursery schools, playgroups and other schools
- Ongoing assessment
- Half termly pupil progress meetings
- Class teacher/SENCO observations

We identify the level of need through quality first teaching, using the Surrey SEND Profile of Need (Plan);

**Universal** – Support and access to services that enable all our children and their families to be healthy, stay safe, enjoy life and achieve their full potential. This includes everything we do in an early years setting for all children.

**SEND Support** - In line with the Code of Practice, the majority of our children with SEND will have their needs met through our school provision which adapts to meet individual need.

Where your child continues to make less than expected progress, despite evidence-based support and interventions highlighted in School SEND Support, we consider making referrals and seeking specialist support from multi-agency professionals. Your child will have a Surrey Support Arrangements Plan, written in collaboration with parents, school and outside agencies.

**Statutory Assessment for an Educational Health and Care Plan** - Where, despite relevant and purposeful action has been taken to identify, assess and meet the SEND of your child, if your child has not made expected progress with the involvement of multi-agency professionals, the school and/or parents may consider requesting a statutory assessment.

Strategies to establish the nature of a child's difficulties and their impact on learning include;

- listening to parents/carers/pupils
- pupil interviews
- analysis of children's work
- standardised and diagnostic tests
- teachers observations
- information to parents about how to help at home and how to access help from outside agencies

**There are four broad categories of need in the SEND Code of Practice.** These categories provide an overview of the range of needs that can be planned for. We consider the needs of the whole child but refer to these categories to explain the needs of a child and to consider the priorities for our provision.

These are;

- **Cognition and Learning**
- **Communication and Interaction**
- **Emotional, behavioural and social**
- **Sensory and Physical**

The following are **not** categorised as Special Educational Needs but may impact on progress and attainment;

- Disability
- Attendance and Punctuality
- Health and welfare
- English as an Additional Language
- Children who receive 'Pupil Premium'.
- Being a 'Looked After Child'
- Being a child of a service man or woman

Once a child is identified as having a special educational need the school has adopted the following procedures in keeping with the Code of Practice (Do) ;

- An Individual Support Plan (ISP) or Surrey SEND Support Arrangements Plan is started to gather relevant information.
- Ongoing discussion with, and involvement of parents/carers.
- **Special Needs and Disability Register** – this is a computerised register on the SIMS net system. Children are placed upon the register with brief details of the nature of their needs or disability. This is regularly updated and a child can come off the register if an ISP is no longer required. A child is only placed on the register with parental consent.
- All children benefit from our "Universal and School SEND Support Wave 1 and Wave 2" support (see chart below).
- Children who receive SEND support will have targets and additional support and/or interventions (see provision map).
- Children who receive additional help within SEND support and are not making sufficient progress may be identified as needing an assessment for an '**Education and Health Care Plan**' (EHCP).
- Children who have an EHCP will have access to our "Wave 3" support (see chart below) and there will be regular involvement of other professionals with the school and the family to ensure individualised provision is enabling good progress.
- Statutory assessment leading to an Education Health Care Plan (EHCP). The school or parents may initiate an assessment if it is felt that a child is not making sufficient progress with SEND support, information is gathered and recorded in the Surrey Support Arrangements Plan (including any ISPs) and outside agencies will submit a recent report. Private therapist reports can be considered as evidence to submit. A Panel of professionals outside the school will look at the evidence and decide if the child's needs warrant an EHCP. An EHCP provides a written entitlement to need which is legally binding and will provide statutory guidance as to how needs must be met.

What if a parent wants to request an EHC Needs Assessment?

For parents who would like to make a request for an EHCP needs assessment, please visit Surrey County Council's – Learner's Single Point of Access (L-SPA) for the required forms:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/advice.page?id=RFBjgJa-4TI>

Parents may make a request for a statutory assessment for their child at any time and can simply

write to Surrey County Council and make their request known in any format that they choose. There are a number of template letters for requests available on organisation's website such as IPSEA. The L-SPA wishes to work collaboratively with parents at as early a stage as possible to see what existing support or advice may be available to meet a child's needs in a meaningful, effective and timely way.

Therefore, they welcome enquiries from parents who have concerns and would like to discuss their child's needs for early support. Parents are encouraged to continue to discuss their concerns with us, so that a shared and holistic picture of a child or young person's needs may be established.

### Review

Individual Support Plans are reviewed and updated once a term, with a light touch review every half term. These are shared with parents/carers. Annual Reviews for pupils with an EHCP follow the procedures set out in the Code of Practice.

For more detailed information on our SEND provision, please click on the following links;

[An Introduction to waves of provision](#)

<http://www.orchard.surrey.sch.uk/send.html>

[Education, Health and Care Plan \(EHCP\) process](#)

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/advice.page?id=GgEgUY0DBCK>

### Specialist Provision

The school has developed expertise in meeting the needs of pupils with a range of SEND. Pupils have full access to the mainstream curriculum and are fully included in the life of the school. All classes are supported by Learning Support Assistants for part of the school day. An individual support plan is written for a child once they are added to the (SEND register) special educational needs and disability register.

Where a child has particular medical or care needs, parents and staff meet to ensure these are considered and managed appropriately. (Refer to our policy on supporting children with medical needs).

### Providing for special educational needs and disability is the responsibility of all teachers

- Teachers are responsible for ensuring that support staff and parents are informed about individual pupil's needs and how they might be affecting progress.
- When making decisions on programmes of work for children with SEND they should reflect that children learn best when:
  - They are actively involved in their own learning and progress
  - They experience success and have a positive image of themselves
  - They are encouraged to question, discuss and explain
  - They understand the nature of their tasks and can achieve independence
  - They feel happy and safe.



## Curriculum Provision

- All children with special educational needs and disabilities are fully included in the life of the school taking part in whole school and class activities. They are educated in mixed ability classes of the appropriate chronological age.
- Providing for and meeting special educational needs and disabilities is the responsibility of all teachers. All planning should reflect the need to provide for varying levels of ability within a class. A combination of topic based and subject approaches gives opportunity for curriculum modification and can take account of the needs of all abilities. Teachers provide mastery and differentiated opportunities to enable children to achieve independent success.
- Where a child is identified as having a special educational need and/or disability, a cycle of support must be in place. This cycle includes four stages of Assess Plan Do and Review.
- A register of all children receiving school support is available to all staff.
- Differentiation and mastery, to meet the needs of individuals, is discussed in weekly planning meetings. It has also been looked at in more detail in Staff Meetings.

In planning teachers should:

- Present challenging activities.
- Provide opportunities to practice skills.
- Break down activities into small achievable steps.
- Communicate what is successful and 'next steps'.
- Reduce language load if appropriate.
- Plan a classroom layout and appearance which will stimulate pupil/teacher interaction.
- Provide clear high expectations for the learning and behaviour.
- Give qualified praise and encouragement.
- Allow for flexibility of provision in class support; withdrawal and independent working.
- Incorporate assessment opportunities which inform planning.
- There is a minimum of three meetings a year to review progress, strategies and plan new targets with parents of children with SEND. The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.
- Parents can request a meeting at any time.

## Additional support

SEND support can take many forms. This could include:

- A special learning programme for your child
- Extra help from a teacher or a learning support assistant
- Making or changing materials and equipment
- Working with your child in a small group
- Observing your child in class or at break and keeping records
- Helping your child to take part in the class activities
- Making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult

- Helping other children to work with your child, or play with them at break time
- Supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

### Monitoring and Evaluation

Each term the SENCO looks at all of the class SEND documents and considers:

- the appropriateness of targets and strategies
- the involvement of parents
- the liaison with appropriate external agencies
- the progress made by the child and if there is a need for further intervention or a change in strategies

### In addition

- The Head Teacher and SENCO monitor the attendance of children on the SEND register each half term
- Half termly pupil progress meetings are held to discuss any children not meeting expectations and what can be put in place to support them.
- The Head Teacher and SENCO analyse pupil tracking data each term to ensure children with SEND are making appropriate progress
- The SENCO, Head Teacher, SEN Governor, Governor representative and Parent Liaison Group will review and evaluate the impact of SEND policy and practice.
- The SENCO, Head Teacher and Governors seek feedback on all aspects of SEND provision from parents through the parent liaison group, questionnaires, parents' evenings and additional parent meetings. We hope that any parent would raise a question or concern at any time via email, letter, face to face or through the contact diary.

### Safeguarding

- It is recognised that some children are more vulnerable if they have complex needs or are unable to express their needs or feelings. It is also recognised that there are increased challenges for the parents and carers of children with complex needs. The SENCO, class teachers and DCPO (Designated Child Protection Officer) will ensure that changes in behaviour or any concerns about safeguarding are monitored, recorded and if appropriate, acted upon.
- Children with physical difficulties may need additional support to ensure their safety and full access to all school activities. Risk assessments are carried out where appropriate to assess and manage the safety of individual children. Additional equipment is purchased when required.

### Resources

The use of the schools funding for SEND will be reviewed annually. It is the responsibility of the Head teacher, School Manager, Finance Governors, SEND Governor and the SENCO to designate its use. It will generally be used in the following areas;

- Learning Support Assistant salaries

- Time for the SENCO to fulfil their role
- Buying of specialist equipment and resources to support children with special educational needs and disabilities
- Training and Development for staff and the SENCO including SENCO local and borough network meetings

If a personal EHCP budget is requested to support an individual child, the expenditure can be determined by the family and professionals in consultation.

### Staff Development

- All staff, including teachers, and learning support assistants attend workshops, external courses and INSET days to develop their knowledge and increase strategies to support children with SEND.
- Collaborative working with colleagues (Centre Lead, SEND LSAs, Class Teachers, SLT, Governors)
- Observing and working alongside outside agencies (SALT, OT, PSSS, EP)
- Local and borough network meetings (termly)

The SENCO is responsible for organising in-service training for colleagues.

There is a Staff Handbook on aspects of SEND for reference (Appendix 2)

### Support Services

The school is currently involved with the following services:

- Partnership with parents
- Educational psychologist service (EP)
- Speech therapy and language therapy (SALT)
- Occupational therapy (OT)
- Primary Mental Health Link Worker (PMHLW)
- Child and Adolescent Mental Health Service (Mindworks - formally CAMHS)
- English as an additional language support services (EAL)
- STIPs (Specialist Teachers for Inclusive Practice) Learning and language support service (LLSS)
- STIPs Behaviour support service (BSS)
- Physical and sensory support service (PSSS)
- Outreach teacher from Linden Bridge Special School
- Great Ormond Street Hospital (GOSH)
- Private SALT and OT provided by parents/carers
- The School Nurse
- Home School Link worker

### Referral process

Each support service requires a referral to be made to access additional advice. The SENCO will liaise with parents and school staff when a referral is made. No referral will be made without parental consent.

## Parents

Parents of children with SEND work in partnership with staff to identify need, strategies and targets. There are at least three review meetings each year when individual targets, strategies, progress and achievement are discussed with parents.

The school encourages parental involvement and we operate an 'open - door' policy. Parents are free to telephone, write, e-mail or come in person if they are concerned about their child. In an emergency they can be seen immediately, but we usually request that parents make an appointment after school when there is more time to discuss concerns in detail.

We provide clear information about SEND provision for parents through;

- The SEND school offer statement (website/school office)
- The SEND report
- Admissions policy
- Accessibility plan
- Medicines policy
- Managing medical needs policy

If the school has concerns about a child we inform parents at the initial expression of concern stage and continue to keep the parents informed throughout the school based assessment.

Parents and carers can find more information at <http://www.surreysendlo.co.uk>, <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page> and support for SEND/EHCP at Surrey SEN Information, Advice and Support Service - SSIASS (formerly the Surrey Parent Partnership) <https://sendadvicesurrey.org.uk>

## Supporting pupils at school with medical conditions

The Orchard School recognises that pupils with medical conditions should be properly supported so that they have full access to education; including school trips and physical education (refer to our Medical Needs Policy).

## Training and Development

Training needs are identified by the Class Teacher or Learning Support Assistant, SENCO and Senior Leaders through:

- Termly Performance Review meetings
- Scrutiny of work, planning, SEN files, pupil progress data, lesson observations
- Staff meetings
- Senior Leadership meetings

Recent training for all staff has included:

- Child Protection Update
- Safeguarding
- Zones of Regulation training
- Emotion coaching

- SEND Roles and responsibilities of staff

### The SENCO

- Attends SEND conferences
- SENCO network meetings – Borough, Local and Specialist Centres
- Membership of SEND professional body, NASEN
- Regularly attends courses for Continuous Professional Development (CPD)

### Individual staff members have been trained in:

- Speech and Language – ELKLAN
- ASD
- Zones of Regulation
- Emotion Coaching
- ELSA – Emotion Literacy Learning Support Assistant
- Delivering occupational therapy programmes
- Positive Touch

### Links with other Schools

The majority of children at our school transfer to St. Lawrence school at the end of Year 2. Children accessing the Specialist Resource Centre for SLCN may go to local COIN Centres (Communication and Interaction Needs) at Chandler's Field and Bell Farm or the LAN Centre (Learning and Additional Needs) at Thames Ditton Junior School.

Some may transfer to alternative appropriate provision, agreed through Surrey County Council SEND Team. We have regular contact between SENCOs at all schools and centres. Teachers from feeder schools and centres visit to meet and observe children who will be transferring during the Summer Term. This is also an opportunity for class teachers to discuss individual difficulties and concerns. Staff also meets with colleagues from other schools as appropriate.

### Links with outside Agencies

The school maintains continuous liaison and fosters positive relationships with outside agencies i.e. email, telephone, by letter or on-site visits by representatives. Links with parents are maintained by an 'open - door' policy, open evenings, the P.T.A. and newsletters.

### Storing and Managing Information

Children's paper data, individual reports and meeting notes are kept in an individual file and locked in a cupboard/filing cabinet, or electronically on a secure area of the Microsoft SharePoint, Provision Map Tool or on an encrypted memory stick in the SENCO's office. Confidential documents are only shared via secure email - Egress switch. Originals of records are sent to the next school and copies are kept securely until the child becomes 25 years of age.

### Complaints Procedure

If a parent has a complaint about the school provision for a child with special educational needs

they can make a representation to the Head teacher. This would be discussed by the Head teacher, the SENCO, the class teacher and any other agencies involved. The parents would be invited to a meeting with the appropriate persons present. The governing body has a member responsible for Special Educational Needs and Disabilities and if necessary would report to the Governing body. If needed the Governing body and/or the parent can make representation to the Local Education Office.

Please follow this link to view our SEND offer Statement:

<http://www.orchard.surrey.sch.uk/send.html>

Please also refer to the following Policies/Documents:

- Equality Policy
- Supporting children with medical conditions
- Behaviour Policy
- Anti-bullying
- Safeguarding policies and procedures
- Accessibility Plan
- Positive Touch Policy
- This policy was written by the Head Teacher and SENCO, discussed and reviewed with staff, governors and parents (Parent Liaison Group).
- Copies of this policy and all school policies can be found; on the school website and on request at the school office

This policy is reviewed annually by Staff and Governors and parents of children with SEND.

Appendix: Accessibility Plan

Reviewed and agreed by SENCO, Head Teacher, Centre Lead, SEND Governor and Teaching and Learning Team, parents of children with an additional need/s.

October 2022