
SEND Information Report for Parents

ORCHARDSIDE SCHOOL



2025 - 2026

Special Educational Needs (SEN) Information Report 2025–2026

Welcome from the SEND and Inclusion Team

This report explains how Orchardside identifies, supports, and monitors pupils with special educational needs and disabilities (SEND)

At Orchardside School – Enfield’s Pupil Referral Unit (PRU), we provide education and support for children who are currently unable to attend mainstream school. This may be due to exclusion, challenges in managing within a large school setting, or because they have complex additional needs. Our purpose is to help every child re-engage with learning, develop confidence, and build the skills they need to thrive.

Children with Special Educational Needs and Disabilities (SEND) are statistically more likely to experience school exclusion. This can happen for many reasons: late or missed identification of needs, difficulties with communication or social interaction, anxiety, sensory needs, or behaviour that communicates distress. National data shows that pupils with SEND are around five times more likely to be permanently excluded than their peers. In Enfield, the number of permanent exclusions has fallen dramatically but many of those pupils still have SEND.

At Orchardside, approximately 25% of our pupils meet the criteria for SEND. These are the main areas of need we see:

Area of Need	Examples of Conditions or Difficulties
Communication and Interaction	Autism Spectrum Disorder (ASD); Speech and Language Difficulties
Cognition and Learning	Specific Learning Difficulties such as Dyslexia, Dyspraxia, Dyscalculia; Moderate Learning Difficulties
Social, Emotional and Mental Health (SEMH)	Attention Deficit Hyperactivity Disorder (ADHD); attention deficit disorder (ADD); emotional regulation or anxiety-related difficulties

We believe that behaviour is a form of communication. Our aim is to identify each child’s needs early, provide the right support, and make sure every learner feels safe, valued, and successful.

1. Types of SEN We Support

We support pupils with a wide range of needs, including:

- Communication and interaction difficulties
- Cognition and learning challenges
- Social, emotional, and mental health needs
- Physical or sensory needs

- Complex and overlapping needs

2. Our SEN Team and Staff Training

Our Special Educational Needs Co-ordinator (SENCO) is Niki Panayiodou, an experienced SEND leader with over 15 years of expertise, including work as a Local Authority SEN Secondary Adviser. She leads a highly skilled Inclusion Team that includes Specialist Teaching assistants, School Therapist, School Social Worker and a Speech and Language Therapist (SALT).

All staff are trained and supported to meet the diverse needs of our pupils. Training includes:

- Trauma-informed practice and approaches
- Autism and ADHD awareness
- De-escalation strategies (Team Teach)
- Understanding cognition, learning, and attachment
- Communication-friendly approaches (ELKLAN)
- Restorative practice and solution-focused thinking
- Quality First Teaching and differentiation strategies

We also work closely with external professionals, including Educational Psychologists, Speech and Language Therapists, CAMHS, Occupational Therapists, School Nurses, and Social Care.

3. If You Think Your Child Has SEN

If you believe your child may have special educational needs, please contact their class teacher or SENCO Niki Panayiodou. We'll arrange a meeting to discuss your concerns, gather information about your child's strengths and challenges, and agree next steps. You'll receive a copy of any agreed plan.

4. How We Identify and Assess Needs

Every pupil joining Orchardside completes a baseline assessment during their first week. This includes:

- Lucid Exact (literacy and communication)
- Cognitive Ability Tests (CATs)
- Pupil Attitude to Self and School (PASS)
- Speech and Language assessments (TALC2)

The Inclusion Team reviews results weekly and shares key information with staff to plan suitable support. If a pupil is not making expected progress, we follow the Graduated Approach:

1. Assess – Identify strengths and difficulties
2. Plan – Agree outcomes and support
3. Do – Put support in place
4. Review – Evaluate progress and adapt support

Where necessary, we involve external agencies or apply for an Education, Health and Care Plan (EHCP).

5. Monitoring Progress

We monitor your child's progress regularly through:

- Classroom assessments and observation
- Six-weekly reviews of interventions
- Regular feedback from teachers, parents, and pupils

Parents can contact the SENCO at any time to discuss progress.

6. Working Together with Parents and Pupils

We value partnership with families. Parents and carers are invited to:

- Review meetings and progress discussions
- Planning meetings for interventions
- Transition and annual review meetings

Pupils are encouraged to share their views through meetings, written reflections, or conversations with trusted adults.

7. Teaching and Learning Adaptations

At Orchardside, the Wave Model of Intervention provides a structured framework for how we identify and support pupils based on their level of need. Wave 1 represents high-quality, inclusive teaching for all pupils — our universal offer. This includes differentiated teaching, communication-friendly classrooms, and clear routines that support every learner. Wave 2 refers to targeted support for pupils who need additional help to make expected progress. This may involve small group interventions such as Language for Thinking, Catch-Up Literacy, or targeted support from our Speech and Language Therapist. Wave 3 represents specialist and individualised support for pupils with more significant or persistent difficulties. This may include one-to-one teaching, specialist therapeutic input, or external agency involvement, such as

Educational Psychology or CAMHS. Using this graduated approach ensures that support is carefully matched to each learner's needs and remains both effective and evidence based.

Teachers adapt lessons to meet the needs of all pupils. Adjustments may include:

- Simplified language and instructions
- Visual aids and structured timetables
- Pre-teaching of key vocabulary
- 1:1 or small group support
- Access to sensory or assistive technology
- Teaching strategies that are friendly for students with speech, language and communication difficulties (ELKLAN)

Targeted interventions include:

- Language for Thinking
- Language for Behaviour and Emotions
- Lexia Core 5 Literacy Programme
- Catch-Up Literacy
- Speech and Language Therapy
- Nurture and SEMH Support

8. Evaluating SEN Provision

We regularly review the impact of support through:

- Data analysis and progress tracking
- Pupil and parent feedback
- SENCO and Governor monitoring

9. Supporting Emotional and Mental Health

Supporting emotional wellbeing is central to our work. We offer:

- One-to-one and group counselling
- Referrals to CAMHS
- Mental Health First Aiders on-site
- Trauma-informed and restorative practices

- Weekly safeguarding (Taskforce) meetings with health, social care, and other external professionals

We hold both Trauma-Informed School Status and the Sandwell Wellbeing Charter Mark.

10. Transitions and Next Steps

Transitions can be challenging, so we:

- Organise transition meetings with new schools
- Offer accompanied visits to next settings
- Provide personalised support and mentoring
- Share key information between SENCOs

11. Looked-After and Previously Looked-After Children

Our Designated Teacher is the SENCO to ensure the needs of looked-after children are met. Their Personal Education Plan (PEP) links closely to their SEN Support Plan or EHCP.

12. Accessibility and Inclusion

We make all reasonable adjustments to ensure accessibility, including:

- Adapted timetables
- Specialist equipment or resources
- Accessible facilities (including disabled toilets)
- Support for trips, clubs, and activities so all pupils can take part

13. Complaints

If you have concerns about SEN provision, please contact SENCO Niki Panayiodou in the first instance. If you are not satisfied, you can follow the school's Complaints Policy.

14. Support for Families

You can find local SEND information and support via:

- Enfield Local Offer: new.enfield.gov.uk/services/children-and-education/local-offer/
- KIDS SENDIASS Enfield: www.kids.org.uk/sendias-enfield
- National organisations: IPSEA, Special Needs Jungle, Family Action, and NSPCC

15. Monitoring and Review

This SEN Information Report is reviewed annually by Niki Panayiodou (SENCO) and approved by the Governing Board. Updates are made throughout the year if significant changes occur.

Reviewed: October 2025

Next Review Due: October 2026

We are proud to serve Enfield's young people and their families, ensuring that every child—whatever their background or need—has the opportunity to learn, grow, and succeed.