Orchard Road, Hounslow, Middlesex, TW4 5JY
Tel: 0208 570 6247
Fax: 0208 577 0563
Web: www.orchardprimary.com
Email: office@tops.hounslow.sch.uk

The Orchard Primary School SEND Information Report:

Updated: JANUARY 2026

Head Teacher: Mrs. Lorna Bruce

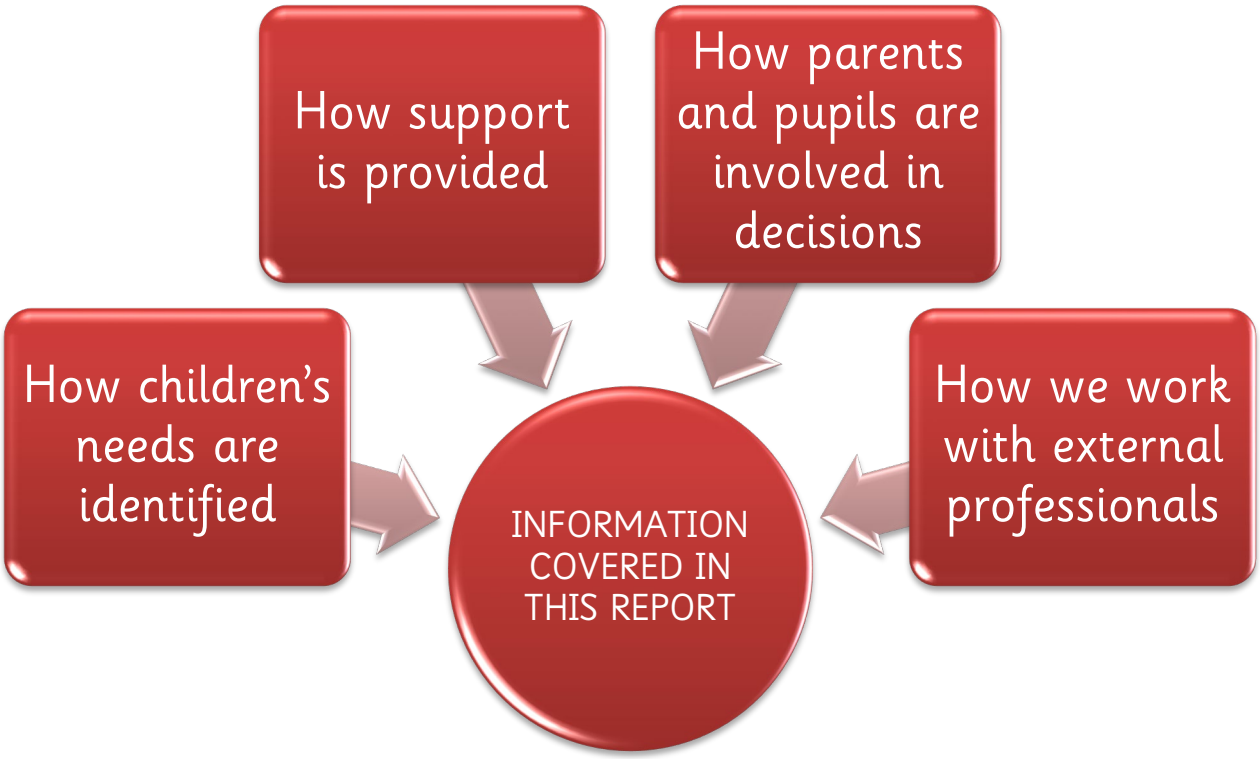
Introduction

At Orchard Primary School we are committed to an inclusive learning environment where all children feel valued, respected and supported to achieve their full potential. We provide a warm and welcoming school where equality of opportunity is promoted and clear expectations for behaviour and learning are established. Our aim is for every child to succeed through high-quality teaching, reasonable adaptations and differentiation where needed, delivered through a broad and balanced curriculum. We use a range of teaching approaches, resources and learning experiences to meet the needs of all pupils.

In line with the CHILDREN AND FAMILIES ACT 2014 and THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY CODE OF PRACTICE: 0–25 YEARS, this report outlines how our school identifies, supports and makes provision for pupils with Special Educational Needs and Disabilities (SEND).

We believe that strong partnerships between pupils, parents, staff and the wider community are essential in supporting children to succeed academically, socially and emotionally.

THE LOCAL AUTHORITY LOCAL OFFER	SEND COORDINATOR (SENCO)
The Local Authority Local Offer provides information about services available for children and young people with SEND and their families. The Local Offer for the London Borough of Hounslow can be found here: https://www.hounslow.gov.uk/send-local-offer	The SENCo coordinates SEND provision and works with staff, parents, external agencies, and governors to ensure all children receive appropriate support. SENCo: Mrs Yolande O'Callaghan Deputy Headteacher Contact: School Office: 0208 570 6247 Email: office@tops.hounslow.sch.uk



This report should be read alongside the school's:

- SEND Policy
- Accessibility Plan
- Behaviour Policy
- Safeguarding Policy
- Assessment Policy

All policies are available on the school website.

AT ORCHARD PRIMARY SCHOOL WE AIM TO:

- identify children's needs as early as possible
- provide high quality teaching for all pupils
- adapt learning to meet individual needs
- work closely with parents and carers
- support children's wellbeing and confidence
- involve pupils in decisions about their learning

We operate an **open-door policy** and encourage parents to speak to the classroom staff whenever they have concerns or questions.

*Our aim is to ensure that **every child feels supported, included and able to succeed**.*

SEND LEADERSHIP	SEND provision at The Orchard Primary School is overseen by the Special Educational Needs Coordinator (SENCo) YOLANDE O'CALLAGHAN The SENCo is responsible for: ▪ overseeing SEND provision across the school ▪ supporting teachers in planning support for pupils ▪ monitoring the progress of pupils with SEND ▪ working closely with staff and parents ▪ liaising with external professionals and services The school also has a named SEND Governor _____ who works with the SENCo to monitor SEND provision.
IDENTIFYING SPECIAL EDUCATIONAL NEEDS	
HOW DOES THE SCHOOL IDENTIFY PUPILS WITH SEND?	We carefully monitor the progress and wellbeing of all pupils to ensure that any additional needs are identified as early as possible. Children who may have SEND are identified through: ▪ ongoing teacher assessments ▪ classroom observations ▪ monitoring of pupil progress ▪ discussions during pupil progress meetings ▪ concerns raised by teachers, parents or pupils ▪ information from previous schools or early years settings ▪ screening or diagnostic assessments where appropriate Advice may also be sought from external professionals such as: ▪ Educational Psychologists ▪ Speech and Language Therapists ▪ Occupational Therapists ▪ Specialist Advisory Teachers ▪ Health professionals If concerns are identified, the class teacher will discuss these with the SENCo and parents so that appropriate support can be planned.

WHAT SHOULD PARENTS DO IF THEY THINK THEIR CHILD HAS SEND?	Parents who have concerns about their child's learning or development should first speak to the class teacher. If further discussion is needed, a meeting can be arranged with the SENCo. Orchard Primary School operates an open-door policy, meaning parents are encouraged to speak with staff when they have concerns. Teachers are available at the start and end of the school day for brief conversations and longer meetings can be arranged if needed.
TYPES OF SEND SUPPORTED	The SEND Code of Practice identifies four broad areas of need: COMMUNICATION AND INTERACTION Examples may include: ▪ speech and language difficulties ▪ social communication needs COGNITION AND LEARNING Examples may include: • specific learning difficulties such as dyslexia • moderate learning difficulties SOCIAL, EMOTIONAL AND MENTAL HEALTH Examples may include: • anxiety • emotional regulation difficulties • behavioural needs SENSORY AND PHYSICAL NEEDS Examples may include: • hearing impairment • visual impairment • physical disabilities *Children may have needs in one or more of these areas.*

HOW THE SCHOOL SUPPORTS PUPILS WITH SEND?	All pupils receive high quality teaching in the classroom. Teachers adapt learning to meet the needs of all pupils. This may include: ▪ differentiated activities ▪ flexible grouping ▪ visual supports and scaffolding ▪ adapted resources ▪ targeted questioning ▪ additional adult support Where additional support is required, the school follows the graduated approach described in the SEND Code of Practice. **ASSESS – PLAN – DO – REVIEW** ASSESS – identify strengths and areas of need PLAN – agree support strategies DO – deliver support and interventions REVIEW – monitor progress and adjust support if needed Support may include: ▪ small group interventions ▪ individual targeted support ▪ specialist programmes recommended by professionals
HOW IS PROGRESS MONITORED?	Progress is monitored through: ▪ ongoing teacher assessment ▪ termly pupil progress meetings ▪ monitoring of intervention programmes ▪ monitoring and reviewing individual targets ▪ discussions with pupils ▪ discussions with parents *If pupils are not making expected progress, additional support may be introduced.*

HOW ARE PARENTS INVOLVED?	We believe that strong partnerships with parents are essential. Parents are involved through: ▪ termly parents' meetings ▪ discussions about progress and targets ▪ meetings with the SENCo when required ▪ participation in ISP and EHCP reviews ▪ feedback meetings with external professionals *Parents are encouraged to contact the school if they have concerns.*
SUPPORTING PARENTS TO HELP THEIR CHILD	The school provides opportunities for parents to support learning at home. These include: ▪ curriculum information meetings ▪ parent workshops ▪ advice from teachers ▪ strategies shared by external professionals *Homework may be adapted where appropriate for pupils with SEND.*
SUPPORT FOR CHILDREN STARTING NURSERY OR RECEPTION	We work closely with families to support children when they start school. Parents are invited to induction meetings where they can meet staff and learn about school routines. To support a smooth transition: ▪ Nursery children are offered a home visit before starting school ▪ Reception children who did not attend the school nursery are also offered a home visit ▪ SENDCo might visit a setting prior to them starting at our school These visits help staff: ▪ get to know the child in a familiar environment ▪ gather important information about their needs ▪ build positive relationships with families *During the first weeks, children benefit from a staggered start, helping them settle calmly into their classroom and getting to know the staff.*

SUPPORTING PUPILS' WELLBEING	All staff share responsibility for pupils' wellbeing. Support may include: ▪ pastoral support ▪ mentoring ▪ social skills groups ▪ behaviour support strategies ▪ safeguarding support ▪ working with families and external services *Medical needs are supported through individual healthcare plans where necessary.*
SPECIALIST SERVICES SUPPORTING THE SCHOOL	The school may seek support from external professionals including: ▪ Speech and Language Therapy ▪ Educational Psychology Service ▪ Early Intervention Service ▪ SEN Specialist Support Team ▪ CAMHS ▪ Occupational Therapy ▪ School Nurse ▪ Social Services *Parental consent is always obtained before referrals are made.*
STAFF TRAINING	Staff receive regular professional development related to SEND. Training may include: ▪ speech and language support ▪ phonics interventions ▪ behaviour and social skills strategies ▪ safeguarding training ▪ supporting pupils with specific learning difficulties Some staff are trained to deliver specialist intervention programmes such as: ▪ WellComm ▪ TalkBoost ▪ NELI

	▪ Early Literacy Support ▪ targeted phonics support ▪ Drawing and Talking ▪ Numberstacks ▪ Specific programmes as directed by S&L / OT / Physio
INCLUSION IN SCHOOL LIFE	All pupils are encouraged to participate fully in school activities including: ▪ school trips ▪ clubs ▪ sports ▪ enrichment activities *Risk assessments are carried out where needed to ensure pupils can participate safely.*
ACCESSIBILITY	The school is committed to ensuring accessibility for all pupils. The school provides: ▪ wheelchair accessible entrances ▪ accessible toilet ▪ assistive technology where appropriate ▪ disabled parking spaces *Further information is available in the Accessibility Plan.*
SUPPORTING TRANSITIONS	We support pupils during key transitions including: ▪ starting Nursery or Reception ▪ moving between year groups ▪ transition to secondary school Support may include: ▪ additional visits ▪ meetings with staff and parents ▪ sharing information with new schools *For pupils with an Education, Health and Care Plan (EHCP), the receiving school may attend the annual review meeting.*

FUNDING AND RESOURCES	Resources are allocated according to the needs of pupils. Where pupils require significant additional support, the school may apply to the local authority for additional funding.
COMPLAINTS ABOUT SEND PROVISION	If parents have concerns, they should: 1. Speak to the class teacher 2. Contact the SENCo 3. Contact the Headteacher *If concerns remain unresolved, parents may follow the school's complaints procedure.*
LOCAL OFFER	The Hounslow Local Offer provides information about services available for children and young people with SEND and their families. Further information can be found on the Local Authority website. SEND LOCAL OFFER | LONDON BOROUGH OF HOUNSLOW
FURTHER INFORMATION	You may contact the SENCo: Mrs Yolande O'Callaghan Deputy Headteacher Contact: School Office: 0208 570 6247 Email: office@tops.hounslow.sch.uk