



ORCHARD HOUSE
SCHOOL

SEND POLICY

2026-2027

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Key Roles & Responsibilities

Role	Name
Named Governor for SEND	Rachael Friend
Headmistress	Henrietta Adams
Head of Inclusion, Diversity & Learning Support (SENDCo Lead)	Geeta Koka
Nursery SENDCo	Mercedes Remuinan

Reception & KS1 SENDCo	Sarah Chung
KS2 SENDCo	Antoinette McGovern

1. Introduction

This document is a statement of the aims and objectives for the identification and management of children with Special Educational Needs and Disabilities (SEND) at Orchard House School. It provides a consistent framework to ensure all children have their needs met, allowing them to thrive personally, socially, and academically.

Orchard House School is a co-educational independent day school for pupils aged 4–11. We seek to create a safe, caring, and happy environment in which all pupils are valued. This policy applies to all pupils, including those in the Early Years Foundation Stage (EYFS).

This policy incorporates the statutory requirements of the Children and Families Act 2014, the SEND Code of Practice, and the updated mandates established in the 2026 Schools White Paper (*Every Child Achieving and Thriving*).

2. Special Needs and Disability Defined

Within the context of Orchard House School, a child has a Special Educational Need or Disability as defined under Section 20 of the Children and Families Act 2014. A child has SEND if they have a learning difficulty or disability that calls for Special Educational Provision—that is, provision that is additional to or different from that made generally for children of the same age.

A child has a disability if:

- They have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Orchard House School ensures accessibility by making reasonable adjustments for pupils with disabilities. Parents are urged to discuss any required reasonable adjustments with the Headmistress well in advance of an application for a place.

Broad Areas of Need

The Learning Support Department oversees SEND provision across four primary domains:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional, and Mental Health (SEMH)
4. Sensory and/or Physical Needs

(See Appendix 1 for full details)

3. Aims and Objectives: “Every Teacher is a Teacher of SEND”

At Orchard House School, we are committed to offering an inclusive, balanced curriculum tailored to the needs of all pupils. Under the 2026 statutory framework, responsibility for SEND is a whole-school duty embedded across all staff members.

Our Objectives:

- Employ statutory best practice when designing, delivering, and evaluating support for SEND.
- Maintain a whole-school culture where classroom teachers take primary responsibility for adaptive teaching and the academic progress of pupils with SEND in their classes.
- Fulfill our commitment to mandatory, continuous professional development (CPD) in universal SEND provision for all teaching and support staff.
- Work in active, transparent partnership with parents, carers, and pupils when co-producing targets, support plans, and reviewing outcomes.
- Ensure every pupil with identified SEND has a statutory, accessible Digital Individual Support Plan (ISP) maintained and updated in real time.

4. SEND Provision & Whole-School Inclusion Framework

Special Educational Provision is structured through a whole-school inclusive framework. While the Head of Inclusion and SENDCos coordinate provision, all staff play an active role in implementation.

- Children: Active participants whose views, preferences, and feelings shape their digital ISP targets and reviews.
- Classroom Teachers: Lead adapters of instruction who hold primary duty for implementing designated ISP strategies in daily lessons.
- SENDCo & Learning Support Team: Oversee line management of TAs, manage digital ISP systems, coordinate targeted interventions, and liaise with external specialist teams.
- Parents/Carers: Equal co-producers of support strategies, receiving regular digital progress updates and formal termly reviews.

N.B. Costs for independent diagnostic assessments, specialist external therapy, or private consultations arranged directly by parents remain the responsibility of parents/guardians.

5. Identification of SEND

High-quality adaptive classroom teaching is the first response to pupils who show progress gaps. Teachers observe performance, differentiate delivery, and make environmental adaptations to support learning.

Indicators of Potential SEND:

- Making progress significantly slower than that of peers starting from the same baseline.
- Discrepancies between verbal engagement and written output.
- Persistent difficulties retaining core facts, following multi-step directions, or managing self-regulation and sensory input.
- Significant disparities between cognitive assessment (e.g., CAT4) scores and daily academic performance in English and Mathematics.

When classroom adaptation alone does not close progress gaps, the class teacher and SENDCo initiate the Three-Tiered Support Model.

6. The Three-Tiered Graduated Response & Digital Individual Support Plans (ISPs)

In line with 2026 SEND standards, Orchard House School operates a structured Three-Tiered Support Model powered by a statutory, four-part Graduated Response (Assess, Plan, Do, Review). Every pupil receiving targeted support has an operational Digital Individual Support Plan (ISP).

The Three Tiers of Provision

1. Tier 1: Universal Offer
High-quality adaptive teaching, universal sensory adjustments, clear routines, and early classroom-based adjustments for all pupils.
2. Tier 2: Targeted Support
Time-bound, structured interventions (small group or 1:1) for pupils falling behind. Formally mapped and tracked on a digital ISP.
3. Tier 3: Targeted Plus Support
For pupils with persistent or complex barriers. Draws on regional specialist framework services ("*Experts at Hand*"), local authority support networks, and multi-agency consultations integrated directly into the child's digital ISP.

The Four-Part Cycle (Assess, Plan, Do, Review)

1. Assess

- Teachers, SENDCos, and specialists review assessment data, standard classroom work, CAT scores, and behavioural/sensory profiles.
- Discussions take place between the class teacher, SENDCo, parents, and pupil to establish initial concerns.

2. Plan (Digital ISP Co-Production)

- A statutory Digital Individual Support Plan (ISP) is created.
- The ISP clearly defines:
 - Pupil-centred long-term outcomes and SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets.
 - Specified adaptive teaching strategies, sensory adjustments, and equipment.
 - Small-group or 1:1 intervention schedules.
 - Roles and responsibilities of staff, parents, and the pupil.
- The digital ISP is co-produced with parents and accessible securely via the school portal.

3. Do

- The class teacher retains direct oversight of daily instruction and applies designated ISP adaptations.
- TAs deliver targeted interventions under teacher and SENDCo guidance.
- Progress tracking data and continuous observations are logged directly into the digital ISP system.

4. Review

- ISPs are evaluated every 4 to 6 weeks, with formal termly progress updates co-reviewed with parents/carers and the pupil.
- If a pupil makes sustained progress and closes attainment gaps, support is stepped down to Tier 1 (Universal Offer) with continued tracking.
- If gaps persist after two full cycles, the SENDCo moves to Tier 3 (Targeted Plus), making referrals for specialized diagnostic profiling or external specialist advice.

7. Education, Health and Care Plans (EHCPs) & Specialist Services

Education, Health and Care Plans (EHCPs)

When a pupil presents with complex, severe, or lifelong needs that exceed the resources of Tier 2 and Tier 3 Targeted Plus support, the school or parents may request a Statutory Needs Assessment from the relevant Local Authority (LA).

- The digital ISP serves as the primary evidentiary baseline during the statutory assessment application.

- Where an EHCP is issued, it is integrated into the pupil's digital ISP to ensure daily, operational delivery of specified provisions.
- EHCPs are reviewed formally through a statutory Annual Review involving parents, school staff, LA caseworkers, and external health/care professionals.

Access to External Specialist Services

Orchard House School accesses multi-disciplinary expertise via local authority channels, regional support hubs, and private referrals:

- Educational Psychologists (EP)
- Speech and Language Therapists (SaLT)
- Occupational Therapists (OT) & Physiotherapy Services
- Specialist Sensory Impairment Teams (Visual/Hearing)
- Child and Adolescent Mental Health Services (CAMHS)

8. Transition Arrangements

Transition processes are managed to ensure continuity of provision and data transfer.

- To Nursery: Review of setting handovers and specialist reports prior to start date.
- Nursery to Reception: Transition meetings between EYFS staff, transfer of digital ISPs, and structured classroom visits during the Summer term.
- Yearly Internal Transitions: Handover meetings between outgoing and incoming class teachers. Digital ISPs and progress profiles are transferred ahead of the autumn term.
- Year 6 to Senior School (11+): Formal disclosure of access arrangements and SEND profiles during entrance examinations. Comprehensive digital transition folders—including active ISPs and historic EHCP reviews—are transmitted directly to the receiving secondary school's SEND team.

9. Addenda

Key Definitions

- SEND: Special Educational Needs and Disabilities requiring provision additional to or different from standard mainstream delivery.
- Digital Individual Support Plan (ISP): The legal digital record mapping a pupil's specific targets, provision, adaptations, and evaluation history.
- EHC Plan: A legal document issued by a Local Authority for pupils requiring high-level specialist provision.
- Adaptive Teaching: Quality-first classroom teaching adjusted in real time to meet varied pupil learning profiles without relying solely on task differentiation.

The Orchard House School Provision Offer

Level of Need	Typical Provision & Support Offered
Tier 1: Universal Offer (All Pupils)	High-quality adaptive teaching; whole-class sensory-friendly environments; standard tracking; access to all clubs, trips, and enrichment activities.
Tier 2: Targeted Support (Some Pupils)	Structured small-group literacy/numeracy catch-up; digital Individual Support Plan (ISP); structured social skills groups; internal SENDCo observations.
Tier 3: Targeted Plus & EHCP (Specific Pupils)	1:1 dedicated support; regional specialist inputs (SaLT, OT, EP via "Experts at Hand" framework); bespoke curriculum packages; statutory EHCP management.

Governance & Review Dates

- Date Last Reviewed: March 2025
- 2026 White Paper Alignment Updated: August 2026
- Date Approved by Governors: September 2026
- Date of Next Scheduled Review: September 2027

Appendix 1: Broad Areas of Need

1. Communication and Interaction: Difficulties with speech, language comprehension, expression, or social communication (including Autistic Spectrum Condition / ASD).
2. Cognition and Learning: Learning at a slower pace than peers, or specific learning difficulties (SpLD) such as Dyslexia, Dyscalculia, or Dyspraxia.

3. Social, Emotional and Mental Health (SEMH): Challenges managing emotions, anxiety, attention regulation (ADD/ADHD), attachment differences, or social interactions.
4. Sensory and/or Physical Needs: Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), or physical disabilities requiring physical adaptations or specialized equipment.

Appendix 2: The Graduated Approach

1. Classroom Observation → Progress gaps or barriers to learning identified by class teacher.
2. Tier 1: Universal Offer → Adaptive teaching strategies and adjustments made within mainstream lessons.
3. Tier 2: Targeted Support → If gaps persist, a Digital ISP is co-produced with parents and targeted interventions begin.
4. 4–6 Week Review Cycles → Assess progress over two cycles.
 - *Progress made*: Step back down to Tier 1 monitoring.
 - *Gaps persist*: Move to Tier 3.
5. Tier 3: Targeted Plus → External/regional specialists ("*Experts at Hand*") brought in to support the Digital ISP.
6. Statutory EHCP Process → For severe/complex needs, initiate Local Authority Statutory Assessment for an EHCP