



The Orchard - Westlea Inclusion Base

Local SEND Provision Offer

School Designation / Primary Needs	Complex needs – Communication and Interaction
PAN and Number on Roll	Pan: 30 / Number on roll: 30
Age Range Accommodated:	4-11yrs

Welcome to The Orchard

The Orchard consists of 3 inclusion bases within Westlea Primary School designed to support children with complex learning needs related to communication and interaction difficulties.

The units provide a highly structured, nurturing and inclusive environment where pupils can access personalised teaching, therapeutic support and adapted learning experiences while remaining part of the wider school community. The aim is to ensure that children with complex needs can thrive, feel safe, and make meaningful progress academically, socially and emotionally.

1. Environment & Accessibility

- **Sensory Environments:** We have one sensory room and one sensory integration space. There are also sensory resources available in all classrooms, linked to the needs of the current cohort.
- **Outdoor Sensory Facilities:** We have equipment in our outdoor area which children have planned access to twice a day, or more regularly if needed.

2. Core Expertise and Approaches

- **De-escalation Approach:** A number of LSAs, Teachers and members of SLT maintain current Team Teach certification, which is updated every 12 months.
- **Total Communication Approach:** All learners who attend The Orchard have a learning need in Communication and Interaction. All teams are given training in signalong which is 'topped up' in weekly sessions. Our Total Communication environment is monitored by our Orchard Lead / Assistant Head Teacher. We have qualified Signalong Trainers within the Trust who offer training opportunities for all colleagues.



3. Health, Therapy & Clinical Services:

- **Speech and Language Therapy (SLT):** Our Speech and Language Therapy time is provided by HCRG. We have quiet spaces on site which can be used for visits and welcome therapists throughout the year who are visiting to update outcomes, review progress or meet new learners. Our Speech and Language colleagues support us by providing visuals and tools which can be used to support individual learners.
- **Occupational Therapy (OT) & Sensory Integration:** Our Occupational Therapy time is provided by HCRG. We have quiet spaces on site which can be used for visits and welcome therapists throughout the year who are visiting to update outcomes, review progress or meet new learners. Our OT colleagues support our learners to develop functional skills.
- **Medical & Nursing Presence:** Our nursing provision is provided by the School Nursing Team. Our nurse works with individual learners to support with specific EHCP outcomes or provide highly specialised care for learners with complex medical conditions.
- **Family Support:** Our families can access a Family Support Worker when the needs of the family fall outside classroom learning. This support can be accessed by our SENDCo through Contact Swindon, who will decide which level of intervention is appropriate.

4. Communication & Curriculum Learning Pathways

- **Our Curriculum Intent- to ensure pupils:**
 - Feel safe, understood and valued
 - Develop communication and interaction skills
 - Build confidence and independence
 - Make steady, meaningful progress from their starting points
 - Experience positive relationships and a sense of belonging
 - Are prepared for successful transitions within or beyond Westlea
- **Our Curriculum is designed to:**
 - **Meet individual developmental needs** through personalised pathways rather than age-based expectations
 - **Prioritise communication** using visual supports, modelling, structured language and Total Communication approaches
 - **Develop independence** in self-care, routines, decision-making and functional life skills
 - **Support emotional regulation** through predictable structures, sensory strategies and trusted relationships
 - **Provide meaningful academic learning** adapted to each child's cognitive profile



- **Build social interaction skills** through supported play and communication-rich activities
- **Prepare pupils for future learning** including transitions into mainstream where appropriate
- **Total Communication Approach:** this approach uses every possible method to support our learners to understand and share messages. It combines spoken word, visual symbols, sign language, objects of reference, gestures and body language as accepted and encouraged forms of communication.
- **Non-Standard Progress Tracking:** We track our learners' progress in engagement, independence and fluency and consider their wellbeing in all our learning opportunities.

5. Admission and Transition Systems

- **Admissions:** All spaces are explicitly allocated via the Local Authority SEN Panels in Swindon and several surrounding county Local Authorities. All learners attending have an Education, Health and Care Plan (EHCP) with Communication and Interaction as their Primary Need.
- **Transition to KS3:** Annual reviews in Y5 will focus on transferring to secondary school. This could involve parents/carers, school staff, medical colleagues, therapists, EHCP Coordinators from the LA and social care personnel. These transitions are collaborative and focus on KS3 places which will support learners reaching their full potential.

The Orchard Provision Offer:

Communication and Interaction		Tier3 Specialist/Exceptional		Cognition and Learning	
Speech and Language Therapy Advisory Teacher for AAC Use of AAC devices	NELI Lego Therapy group	Tier 2 Targeted		TEACCH Small group interventions – phonics, maths Precision Teaching <u>Numberstacks</u> Phonics Rapid Catch Up	Educational Psychologist
		Total Communication approach Signalong Objects of Reference, Symbols, Communication Boards, PECS Intensive Interaction Communication Curriculum Attention Autism (Bucket) Personalised visual supports Social Stories/ Comic Strip Conversations	Small classes (11 or below) High adult: pupil support ratio (at least 1:2) Specialist curriculum Active learning/application to life Scaffolding of learning		
Be U Swindon TAMHS LD CAMHS <u>iProveFit</u> Mentoring BEST Mentoring	ELSA Lego Therapy	PSED Curriculum Active teaching of social/emotional skills Focus on supportive staff relationships Zones of Regulation Individual Behaviour Support Plans	Tier 1 Ordinarily Available Accessible environment, Sensory modified environment Sensory play activities Sensory room, Soft playroom Personal care facilities Fine motor skills intervention Sensory screen Sensory profile Sensory equipment	Personal and intimate care plans SPARKS group	Occupational Therapist Physiotherapist Advisory Teacher for Visual Impairment Advisory Teacher for Hearing Impairment Specialist equipment e.g. seating, toileting, mobility
		Early Help Record, TAC/TAF Meetings	Write from the Start, Dough Disco		
Social, Emotional and Mental Health			School Nurse Individual Health Care Plans		Sensory and Physical (and medical)