



Orchard Park High School

SEN Information Report

Orchard Park High School is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Orchard Park High School

SEN Information Report

This report describes Orchard Park High School's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of the Deputy Headteacher

This report was reviewed and updated on: [7th January 2026](#)

This report was approved by the School Governing Body on: 22 January 2026

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: Deputy Headteacher*

SENCO:

Mrs Katie Brown SENCO

Headteacher:

Ms C Moran

SEN link governor:

Trevor Fitzgerald and Arnold Quarcoo

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SEN Information Report

1. The kinds of SEN that are provided for

Our school currently provides support for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

In addition, Orchard Park High has an Enhanced Learning Provision (ELP), operating to a maximum of 25 pupils, and is the only secondary specialist provision in Croydon for children and young people with an Education Health and Care Plan who have **Developmental Language Disorder (DLD)**, previously known as Specific Language Impairment (SLI).

DLD is a diagnosis given when a child or adult has difficulties talking and/or understanding language. DLD is hidden and affects approximately two children in every classroom, impacting literacy, learning, friendships and emotional well-being. However, support from professionals, including speech and language therapists and teachers, can make a real difference.

All pupils attending Orchard Park High School have an entitlement to a broad, balanced and relevant curriculum. Accordingly, our ELP provision is structured to provide those pupils with DLD with this same intention. The ELP is situated in the mainstream school and includes a large teaching classroom, a library, a computer space and a speech and language therapy room. We decided to name our speech and language therapy room 'Bishop' after Dr. Dorothy Bishop, a leading researcher and British psychologist specialising in developmental disorders, specifically, developmental language impairments.

Students who attend the ELP do not study Modern Foreign Languages (MFL) at Orchard Park High School and instead access specialist support through the ELP during those timetabled lessons. Students may also be absent from one or two mainstream lessons in the school week to access further specialist support. Whilst all students are fully integrated into the mainstream school, students in the ELP can access speech and language therapy, social skills, GCSE support, vocabulary, handwriting, and (if the student qualifies) Read, Write, Inc. which is a programme for corrective reading.

Any teaching taking place in the ELP follows the mainstream curriculum and is adapted to meet the needs of the students. What the students access in the ELP and how often is dependent on their needs and the level of support they require. We therefore have a flexible model which can be adapted to increase or decrease the number of sessions the students access in the ELP.

It is expected that pupils attending Orchard Park High will, by the time they reach year 11, be achieving GCSE qualifications in a broad range of subjects to transition to the 6th form or college of their choice.

Pupils attending Orchard Park High's ELP will require input from therapists by their EHCP, which will include Speech and Language Therapy.

Orchard Park High's ELP is not able to meet the needs of pupils who:

- Do not have Speech Language and Communication needs, specifically a diagnosis of DLD, as their primary need
- Have a diagnosis conflicting with DLD, such as ASD.

The ELP is staffed by a range of qualified professionals including the Teacher and Leader of the Enhanced Learning Provision (Miss S Palmieri), NHS Speech and Language Therapists (Ms L Brewer and Ms R Shrivastava), and an NHS Speech and Language Therapy Assistant (Miss D Welbeck) as well as the school's five ELP Teaching Assistants.

HLTA - Miss Powlesland - epowlesland@orchardparkhigh.net

Year 7 Link TA: Miss Carr - kcarr@orchardparkhigh.net

Year 8 Link TAs: Miss Saulter - hsaulter@orchardparkhigh.net

Year 9 Link TA: Miss Powlesland and Ms Chandra - epowlesland@orchardparkhigh.net
mchandra@orchardparkhigh.net

Year 10/11 Link TA: Ms Byrne - mbyrne@orchardparkhigh.net

Mainstream TA support

Mr Grey - agrey@orchardparkhigh.net

Mr Capobianco - vcapobianco@orchardparkhigh.net

Orchard Park High is commissioned by Croydon local authority to provide the above provision for a maximum of 25 pupils.

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, personal, social and emotional development.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Other barriers to learning will also be considered.

A referral system is also in place for teachers to raise concerns with the SENCO if they feel that a pupil may require support which is different from or additional to that which is delivered as part of the core

offer. As part of the graduated approach, any referral includes strategies that the teacher has already implemented and their impact.

Parents/carers can also raise concerns either with the [class teacher/link tutor] or by contacting Miss S Palmieri.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provisions. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, and review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents
- The pupil's views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Orchard Park High School we support all children, including those with SEND by using High Quality Teaching Strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

We will also provide the following interventions:

- *ReadWriteInc Reading Intervention*
- *Reading fluency intervention*
- *EAL support*
- *Speech and Language lessons*
- *Social skills*
- *Zones of Regulation*
- *ELSA intervention*
- *Stepping Stones - support with organisation in tutor time - Homework club*

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work,, the content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, visual timetables, larger fonts, etc.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and repeating them, check in with our First 5, etc.

8. Additional support for learning

We have 6 teaching assistants who are trained to work in partnership with teachers to deliver targeted in-class support. All teaching assistants are strategically deployed across the school according to the needs and requirements of the pupils within their Linked Year Group, in relation to section F of the pupils EHCP (if applicable). This is informed by the provision named within a child's EHCP, or as informed by the SENCO based on a pupil's individual learning needs (outlines on the SEND register and within their Pupil Passport/Pupil Passport +).

Teaching assistants are also trained to deliver interventions such as:

- **ReadWriteInc** (Read, Write, Inc is a phonics intervention that supports our most vulnerable students with accessing and improving their vocabulary, reading comprehension and oracy).
- **Reading fluency intervention** (Reading fluency intervention aims to improve students' oral reading rate and expression by practicing reading text fluently).
- **EAL support interventions** (Students are removed from their 4th option block and supported with small group work to improve their English)
- **Speech and Language Therapy** (Speech and Language therapy happens once a week for our ELP students by a therapist who comes into school. They address misconceptions and support them in furthering their understanding).
- **Social Skills intervention** (Our ELP students, as well as referred students, also have social skills groups where they practice how to start, maintain and end conversations and friendships, learning the different

types of relationships and also how to deal with conflict effectively and safely. The intervention focuses on building confidence, assertiveness and empathy, as well as helping the students develop their communication skills.)

- **Zones of Regulation** (This is a group Intervention that supports students in recognising when they are in the different 'zones'. For example being angry or sad and techniques of how to move back to the 'green' zone as this is best for learning).

- **ELSA intervention** (Emotional Literacy is a 1:1 intervention where students are supported in understanding their own feelings, how to recognise them and react in appropriate ways in social situations).

- **Stepping Stones intervention** (At tutor time students are supported further with their organisation, a tick list of their equipment, problem solving and then tutor reading.)

- **Handwriting (KS3)/Touch Typing (KS4) intervention** (Run for a half term at a time and then assess this practice is done to help improve OT skills and improve handwriting for the students. This interventions also helps to support our KS4 students who will use a laptop during exams as part of their access arrangements)

- **Vocabulary intervention** (Students in the ELP receive additional vocab lessons in replacement of their language lessons. Students discuss and break down key vocabulary from the week and are supported by their TA).

- **Active Start** Run daily for our students with ADHD or traits of ADHD. Active engagement in a physical activity, sensory circuit and re-set before starting lessons.

- **Flash Academy** EAL Intervention for students who are new to the country to close the gap and help build confidence in speaking, reading and understanding the English language.

Teaching assistants will support pupils on a 1:1 basis when this provisions is stated within section F of the pupils EHCP

Teaching assistants will support pupils in small groups when it is decided they require so based on their EHCP or otherwise, based on the graduated approach of Assess, Plan, Do, Review.

We work with the following agencies to provide support for pupils with SEN:

Liz Brewer - liz.brewer@nhs.net

Speech and Language Therapist - Team Leader (Secondary)

Croydon Health Services NHS Trust

Secondary Schools

Ruchi Shrivastava - ruchi.shrivastava1@nhs.net

Speech and Language Therapist

Croydon Health Services NHS Trust

Davinia Welbeck - daviniawelbeck@nhs.net

Speech and Language Therapy Assistant

Croydon Health Services NHS Trust

Mon - Orchard Park ELP

9. Expertise and training of staff

We prioritise professional development for all staff so that they have the necessary skills and strategies to be able to meet the needs of all children. This is achieved by dedicated whole-school CPD training for teaching children with SEND, SEND spotlights in weekly teacher briefings, SEND focus in learning walks and fortnightly teacher developmental drop-ins by members of the senior team. All of our TAs take part in our fortnightly developmental drop-in feedback sessions and are given strengths and targets based on the Greenshaw Learning Trust's Principles for Support in the classroom.

Where more specific professional development requirements are identified additional training will be delivered either to all or key members of staff.

Our SENCO has passed their NASENCO qualification and has experience across two Boroughs in supporting students with SEND.

We have a team of teaching assistants, who are trained to deliver SEN provision and supported through professional development in CPD and observations and targets from the SENCO. We use specialist staff for Speech and Language Interventions

We have a team of 6 teaching assistants, including a higher level teaching assistant (HLTA) who are all trained to deliver the following SEN provisions/interventions - EAL, ELSA, Handwriting, RWI, SaLT intervention, Social skills, Stepping Stones, Vocabulary instruction, Zones of Regulation and Reading fluency.

Staff have been trained to support the needs of our SEN students within the classroom through whole school CPD, including specific training on Developmental Language Disorder, Early identification in SEND, Adaptive Teaching and the Graduated Approach.

We use specialist staff for Speech and Language Therapy and Travel Training.

10. Securing equipment and facilities

Students who need further support with specialist equipment or facilities will be supported by the SENCO in working with the Borough to obtain and be trained in these where appropriate and necessary.

11. Evaluating the effectiveness of SEN provision

- We evaluate the effectiveness of provision for pupils with SEN by:
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after two weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs. All pupils are encouraged to go on our residential trip(s) All pupils are encouraged to

take part in sports day/school plays No pupil is ever excluded from taking part in these activities because of their SEN or disability.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways: Pupils with SEN are encouraged to be part of the school community through house events and sharing ideas with their house captains Pupils with SEN are also encouraged to be part of extra-curricular clubs as well as social skills groups and accessing the library at break, lunchtime and after school to seek support from a TA if needed

We provide additional support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the house and student leadership teams

Pupils with SEN are also encouraged to be part of equality and library clubs to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

14. Working with other agencies

As a school, we are committed to ensuring all students have the support they need and work with a variety of external agencies to facilitate this.

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

Parents and carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can claim alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. The local authority local offer

Our contribution to the local offer is our ELP provision - students must have an EHCP where their primary need is DLD. The Croydon authority's local offer can be found [here](#)

17. Contact details of support services for parents of pupils with SEN

Information and advice, services, activities and organisations for children and young people with SEND between 11 and 16 years old in Croydon can be found [here](#)

