



## The Orchard Specialist Centre (@The Hermitage Junior School, Woking)

	Questions	School Response
1	<b>How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have additional needs?</b>	<ul style="list-style-type: none"><li>• Pupils attending the Centre have an Education Health and Care Plan which identifies the setting as the most appropriate provision for the pupil. It also identifies the pupil's primary and where appropriate additional needs and the annual review of the EHC plan ensures that they reflect the pupil's current needs</li><li>• The children who are deemed suitable for our Centre will go to a learning difficulties panel at which we will discuss where best the child's needs will be met. The Inclusion leader and Orchard teacher will visit any prospective children to observe them and consider how their needs would be met in our Centre.</li><li>• The Centre will receive information about your child's needs from their previous school and we will undertake our own assessments of your learning child's needs to ensure they receive the right interventions to enable them to make progress</li><li>• The progress of your child is monitored regularly by Centre staff so that when a pupil is not making expected progress in a particular area they can identify the need for additional support. This will then be discussed with the Senior Leadership Team (SLT) at individual pupil progress meetings and with parents at Parent's Evenings and before this if necessary.</li><li>• Children are assessed on entry to the Centre.</li><li>• Data is monitored throughout the year but more formally every half term.</li><li>• If your child seems to have an emerging or additional need it may be that there will be additional assessments carried out in the Centre or from an Educational Psychologist or visiting specialist teacher/agency.</li><li>• If you have concerns about the progress or attainment of your child you should in the first instance speak to the Centre teacher to discuss your concerns.</li><li>• Some children have a home/school diary which any additional information/notes to and from school, can be written.</li></ul>
2	<b>How will early years setting / school / college staff support my child/young person?</b>	<ul style="list-style-type: none"><li>• Every child starting at our Centre will have an Education, Health and Care Plan. This document outlines the particular needs of your child and recommends the resources, teaching programmes and multi-agency involvement related to meeting these needs.</li></ul>

		<ul style="list-style-type: none"> <li>• Every child is taught by the Centre teacher and has a Mainstream class teacher who plays a part in giving views about progress, behaviour and achievement which feeds into the statement.</li> <li>• The Inclusion leader co-ordinates the plan and oversees the implementation of the statement. The Inclusion leader will set targets for your child and these will be supplemented by targets being worked on from our assessments using the B-squared programme. Targets are reviewed half termly/ termly to assess the effectiveness and impact of the provision being provided.</li> <li>• Your child's statement will include how much teaching and support they will receive from Specialist Centre staff in 1:1, small group and whole class sessions as well as in their mainstream class and at break/ lunch times.</li> <li>• The Centre Teacher &amp; Inclusion leader and class teacher has regular contact with your child throughout the day. The Centre teacher will act as the first point of contact for you through direct meetings, and telephone contact and/or home- school books</li> <li>• There is a governor who has responsibility for pupils with SEN in the school, this is Gill Carter.</li> <li>• Parents have representation on the Governing Body as well.</li> <li>• Training is given to teachers, teaching assistants and SLT to ensure that knowledge is kept up to date.</li> <li>• Support given both academically and emotionally and at points throughout the school day that your child may have more difficulties or feel vulnerable. We have an Emotional Literacy Support Assistant (ELSA) who supports with the needs of the children when required.</li> </ul>
3	<p><b>How will the curriculum be matched to my child's/young person's needs?</b></p>	<ul style="list-style-type: none"> <li>• Your child will have access to a broad and balanced curriculum which is personalised to meet their needs and their learning will be differentiated to enable them to make progress. This may mean that in a lesson there will be different levels of work set for the class, sometimes at an individual level.</li> <li>• The learning will have a multisensory approach and enable your child to learn using a range of learning styles.</li> <li>• The learning is child centred and catered to their individual needs and personal learning targets.</li> <li>• The Centre offers a core curriculum of English, Maths, some specific Science and ICT as well as Life Skills, Listening Skills, Circle time and Show and Tell (to develop language skills) and also occupational therapy (fine and gross motor skills)</li> <li>• The level of support will depend on your child's needs and may take the form of short 1:1 sessions, small group work in the Centre and in class with the support of a TA and the class teacher.</li> <li>• A themed curriculum is in place to ensure high levels of interest and engagement whilst covering all areas of the curriculum.</li> <li>• Where appropriate, children who are progressing and achieving well in the Centre may carry out some work in their mainstream English and Maths lessons in the morning.</li> </ul>

		<ul style="list-style-type: none"> <li>• During the academic year we receive visits from (theatre, sports, horticultural) groups who provide other opportunities for our pupils to widen their knowledge and skills</li> <li>• Throughout the year children also attend trips with the Centre and with their mainstream class; this includes residential trips in Years 4,5 and 6.</li> <li>• Your child will receive reading homework each week and also we will provide other homework if it is appropriate for your child.</li> </ul>
4	How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	<ul style="list-style-type: none"> <li>• We offer an open door policy and if at any point you wish to discuss your child's progress, an appointment can be made to meet with the Centre teacher or the Inclusion leader.</li> <li>• Staff in the Centre can offer advice and practical ways that you can help your child at home on a daily basis at drop off or pick up.</li> <li>• All pupils have targets that they work on day to day, as well as longer term targets set at Annual Review meeting.</li> <li>• Your child's progress is measured on a half termly basis using assessments tools of B-Squared in order to assist staff in accurately assessing attainment and progress.</li> <li>• The needs of the children and their targets will be linked to the provision map for The Centre which will outline the support and resources put into place for your child.</li> <li>• Your child will be set targets annually at the Annual Review, which are reviewed on a term by term basis.</li> <li>• We hold Parent evenings during which you can discuss any concerns and be updated on your child's progress.</li> <li>• We have regular year group exhibitions at which you can view the topic work that your child has completed.</li> <li>• When appropriate we gain the advice of external agencies (such as Speech and Language, the Educational Psychologist or Physio), to enable us to support your child with more specific difficulties they may be having.</li> <li>• The school is committed to high <b>achievement</b> and <b>self-evaluation</b> and ensures that pupils <b>demonstrate good progress</b>.</li> <li>• We will discuss progression routes/targets set for your child during consultation evenings or annual review meetings in school.</li> <li>• An annual, written report is given at the end of each year.</li> </ul>
5	What support will there be for my child's/young person's overall well-being?	<ul style="list-style-type: none"> <li>• We are committed to multi-agency working to ensure that the needs of the whole child are met</li> <li>• Professionals from other agencies including physiotherapy, speech &amp; language therapy, occupational therapy, health and CAMHS visit the Centre when involved with particular children.</li> <li>• As well as supporting individual pupils, these professionals advise staff around strategies and offer training.</li> <li>• We have a Speech and Language therapist and assistant that both come to work at the Centre once a week.</li> <li>• Pupil voice is encouraged in all areas of the Centre through regular meetings of the student council. Pupils, where appropriate, contribute to the Annual review of their statement.</li> </ul>

		<ul style="list-style-type: none"> <li>• There is an Orchard school council representative.</li> <li>• Some pupils know their targets and can describe their next steps of learning to achieve those targets.</li> <li>• Members of staff know individual pupils very well and any pupil requiring additional support will be offered it from a staff member with whom they have a good relationship.</li> <li>• Regular informal talks about how the children feel and anything that is worrying them.</li> <li>• We have a newly opened sensory room which is accessible to all children in the school who need to use it.</li> </ul>
6	<p><b>What specialist services and expertise are available at or accessed by the setting / school / college?</b></p>	<ul style="list-style-type: none"> <li>• Both teachers and support staff undertake training which keeps them up to date with all of the specialist skills necessary for working with children with special educational needs/additional needs.</li> </ul> <p>In the school we have dedicated time from the following staff:  Speech &amp; Language Therapist  Speech &amp; Language Assistant</p> <p>We have the access to the following support if we require it:  Physiotherapist  Occupational Therapist  Educational Psychologist  ICT Specialists  Visual Impairment Support  ASD outreach work  Links with other schools (primary and secondary)  Medical professionals</p> <p>In addition we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of pupils' needs:  Social workers  CAMHS nurses</p>
7	<p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<ul style="list-style-type: none"> <li>• All our staff receive regular training to support them to fulfil their roles.</li> <li>• Teaching staff and teaching assistants have accessed targeted programmes of Continuing Professional Development to the opportunity to request training that will further their professional development and develop their skills.</li> </ul>

		<ul style="list-style-type: none"> <li>• Training can typically include areas such as language development, sensory integration, ASD training, medical training and any other needs that are raised through our performance management systems</li> <li>• Centre staff have regular meetings to discuss the children in the Centre and to address any developments that need to occur.</li> </ul>
8	How will my child/young person be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> <li>• Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils and provide a wider range of experiences for our pupils than could be provided on the school site alone as well as promoting the independence of our children as learners</li> <li>• We also offer students the opportunity to take part in residential activities and trips (Year group trips to Dapdune Wharf, Hampton Court and residential trips to Hindleap Warren, Bushcraft and Avon Tyrell activity centre.</li> <li>• As a Centre we visit the shops, go to the Fire Station and also attend sporting tournaments with other schools.</li> <li>• Children in the Centre get to go Horse Riding on a rota.</li> <li>• All visits and activities are risk assessed to ensure they are appropriate for individual pupils; a high adult to child ratio is also adhered to.</li> <li>• Parents /carers take an active part in discussions around residential visits and these are discussed both formally at parent meetings/annual review meetings.</li> <li>• Children have access to after school clubs (with support from a school adult if necessary)</li> </ul>
9	How accessible is the setting / school / college environment?	<ul style="list-style-type: none"> <li>• We have an Accessibility Plan which keeps access to the curriculum, the environment and information under regular review</li> <li>• The building is accessible for wheelchair users with wide corridors, ramps and a lift for student/ adult use.</li> <li>• There is a disabled toilet with changing and shower facilities.</li> <li>• Writing aids can be accessed.</li> <li>• Specialist chairs can be sought if needed.</li> <li>• Quiet, relaxed rooms can be accessed if a calmer environment is needed- We have the 'Little Orchard' which is a smaller group room.</li> <li>• The Centre has a main classroom and a sensory room where groups of children can learn in.</li> </ul>
10	How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?	<ul style="list-style-type: none"> <li>• We work closely with the local authority to ensure that children are offered provision that meets their needs. Parents are invited to visit the school prior to applying for a place and at any time through the application process. Children are encouraged to access transition opportunities, such as visiting the class.</li> <li>• The Inclusion leader will liaise with staff from your child's previous school to ensure that we have all the information that we need to make the transition to us as smooth as possible.</li> <li>• The Inclusion leader will observe children in their previous setting to gain a better understanding of their needs.</li> </ul>

		<ul style="list-style-type: none"> <li>• Work is carried out with our Year 6 children to ensure that their transition to secondary school is a exciting and relaxed one.</li> <li>• Where pupils move on to another placement, their school records and examples of their work will be offered in order to make the transition as smooth as possible.</li> <li>• A meeting/ phone call will be arranged with the SENCO of the previous/future school to discuss provision of needs and any significant areas to address.</li> <li>• Additional visits either to our setting or the future school will be arranged and if they need to be repeated that will be arranged too.</li> <li>• Staff from the Centre will go with children to their future schools to support the children if they need to.</li> </ul>
11	<b>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</b>	<ul style="list-style-type: none"> <li>• A significant amount of school resources is dedicated to providing the personalised learning and appropriate levels of staffing. Some of our pupils are entitled to receive the pupil premium and these monies are targeted to improve reading, provide access to specific resources, such as specialist equipment, to provide access to alternative curriculum opportunities and to extend awareness through the experiential curriculum.</li> <li>• The Centre provides some trips to the children with no extra charge to parents.</li> <li>• Access to laptops and iPads within the Centre so that children can use ICT skills independently.</li> <li>• A wide range of practical resources, academic resources and training resources for adults are within the Centre/ school and can be accessed whenever needed.</li> <li>• We assess the needs of the children and create opportunities for children to access additional support from other agencies or to programmes that come into school.</li> </ul>
12	<b>How is the decision made about what type and how much support my child/young person will receive?</b>	<ul style="list-style-type: none"> <li>• The pupils' EHC plan identifies a banding level which reflects the pupils' current needs. This is agreed through discussion between the school and the Local Authority</li> <li>• We plan provision to achieve the outcomes set for each individual pupil and these are reviewed each term at pupil progress meetings</li> <li>• We liaise with parents about any additional support that they feel is appropriate for their child's individual needs.</li> <li>• As well as looking at the resources that will suit the needs of individuals, we also look for suitable resources to enhance the learning of the whole Centre class.</li> <li>• We gain guidance from children's previous schools as to any resources/ funding that the children had to support them.</li> </ul>
13	<b>How are parents involved in the setting/school/college? How can I be involved?</b>	<ul style="list-style-type: none"> <li>• We believe that a pupil's education is a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate with you regularly.</li> <li>• Parents are invited to all review meetings.</li> <li>• There is parent representation on the Governing Body.</li> <li>• Parent helpers are welcomed on most school trips.</li> </ul>

		<ul style="list-style-type: none"><li>• There is a Parent association- HOPA which organises events for both children and parents at The Hermitage and at the Oaktree infant school next door.</li></ul>
14	Who can I contact for further information?	<ul style="list-style-type: none"><li>• For parents the first point of contact is The Orchard Class teacher and the Inclusion leader if needed.</li><li>• We use a Home/School book/diary as the method of day to day communication with some children.</li><li>• The Centre teacher &amp; Inclusion leader can be contacted via the School office.</li><li>• If you are considering your child joining the school the first person to talk to is your case officer who will then encourage you to contact the Inclusion leader to arrange a visit to the school if it is considered to be suitable.</li><li>• For any other queries or concerns contact the school office on:</li></ul> <p>01483 472047</p> <p>The Hermitage School Oakwood Road Woking GU21 8UU</p> <p><a href="mailto:info@hermitage.surrey.sch.uk">info@hermitage.surrey.sch.uk</a></p> <p>Our website is:</p> <p><a href="http://www.hermitage.surrey.sch.uk/">http://www.hermitage.surrey.sch.uk/</a></p>