

The Orchard @Farsley Farfield



THE ORCHARD

Enhanced SEND Provision: Introducing 'The Orchard'

We are delighted to launch a new, enhanced Special Educational Needs and Disabilities (SEND) provision at Farsley Farfield Primary School. This will be known as **The Orchard**.

The Orchard is specifically focused on supporting children with **Communication and Interaction** needs up to age 7. This provision is designed to include children with autism, as well as those with other special needs. This provision is only for pupils on roll at Farsley Farfield.

Integration and Provision Model

Children attending The Orchard will remain on their mainstream class roll. Their provision uses a flexible model where children will spend some time in their class as well as dedicated time in The Orchard. Each child will receive a bespoke timetable and provision that combines group work, individual sessions, and time spent alongside their class.

Capacity, Staffing, and Leadership

The base will typically accommodate up to 8 children at a time. To ensure high-quality support, 3 or 4 familiar Farfield staff members will be working with those children, either within The Orchard space or supporting them when they are back in class.



The Orchard provision will be led by Miss Aimee Varley. Planning for the provision will be routinely overseen by the school's Deputy Headteacher and SENDCo, Mrs Helen Smith. We are also being supported by the local authority's SEND specialist Inclusion Advisory Team, formerly known as STARS.



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Location and Resources

The Orchard is located in the part of the infant building that was formerly the Children's Centre. This location provides direct access to the Early Years outdoor provision. The Orchard Room will be relatively sparsely resourced and will be designed to minimise sensory input, creating a safe and lower-arousal environment suitable for learners with sensory needs and autism. We achieve this through careful consideration of lighting, acoustics, and visual clutter, using muted colours and clear organisational systems to promote calm, regulation, and focus. To further support our children, we plan to enhance the facilities: The Orchard will eventually include a refurbished sensory room, providing a dedicated space for individual sensory exploration and self-regulation.

Curriculum

The curriculum will be informed by individual children's needs and, where appropriate, provision specified in Education, Health and Care Plans. Where the children are able, the curriculum will deliver early reading and phonics, number work and writing. Assessment will be made against the SENIT Developmental Journal, the Progression Steps and where appropriate, the National Curriculum.

We will deliver programmes specified by other professionals such as Speech and Language Therapists or Physiotherapists.

There will be daily sessions using the [Core Word Programme designed by Sensory Classroom](#). These will use engaging games, playful activities, sensory stories, and interactive experiences to model and reinforce one meaningful core word each week and will help the children build the confidence and skills they need to communicate effectively.

In addition, there will be daily nurture sessions focusing on emotional understanding, regulation and literacy. These will include strategies ranging from simple turn-taking activities to the delivery of resources from the ELSA project and Zones of Regulation and will help the children to recognise and manage emotions and develop social and friendship skills.

The ambition of the Orchard is that the skills that the children are practising and developing in the base are then transferred into the mainstream classroom with increasing independence.