



Orchard Manor School SEND
(Special Educational Needs and Disability)
Information Report 2026 - 2027



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About Orchard Manor School

Orchard Manor School supports children and young people aged 4 to 19 who have an Education, Health and Care Plan (EHCP). Our provision is organised through three pathways: Explore, Discovery and Investigate.

This report provides information about admissions, our curriculum, staffing, student progress, health and wellbeing, specialist support, transitions, student voice, and how families can raise questions or concerns.

Orchard Manor School is a specialist school for students from the Early Years Foundation Stage through to Post-16. All students have an EHCP and may have needs relating to autism, communication and interaction, speech and language, as well as additional learning, sensory, emotional regulation, health and independence needs.

Our Explore, Discovery and Investigate pathways allow us to tailor learning, support, communication approaches and environments to meet each student's individual needs. We maintain high expectations for all students and provide meaningful, age-appropriate learning experiences.

Throughout school life, we promote communication, positive relationships, sensory and emotional regulation support, preparation for adulthood, inclusion, equality and accessibility, helping every student to thrive and achieve their potential.

What Our Evaluation Tells Us

Through our own school reviews and external school improvement visits during 2025–2026, we found that students learn in calm, positive and purposeful environments. Strong relationships between staff and students, effective support for communication and emotional regulation, and a consistent approach to reading were recognised as key strengths. Reviews also highlighted the school's growing success in linking curriculum pathways, EHCP outcomes, Personalised Learning Goals and preparation for adulthood.

Our next steps are to ensure these approaches are used consistently across all pathways and to further improve how we assess and celebrate the small but important steps of progress that students make.

Parent and Carer Feedback

In our 2026 parent survey, with a 32% response rate:

- 86% of parents who responded said their child was happy at school.
- 88% felt their child was safe.
- 90% agreed that their child received the support they needed.

We use feedback from surveys, meetings, annual reviews and ongoing conversations with families to help us celebrate strengths and identify areas for improvement.

Curriculum Strengths

Our curriculum places a strong emphasis on reading, English, mathematics, science, enrichment, outdoor learning and preparation for adulthood.

Qualifications are carefully matched to each student's pathway, abilities and future goals. These may include Entry Level qualifications, Functional Skills, GCSEs and Level 2 awards.

Contact Information

Orchard Manor School
John Nash Drive, Dawlish, EX7 9SF

Telephone: 01626 862363
Email: admin@orchard-manor.org
Website: www.orchardmanor.devon.sch.uk

Headteacher: Nicola Jones

Chair of Governors: Maggie Carter

Our Mission

At Orchard Manor School, students are at the heart of everything we do. We are committed to providing high-quality education and care that meets each child's individual needs.

We recognise the importance of positive mental health and wellbeing and work to ensure that every student feels happy, safe, valued and included both in school and within the wider community. We encourage students to express themselves, knowing that their voices are heard and respected.

Together, we support our students to develop the skills, confidence and independence they need for adult life.

Our Aims

We aim to:

- Provide a happy, safe and stimulating environment that promotes health, wellbeing and learning.
- Understand and support the individual needs of every student.
- Deliver a broad, balanced and purposeful curriculum that helps students learn and develop.
- Encourage students to become independent, responsible and caring members of society.
- Promote spiritual, moral, cultural, social, physical and emotional development.
- Help every student achieve their full potential.
- Build strong partnerships with parents, carers, professionals and the wider community.

Our Vision

At Orchard Manor School, we create a positive learning environment where students can develop the knowledge, skills and experiences needed to become as independent as possible and reach their full potential.

We develop the understanding, interests and aspirations of our students through our core values, which guide everything we do and help create a caring, inclusive and ambitious school community.



Our vision was developed in partnership with staff, parents, students and governors. It continues to guide our planning, decision-making and school improvement priorities, and is reviewed regularly to ensure it reflects the needs, aspirations and ambitions of our school community.

Students also benefit from a wide range of cultural, sporting, community and work-related experiences. These opportunities help to develop communication skills, confidence, independence and the skills needed for adult life.

For more information about our vision, mission and aims, please visit our school website.

[Orchard Manor School - Mission, Vision and Aims](#)

Ofsted Rating

Latest inspection outcomes

July 2025	Social Care Inspection	Outstanding
July 2024	Social Care Inspection	Outstanding
23–26 January 2024	Education Inspection	Good

Education inspection judgements — January 2024

Quality of education	Good	Behaviour and attitudes	Outstanding
Personal development	Good	Leadership and management	Good
Early Years Foundation Stage	Good	Post-16 provision	Good

Previous inspection history

- **November 2023:** Social Care Inspection — **Good**
- **9 February 2021:** Monitoring visit — safeguarding was effective
- **20 October 2020:** Monitoring visit
- **15–16 January 2020:** Education Inspection — Inadequate

Designation and Type of School

About Orchard Manor School

Orchard Manor School is part of The Special Partnership Trust and provides specialist education in South Devon for children and young people from the Early Years Foundation Stage through to Post-16.

School Capacity

The school is commissioned for 200 students. At the time of publication, approximately 231 students attend the school, although this number may change throughout the year as students join or leave. This means that we are considerably over our agreed PAN.

In addition to day provision, Orchard Manor offers term-time residential accommodation for up to 20 students, with weekly stays from Monday to Friday.

Our School Site

Orchard Manor School is set within a large woodland campus in Dawlish. The site includes a range of specialist teaching and learning facilities, including:

- Classrooms and specialist learning spaces
- Residential accommodation
- A sports hall
- Café and shop facilities
- Library
- Vocational learning areas
- Woodland learning environments
- Sensory and reflection spaces
- Horticulture and animal care areas
- Age-appropriate outdoor play areas

Because Orchard Manor is a large woodland campus with different buildings, outdoor areas and specialist learning spaces, some students need carefully planned support to become familiar with the site and manage transitions safely and confidently.

These facilities provide students with a wide range of outdoor, practical and community-based learning opportunities. The size and variety of the site allow experiences to be tailored to individual needs while ensuring appropriate support, supervision and access to specialist resources.

Admission to our School

All students attending Orchard Manor School have an Education, Health and Care Plan (EHCP). School places are allocated by the Local Authority through the statutory SEND process. Most students join us at one of two key transition points: starting in EYFS or moving into Year 7 after primary school. However, placements can also be agreed at other times when appropriate.

During the last academic year, the school received 314 formal placement consultations from Local Authorities and managed a significant SEND tribunal workload. This high level of demand reflects the increasing need for specialist school places. Each consultation is carefully considered based on the individual student's needs, their suitability for one of our pathways, peer group compatibility, staffing,

accommodation, safeguarding requirements, curriculum access, and our ability to provide safe, appropriate, and sustainable support.

Class Sizes and Groupings

Class sizes vary depending on students' needs. Younger Explore classes are generally smaller and are risk assessed according to need, often with around six or seven students, as many require highly personalised teaching and additional support with communication, sensory regulation, and engagement. Investigate classes may be slightly larger where students are able to access learning more independently and safely.

These numbers are a guide only. Class sizes and groupings are determined by students' individual needs, pathway suitability, peer group considerations, curriculum requirements, available space, and staffing levels.

If you have any questions about the special school admissions process, please contact the Statutory SEND Team at County Hall, Exeter, on 01392 383000.

We offer school tours for families considering a place at either of our main transition points: entry into EYFS or transfer into Year 7. To arrange a visit, please contact our Admissions Officer on 01626 862363, extension 230.

How We Support Students with SEND and Provide an Ambitious Curriculum for All

Our Specialist Provision

At Orchard Manor School, every student has an Education, Health and Care Plan (EHCP). We provide specialist teaching, personalised support and an ambitious curriculum that helps students communicate, learn, participate and prepare for adulthood.

Specialist Staff and Learning Environments

Our staff receive regular training in areas such as autism, communication, speech and language development, sensory needs, emotional regulation, safeguarding and effective SEND practice.

We adapt teaching, resources, routines and learning environments to help students access learning successfully and reduce barriers to participation. Small class groups, structured routines and high levels of support ensure that students' individual needs are met.

Personalised Curriculum Pathways

Our curriculum is organised through three pathways: Explore, Discovery and Investigate. Students are placed in the pathway that best matches their communication, learning, sensory, independence and support needs. Placements are reviewed regularly and can change as students develop.

- **Explore Pathway:** Learning to engage, communicate and participate.
- **Discovery Pathway:** Learning to apply skills with growing independence.
- **Investigate Pathway:** Learning to achieve, self-advocate and develop the skills for independent adult life

You can view more information about our pathways on the website.

Communication, Literacy and Learning

Communication is at the heart of everything we do. We use a Total Communication approach, which may include speech, signing, symbols, visual supports, gestures, objects of reference and communication devices.

- English and reading are key priorities across the school. Students are supported to develop communication, reading, phonics, writing and literacy skills through approaches tailored to their individual stages of development.
- Mathematics, science, technology, humanities, the arts, physical education and personal development are taught in engaging and accessible ways that meet the needs of each pathway.

Therapeutic and Emotional Support

Speech and language support is provided through school-based and NHS services where available. Communication programmes are integrated into daily learning and delivered by trained staff. Direct therapy is provided where agreed and appropriate.

We use relational and autism-informed approaches to support students' emotional wellbeing, regulation and readiness to learn.

Additional support, such as counselling or mentoring, may be available for students who need it, following assessment and referral processes.

Independence and Preparation for Adulthood

Preparing students for adult life is a key part of our curriculum. Students develop skills in:

- Independence and self-care
- Personal safety
- Relationships and social understanding
- Community participation
- Travel awareness
- Daily living skills
- Physical and emotional wellbeing

These skills are taught through a range of subjects and practical experiences, including PSHE, food technology, horticulture, community learning and work-related activities. Qualifications are carefully matched to each student's abilities, aspirations and future plans. These may include Entry Level qualifications, Functional Skills, GCSEs, ASDAN, OCR and other vocational or academic awards. Our Post-16 provision includes life skills, work-related learning, community experiences and support with transitions into further education, training or adult services.

Enrichment Opportunities

Students enjoy a wide range of educational, cultural, sporting and outdoor experiences. Activities may include:

- Residential trips and challenges
- Community visits
- Theatre and cultural experiences

- Woodland learning
- Swimming
- Surfing
- Other outdoor and adventurous activities

All activities are carefully planned to ensure they are safe, inclusive and accessible for every student.

Reviewing and Adapting Support

We regularly review each student's progress and support through assessments, EHCP outcomes, annual reviews and ongoing discussions with students, families and professionals. This helps us adapt teaching, communication approaches, resources and support where needed, while maintaining high expectations and focusing on each student's goals, strengths and future aspirations.

Our Curriculum Overview

Our curriculum is ambitious, inclusive and responsive. It is designed to help every student learn, communicate, take part, develop independence and prepare for adult life. Every student experiences a broad and meaningful curriculum that is tailored to their individual starting points, EHCP outcomes, interests and aspirations.

Learning Pathways

Learning is organised through three pathways:

Pathway placement is not a bespoke individual package. It is the school's structured way of matching teaching, support, curriculum access and staffing to assessed need.

- Explore
- Discovery
- Investigate

A student's pathway is based on how they currently access learning. This includes their communication, thinking and learning skills, sensory and regulation needs, independence and level of support required. Pathways are flexible and are reviewed regularly as students develop. They are designed to support progress and do not limit future opportunities or aspirations.

Class Organisation

Classes vary in size and age range according to students' needs, pathway and available peer groups.

Explore classes are often smaller, typically around six or seven students, as many need highly personalised teaching and additional support with communication, sensory regulation and engagement.

Investigate classes may be slightly larger where students can learn safely and successfully with greater independence.

These numbers are a guide rather than fixed limits. Class sizes and groupings are based on students' needs, suitable peer groups, curriculum requirements and staffing levels. Some classes consist mainly of one year group, while others combine two neighbouring year groups. For example, a Key Stage 2 class may include

students from both Years 3 and 4. Groupings are reviewed regularly and adjusted as students' needs and progress change.

Inclusive Teaching for All

All students are entitled to high-quality inclusive teaching. This includes:

- Small class sizes
- Strong, positive relationships
- Consistent routines
- A Total Communication approach
- Sensory-aware learning environments
- Clear teaching and modelling
- Appropriate scaffolding and support
- Opportunities to practise and apply learning across school, residential provision and the wider community
- Curriculum Areas

Our curriculum is organised into five connected areas. The balance and teaching approach may vary across pathways, but all students receive a broad curriculum and age-appropriate experiences.

- **Physical Literacy, Outdoor Learning and Wellbeing**
Developing movement, physical skills, sensory development, outdoor learning and lifelong wellbeing.
- **Personal, Social and Emotional Development**
Building relationships, emotional understanding, personal safety, independence and preparation for adulthood.
- **Communication, Language and Literature**
Developing communication through Total Communication, speaking and listening, language development, reading and writing.
- **MIST (Mathematics, IT, Science and Technology)**
Learning through practical exploration, problem-solving and real-life application.
- **Humanities: Understanding and Experiencing the World**
Exploring history, geography, beliefs, values, culture and the arts.

Curriculum Anchors and Personalised Learning

Introducing Curriculum Anchors in 2026-27

This year, we are introducing curriculum anchors across all three pathways. Curriculum anchors identify the key skills that help students engage successfully in learning and become more independent. They focus on areas such as:

- Communicating needs, thoughts and ideas
- Understanding and following instructions
- Recognising and managing emotions
- Coping with change
- Organising and completing tasks
- Developing everyday life skills
- Supporting physical and sensory development

Staff will introduce these anchors throughout the year and use them to plan learning, recognise progress and identify next steps. We will regularly review their impact and make adjustments where needed.

Personalised Learning Goals

Personalised Learning Goals connect each student's EHCP outcomes to their everyday learning experiences. Teachers use pathway profiles and curriculum anchors to:

- Plan learning that is accessible and meaningful
- Break long-term outcomes into achievable steps
- Monitor progress in communication, engagement, regulation, participation and independence
- Recognise subject-specific achievement
- Developing Independence and Preparing for Adulthood

Learning is taught through small, carefully planned steps. Students revisit and practise key skills through modelling, repetition and feedback, helping them build confidence and mastery over time. Students are encouraged to apply their learning in different situations, with different people and in different environments. This helps knowledge and skills become more secure, transferable and independent.

Preparation for adulthood is embedded throughout all pathways. Students develop skills in:

- Communication and self-advocacy
- Relationships and personal safety
- Health and self-care
- Community participation
- Travel awareness
- Independent living skills
- Employability
- Confidence and resilience

Accreditation and transition opportunities are tailored to each student's pathway, aspirations and future goals.

Monitoring Progress

Staff use assessment, observation and professional discussion to understand how well students are:

- Accessing learning
- Engaging with activities
- Communicating effectively
- Managing their regulation
- Developing understanding
- Growing in independence

Teaching approaches, support strategies and learning environments are adapted in response to this information while maintaining high expectations for every student. Together, our pathways, curriculum areas, curriculum anchors and inclusive teaching approach ensure that every student receives a personalised, ambitious and meaningful education that prepares them for life now and in the future.

How We Adapt Teaching to Meet Students' Needs

At Orchard Manor School, teaching is tailored to each student's individual needs, strengths and aspirations. This includes consideration of their developmental stage, EHCP outcomes, communication skills, sensory and emotional regulation needs, and previous learning experiences.

Classes are generally small and supported by teaching assistants to ensure students receive the right level of support. Staffing is reviewed regularly and adjusted where needed to reflect changes in student needs, health requirements, attendance, risk assessments or planned activities. Support is provided flexibly throughout the school day, rather than through fixed one-to-one staffing arrangements.

Pathway-Based Teaching



Teaching is planned through our **Explore, Discovery and Investigate** pathways, which help ensure learning is appropriate for each student's needs and stage of development.

Explore Pathway

- Highly personalised, pre-formal learning.
- Focuses on communication, engagement, sensory regulation, participation, early independence and readiness to learn.
- Learning is built through familiar routines, sensory exploration, Total Communication, co-regulation and repeated supported experiences.

Discovery Pathway

- Semi-formal learning.
- Develops communication, independence and practical life skills through repetition, overlearning and meaningful experiences.

- Learning is structured, visual and functional, helping students apply key skills across routines, subjects and real-life contexts.

Investigate Pathway

- Subject-based learning.
- Provides access to a broad and ambitious curriculum, with increasing independence, problem-solving and preparation for adulthood.
- Where appropriate, students may work towards qualifications such as GCSEs, Functional Skills, Entry Level courses and other accredited routes.

Orchard Manor School does not offer bespoke individual packages or fixed single 1:1 arrangements. Instead, students are placed within the Explore, Discovery or Investigate pathway that best matches their learning, communication, sensory, regulation and independence needs. Staffing and support are reviewed flexibly within these pathways to ensure students can access learning safely and successfully.

Where a student or group of students requires additional support, adults may be assigned to further strengthen the overall class or group ratio rather than being allocated as fixed single 1:1 support. This enables support to remain flexible, promotes independence, reduces over-reliance on one adult and ensures staff can respond safely to changing needs throughout the school day.

Pathway placement supports curriculum planning but does not limit achievement. Students are reviewed regularly and teaching is adapted as their needs and independence develop.

Communication and Access to Learning

Communication is supported through a **Total Communication** approach. Depending on individual needs, this may include:

- Spoken language
- Signing
- Symbols and visual supports
- Visual timetables
- Gestures
- Objects of reference
- Augmentative and Alternative Communication (AAC)

Staff adapt their teaching to make learning accessible. This may include simplifying language, providing additional processing time, using visual supports and breaking learning into smaller steps.

Strategies such as modelling, worked examples, pre-teaching and scaffolding help students understand, practise and retain new skills and knowledge.

Sensory and Emotional Regulation Support

Learning environments are organised to provide clear routines, visual structure and appropriate sensory support. Individual adjustments may include:

- Movement breaks
- Sensory regulation activities
- Quiet spaces
- Specialist seating or equipment

- Reduced language demands
- Additional support during transitions

The school has a number of sensory and regulation spaces that are available to students according to assessed need and availability. Sensory and regulation strategies are also built into everyday classroom routines wherever possible.

We use a relational and regulation-informed approach to behaviour and wellbeing. Staff focus on understanding the reasons behind a student's behaviour and providing support that helps them feel safe, regulated and ready to learn.

Supporting Progress and Independence

Learning is carefully structured into manageable steps and revisited regularly to help students build confidence and secure new skills. Students are encouraged to apply their learning in different situations, with different people and in different environments so that skills become transferable and meaningful.

Support is provided flexibly throughout the day, with prompts and guidance gradually reduced where appropriate to encourage independence. Teachers regularly assess progress through observations, Personalised Learning Goals, EHCP outcomes and other assessment information. This ensures teaching, support and learning environments continue to meet students' changing needs.

Additional Support

Where a student requires support beyond the school's everyday provision, this is considered through assessment, professional advice, annual reviews and discussions with the student and their family. Any additional provision is based on identified need and is dependent upon suitability, availability and funding arrangements.

Assessing Progress

At Orchard Manor School, we use ongoing assessment, observation and regular reviews to understand how well students are progressing and to help shape future learning. We look at progress in a range of areas, including:

- Academic learning and curriculum outcomes
- Communication skills
- Emotional regulation and wellbeing
- Engagement and participation
- Independence and life skills
- The ability to apply skills in different situations

Each student's EHCP outcomes are broken down into smaller, achievable Personalised Learning Goals. These goals are reviewed regularly alongside curriculum expectations and progress in areas such as reading, writing and mathematics where appropriate.

Teachers and senior leaders meet throughout the year to review student progress, identify where additional support or challenge may be needed, and plan next steps. This information contributes to annual reviews and end-of-year reports.

Keeping Parents and Carers Informed

We believe that working closely with families is essential to supporting every student's success. Parents and carers are kept informed through:

- Two parent and carer meetings each year to discuss progress, wellbeing and learning priorities.
- Annual Review meetings, where EHCP outcomes, provision and future aspirations are reviewed with the student, family and relevant professionals.
- An annual written report, shared at the end of each school year.
- Regular communication throughout the year between families and the class team.
- Families are encouraged to contact the school if they have any questions or concerns. Equally, staff will make contact if there are significant changes, achievements or emerging needs that need to be discussed.

Through this ongoing partnership, we work together to support each student's progress, wellbeing and future aspirations.

Supporting Health and Wellbeing

Safeguarding is our highest priority. Robust recruitment processes, regular staff training, clear procedures and a strong safeguarding culture help keep students safe and ensure any concerns are identified and addressed promptly.

Positive and consistent relationships are at the heart of everything we do. Students are supported to identify trusted adults and to communicate their worries, needs and preferences using the communication methods that work best for them.

Health and wellbeing are woven throughout the curriculum. Students learn about relationships, personal safety, emotional wellbeing, physical health, outdoor learning, self-regulation and preparation for adulthood.

Staff use relational, autism-affirming and regulation-informed approaches to support students. Predictable routines, Total Communication, sensory strategies, movement breaks, quiet spaces and co-regulation help students feel safe, engaged and ready to learn.

Students' wellbeing is monitored through daily observations, assessments and close communication with families. Where additional support is needed, this may include mentoring, counselling, health services or other specialist support, subject to assessment, referral processes, consent and service availability.

Individual healthcare plans and risk assessments are used when required. Staff receive specialist training to safely support students with medical, personal care, health or mobility needs and to ensure they can fully access the curriculum.

Prescribed medication is administered by appropriately trained staff in line with the school's medication policy. Non-prescription medicines or homely remedies are only provided where authorised and with parental consent.

All students are offered a nutritious hot school meal. Staff support positive mealtime experiences, individual dietary and medical requirements, and the development of independence and healthy choices.

Attendance is monitored daily and reviewed regularly. If attendance becomes a concern, we work closely with families and other professionals to identify any barriers, agree support strategies and encourage the best possible attendance.

Working Together to Support Every Student

We recognise that physical health, emotional wellbeing, communication, self-regulation, safety and readiness to learn are closely linked. Support is personalised to each student, reviewed regularly and developed in partnership with students, families and relevant professionals to ensure the best possible outcomes.

Specialist Support and Services

Most students' needs are met through our specialist teaching, Total Communication approach, personalised curriculum pathways and strong focus on relationships and wellbeing. When a student requires additional support, we may draw on expertise from within the school or seek advice from external professionals.

Any additional support is planned around the student's EHCP outcomes and regularly reviewed to ensure it is making a positive difference.

Support Available Within School

We have a range of specialist staff and services that help students and families.

- **Family Liaison**
Supports families by providing advice, guidance and practical support. Helps strengthen communication between home and school. May attend meetings and support families through key processes.
- **Speech and Language Support**
Staff use communication strategies and programmes recommended by speech and language professionals. Support may be provided through school-based expertise or NHS services. Direct therapy is offered where appropriate and subject to assessment, referral criteria and service availability.
- **Specialist Intervention Support**
Helps identify students' needs and plan appropriate interventions. Supports staff training and monitors the impact of specialist programmes.
- **Counselling and Mentoring**
Provides targeted support for students who may benefit from additional emotional or wellbeing support. Access is based on identified need and appropriate referral processes.
- **Specialist Curriculum Teams**
Subject specialists in areas such as English, mathematics, science, physical education, food technology and design technology. Adapt learning to meet the needs of different pathways and individual students.
- **Examinations and Accreditation**
The Examinations Officer coordinates qualifications, examination entries and access arrangements. Ensures students receive the support they need to access assessments fairly.

- **Residential Provision**

Our residential team provides term-time weekday residential care for students whose placement includes this provision. Supports communication, independence, personal development and preparation for adulthood.

Working with External Professionals

Where appropriate, we work closely with a range of external agencies and professionals. These may include:

- Local Authority SEND and Inclusion Services
- Educational Psychologists
- Social Care and Early Help Services
- Attendance and Education Welfare Services
- NHS Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Paediatricians and School Nursing Services
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist advisory teams for communication, sensory needs, mobility and behaviour
- Careers advisers and further education providers
- Adult services and transition teams
- Voluntary and community organisations providing specialist support

How Funding is Used

Top-up funding is used to support the provision needed within each student's pathway. It contributes to specialist staffing, small class groups, communication support, sensory and regulation strategies, adapted resources, staff training and other support needed to help students access learning safely and successfully. It is not allocated as a separate budget for parents to choose how it is spent, and it does not usually provide a bespoke individual package. Instead, it is used alongside the school's wider specialist provision to meet assessed pathway needs and EHCP outcomes.

Pupil Premium funding is used strategically to reduce barriers to learning for eligible students. This may include additional teaching or intervention, communication and literacy support, wellbeing provision, enrichment opportunities, family support, attendance support, preparation for adulthood activities and resources. The school reviews how this funding is used to support progress, confidence, independence, inclusion and wider participation.

How Additional Support Is Agreed

Additional support is provided when there is evidence that a student requires help beyond the school's usual provision. Decisions are based on:

Additional support is considered where evidence shows that a pupil's needs cannot be met through the usual pathway provision alone. Any additional support remains subject to assessment, suitability, staffing, space, safeguarding, funding and the school's ability to provide support safely and sustainably.

- The student's assessed needs

- Progress and response to existing support
- Professional advice
- EHCP requirements
- Discussions with the student and their family

If a pupil needs additional support, this may mean extra adults are added to the class or group to improve the overall level of support available. This does not usually mean that one adult is assigned only to one pupil throughout the day. We use this approach because it allows staff to respond to changing needs, support pupils safely in different situations, encourage independence and make sure help is available across the whole group when it is needed.

Additional support, referrals and specialist involvement are subject to eligibility criteria, consent, funding, service availability and capacity. When external professionals are involved, their recommendations are incorporated into teaching, Personalised Learning Goals, risk assessments, healthcare plans and annual reviews where appropriate. By working closely with families, staff and external agencies, we aim to ensure that every student receives the support they need to thrive, make progress and achieve their goals.

Staff Expertise and Training

At Orchard Manor School, our staff have the knowledge, skills and experience needed to support students with a wide range of needs. Ongoing training helps ensure that staff can provide high-quality education, care and support for every student.

Safeguarding

Safeguarding is everyone's responsibility and is at the heart of everything we do.

We promote a strong culture of vigilance through safe recruitment practices, staff induction, regular training, supervision and clear policies. This helps ensure that any concerns about a child's welfare are recognised, reported and acted upon appropriately.

Qualified and Experienced Staff

Our team includes:

- Qualified teachers
- Teaching assistants and Higher-Level Teaching Assistants (HLTAs)
- Vocational specialists
- Staff with degree and postgraduate qualifications
- Experienced support and care staff

Together, they work to provide specialist support that meets the needs of our students.

Specialist Knowledge and Skills

Staff receive training in a range of areas, including:

- Autism and communication needs
- Speech and language development
- Total Communication and Augmentative and Alternative Communication (AAC)
- Sensory processing
- Emotional regulation and wellbeing

- Personal care
- Specialist SEND teaching approaches

This training helps staff understand students' individual needs and provide effective support throughout the school day.

Supporting Learning and Independence

Teaching assistants and HLTAs work closely with teachers to support students' learning, communication, participation and safety.

Support is carefully matched to the needs of individual students and class groups, while also encouraging students to develop confidence and independence.

Specialist Curriculum Expertise

We have staff with specialist knowledge across a range of subjects and areas of learning, including:

- English
- Mathematics
- Science
- Physical Development
- Personal Development
- Creative Arts
- Vocational Learning
- Preparation for Adulthood

These specialists help ensure that teaching is engaging, accessible and appropriate for each student's pathway and stage of development.

Positive Behaviour and Regulation Support

Relevant staff receive training in:

- De-escalation strategies
- Positive behaviour support
- Approved physical intervention approaches

Our approach is relational, supportive and respectful. We focus on understanding the reasons behind behaviour, reducing risk and helping students feel safe, regulated and ready to learn.

Ongoing Professional Development

All staff take part in a planned programme of professional development throughout the year. This helps strengthen:

- Teaching and learning practice
- SEND knowledge and skills
- Curriculum expertise
- Safeguarding
- Leadership development

Training is supported through coaching, modelling, team discussions, supervision and professional reflection.

Responding to New Needs

When a student's needs change, or a student joins the school with unfamiliar communication, medical, mobility, sensory or regulation needs, leaders ensure that appropriate training and guidance are provided.

This helps staff feel confident and equipped to provide safe, effective and consistent support for every student.

Inclusion in School Activities and Trips

We aim for every student to take part in school activities, enrichment opportunities and educational visits in ways that are meaningful, enjoyable and appropriate to their individual needs.

Opportunities for All

Students have access to a wide range of experiences, including:

- Social activities
- Cultural events
- Sporting opportunities
- Outdoor learning
- Community visits
- Residential experiences

These opportunities are planned to reflect each student's age, pathway, interests and identified needs.

Supporting Participation

To help students access activities safely and successfully, staff may provide:

- Reasonable adjustments
- Communication support
- Additional preparation and familiarisation
- Appropriate staffing levels
- Transport arrangements
- Individual risk assessments

Preparation may include:

- Visual supports
- Social stories or social information
- Visits beforehand to become familiar with a venue
- Adapted equipment
- Alternative ways to participate
- Personalised timetables
- Working Together

If an activity cannot be accessed safely or appropriately, even with reasonable adjustments, staff will work closely with the student and their family to identify a suitable alternative experience that enables them to participate and benefit as fully as possible.

Our goal is to ensure that every student feels included, valued and able to take part in the wider life of the school.

How We Prepare Children and Young People to Join Our School

Every child or young person admitted to Orchard Manor School has an Education, Health and Care Plan (EHCP). Placements are agreed through the statutory SEND process and are coordinated by the Local Authority.

Placement Decisions

Orchard Manor School cannot offer or confirm a placement directly. The Local Authority's Statutory SEND Team consults with schools and settings that may be able to meet the child's identified needs. The school carefully reviews the information provided and considers whether it can meet the student's needs safely, appropriately and sustainably.

This includes consideration of:

- Curriculum pathway suitability
- Peer group compatibility
- Staffing requirements
- Learning environment
- Available provision and resources

Following consultation, the Statutory SEND Team decides whether Orchard Manor School will be named in the EHCP and informs the family of its decision.

Planning a Successful Transition

Once a placement has been confirmed, we work closely with families, professionals and the student's current setting to help ensure a positive and successful transition into school.

This may include:

- A transition planning meeting involving the student, family and relevant professionals.
- Sharing important information about:
 - Communication needs
 - Learning needs
 - Health and personal care requirements
 - Sensory and regulation needs
 - Safeguarding and risk considerations
- Successful support strategies
- Visits to Orchard Manor School to meet staff and become familiar with the classroom and wider school environment.

- Visual resources, social stories and other accessible information tailored to the student's communication needs.
- A personalised transition timetable, which may include phased visits where appropriate.

Because Orchard Manor is a large woodland campus with different buildings, outdoor areas and specialist learning spaces, transition planning may include familiarisation visits, visual supports, social information, phased movement around the campus, and agreed routines for moving between learning spaces.

Working Together

Every transition plan is tailored to the individual student and developed in partnership with:

- The student
- Parents and carers
- The current setting
- Relevant professionals

The level of support provided will depend on the student's needs and the information available. Arrangements are also subject to the agreed start date and the school's ability to put the necessary support and provision safely in place.

Our aim is to help every child and young person feel welcomed, supported and ready to begin their journey at Orchard Manor School.

How We Prepare Children and Young People to Leave Our School

Preparation for adulthood begins early at Orchard Manor School and is embedded throughout our Explore, Discovery and Investigate pathways.

Transition planning is personalised to each student:

- Communication needs
- Independence skills
- Health and wellbeing needs
- Social development
- Academic progress
- Vocational interests
- EHCP outcomes
- Future aspirations

Our aim is to ensure that every young person is equipped with the skills, confidence and support needed for the next stage of their journey.

Developing Skills for Adult Life

Throughout their time at Orchard Manor School, students are supported to develop the knowledge and skills needed for a successful adulthood.

This includes:

- Communication and self-advocacy skills
- Building positive relationships
- Personal safety and wellbeing
- Health and self-care
- Community participation
- Travel awareness
- Independent living skills
- Employability skills

Learning is presented in meaningful and practical contexts so that students can apply their skills with different people, in different places and in real-life situations.

Qualifications and Accreditation

Qualifications and accreditation are carefully matched to each student's pathway, abilities and next steps. These may include:

- GCSEs
- Entry Level Qualifications
- Functional Skills
- Vocational Awards
- Building Confidence and Independence

Students also have opportunities to develop leadership and responsibility through:

- Student leadership roles
- Sports and enrichment activities
- Work-related learning
- Community participation

These experiences help develop confidence, resilience and independence.

Planning Future Pathways

From Key Stage 4 onwards, students and families receive impartial careers education, information, advice and guidance that is appropriate to the student's communication needs and level of understanding.

Preparing for the Next Step

Annual reviews increasingly focus on:

- Preparation for adulthood outcomes
- Future aspirations
- Intended destinations
- Support required for transition

Students and families are encouraged to explore a range of future opportunities, including:

- Further Education

- Specialist college provision
- Training programmes
- Supported employment
- Social care services
- Community-based opportunities
- Supporting Informed Decisions

To help young people and families make informed choices, opportunities may include:

- College visits
- Taster sessions
- Provider presentations
- Work-related experiences
- Accessible careers information

Supporting the Transition

As students move on from Orchard Manor School, we work closely with families, providers and professionals to support a smooth transition.

Sharing Important Information

With appropriate consent, relevant information is shared with the receiving provider, including:

- Communication approaches
- Learning needs
- Successful support strategies
- Health and personal care requirements
- Risk management information
- Additional Transition Support

Staff may also support students through:

- Applications and enrolment processes
- Interviews
- Transition meetings
- Familiarisation visits
- Settling-in arrangements
- Preparing for Further Education and Employment

Where appropriate, students are helped to develop:

- Organisation skills
- Revision techniques
- Time management
- Study skills
- Self-advocacy and independence
- Travel Training and Transport Planning

Where travel training or transport arrangements are required, the school works alongside:

- Students
- Families
- The Local Authority
- Relevant support services

Any provision remains subject to assessment, eligibility criteria, risk assessment and service availability.

Our Commitment

We aim for every student leaving Orchard Manor School to have:

- A clear next destination
- A coordinated transition plan
- Appropriate support in place for the next stage of their education, training or adult life

While final placement and support decisions are made by the receiving provider, Local Authority or commissioning service, we work closely with everyone involved to help each young person achieve the most successful transition possible.

How We Consult Students and Involve Them in Their Education

Every student has the right to be heard and to have a say in decisions about their education, care and future. We recognise that students communicate in different ways, so we adapt our approach to match each student's communication style, developmental stage and individual needs.

How Students Share Their Views

We provide a range of opportunities for students to express their thoughts, preferences and opinions, including:

- Individual conversations and small-group discussions
- Student questionnaires and surveys
- Speech, signing, symbols, visuals, objects of reference, gesture and AAC (Augmentative and Alternative Communication)
- Observation and supported choice-making

Students are encouraged to contribute to:

- EHCP Annual Reviews
- Personalised Learning Goals
- Transition planning
- Preparation for adulthood discussions
- School Council and student leadership opportunities
- Class meetings and curriculum feedback activities
- Consultation on school activities, learning environments and school improvement
- Residential house meetings and key-worker sessions for students who access residential provision

How Students Influence Their Learning

Students are encouraged and supported to play an active role in their education. This includes:

- Identifying their own interests, strengths, aspirations and priorities
- Sharing what helps them learn, communicate and regulate successfully
- Contributing to the setting and reviewing of goals
- Choosing learning approaches, activities or resources where appropriate
- Reflecting on their progress and achievements

To support meaningful participation, staff:

- Provide information in accessible formats
- Allow sufficient processing time
- Offer genuine and meaningful choices
- Adapt communication methods to meet individual needs

Where a student cannot express their views directly, staff gather information through:

- Careful observation
- Communication profiles
- Known preferences
- Information from families and professionals who know the student well

Staff take care to distinguish between a student's own views and views expressed on their behalf.

Acting on Student Voice

Student feedback is an important part of school life and helps us improve our provision. Views gathered from students help to shape:

- Teaching and learning approaches
- Personalised Learning Goals
- Communication and regulation strategies
- EHCP Annual Reviews
- Transition planning
- Enrichment activities
- Wider school development and improvement priorities

Where possible, staff explain decisions and provide feedback about changes that have been made as a result of student views. We regularly review our consultation methods to ensure that every student has an equitable opportunity to contribute and influence decisions that affect them.

How Parents and Carers Are Involved in School Life

Parents and carers are valued partners in their child's education, care and preparation for adulthood. We believe that strong relationships between home and school help students achieve the best possible outcomes. We aim to build open, respectful and supportive partnerships, giving families opportunities to share information, contribute to decision-making and take an active role in school life.

Communication and Individual Planning

We work closely with families to ensure information is shared effectively and that support is tailored to each student's needs.

Keeping in Touch

Class teams maintain regular communication using methods agreed with families, which may include:

- Home-school communication books
- Telephone calls
- Emails
- The school's approved digital communication platform
- Working Together

Parents and carers are encouraged to contribute to:

- EHCP Annual Reviews
- Personalised Learning Goals
- Transition planning
- Healthcare planning
- Other meetings relating to their child

Parent and carer meetings are held regularly to discuss:

- Learning and progress
- Wellbeing
- Priorities and targets
- Next steps

Families are also encouraged to share any important changes that may affect their child in school, such as:

- Health needs
- Communication needs
- Regulation and wellbeing
- Family circumstances
- Successful strategies used at home
- Consultation and School Development

We value feedback from families and use it to help shape and improve our provision. Parents and carers can contribute through:

- Questionnaires and surveys

- Consultation events
- Feedback opportunities
- Discussions with school leaders

This helps us understand families' experiences and identify areas for further development.

Supporting School Improvement

Families may also have opportunities to contribute to:

- Policy development
- Curriculum events
- Parent workshops
- School improvement activities

Parent Governors play an important role in governance, helping to represent the views and perspectives of families.

Community and Participation

We encourage families to be involved in the wider life of the school community.

Family Support

Our Family Liaison Team can provide:

- Information and guidance
- Signposting to support services
- Opportunities for parents and carers to connect with one another
- Family groups or workshops, where available

School Events

Families may be invited to attend:

- Celebrations and special events
- Performances and productions
- Curriculum events
- Open days and community activities

Keeping Families Informed

Information about school life, events and developments is shared through:

- School communications
- Newsletters
- The school website
- Approved communication platforms

This helps families stay informed and involved throughout their child's time at Orchard Manor School.

Contacting School

Parents and carers are encouraged to contact the school whenever they have a question, concern or information they would like to share.

How to Get in Touch

- Contact the class team directly for day-to-day questions and updates.
- Request a meeting by telephone or email if a more detailed discussion is needed.
- Contact the main office promptly with any urgent safeguarding, health or welfare concerns.

Staff will respond as soon as reasonably practicable, while balancing teaching commitments and other operational responsibilities.

Our Commitment

We believe that students achieve the best outcomes when families and our school work together. By maintaining open communication and strong partnerships, we can ensure that every student receives the support, encouragement and opportunities they need to succeed.

Who to Contact for More Information or to Discuss a Concern

Please visit the school website for up-to-date information and who to contact.

[Orchard Manor School - Contact Us](#)

For Local Offer Information on the local authority and a school's responsibility and ability to meet your child's needs please visit:

[Devon SEND Local Offer](#)

Date of Next Review: September 2027