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[Click here for information on Wolverhampton SEND Independent Advice Service](#)

Our aims for children and young people with Special Educational Needs

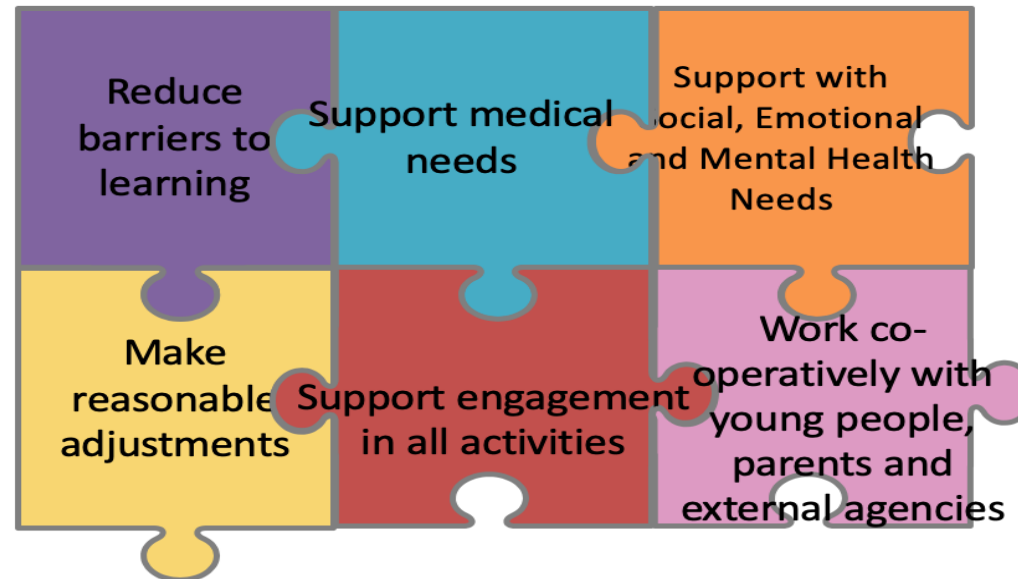
We aim to:

- Raise the aspirations of, and expectations for all children and young people with SEND.
- Focus on personalised outcomes for children and young people supporting them to make progress and close gaps in learning and attainment.
- Encourage children and young people to become more independent in their learning in order to prepare them for life after school.
- Support children and young people to make a successful transition from school to further and/or higher education and employment.
- Address specific issues, raise self-esteem and learn to value themselves and others.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

*Many children and young people who have SEN may have a **disability** under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*



Objectives

- To identify and provide effective support for children and young people who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole child and young person, whole school” approach to management and provision of support for special educational needs.
- To provide a SENDCO who will manage, monitor and review the SEND Policy.
- To provide support and advice for all staff working with children and young people with special educational needs.

Our Centre

What we offer.....

- All children and young people who attend The Orchard Centre have an additional need. This is usually due to a Social, Emotional, Mental Health or medical reasons. We support those who are unable to access mainstream school.
- The provision is available for children and young people aged between 11 and 16 years of age.
- All children and young people are offered a full-time provision of 25 hours per week.
- Most children and young people are transported into the Centre by minibus.
- All children and young people can access a breakfast club, breacktime snacks and a two-course lunch.

Academic Provision

- Children and young people are offered 25 hours of onsite tuition per week.
- Children and young people are taught in small groups (no more than 10) with access to both a specialist teacher and teaching assistant.
- 1 to 1 tuition is available if required.
- Children and young people are given access to a personalised curriculum diet that includes a mix of both academic and social learning.
- Children and young people have individual targets that are central to planning the curriculum.
- For those children and young people requiring additional learning support, academic and skills- based interventions are available, eg. White Rose maths, Toe by Toe literacy, Cool Kids.

SEMH Provision

We provide support for children and young people to improve their emotional and social development in the following ways:

- Lawnswood Integrated Therapy Service team support.
- Specialist Teaching Assistants working alongside the classroom teacher in supporting ALL children and young people.
- Nurturing approach within the Centre.
- Trauma Informed methodology underlines everyday practice.
- For those children and young people requiring additional SEMH support, targeted interventions are available, e.g. social stories, Time to Talk, Lego therapy.
- Enrichment offers including those focused on well-being.

Our Ambition

To improve life chances of young people by providing a first-class, appropriate and broad education, supporting individual needs in a nurturing environment.

Our STAR Spirit

SUPPORT TRUST ACHIEVE RESPECT

Our Vision

We believe that by creating a meaningful, caring, stimulating and safe environment young people have the opportunity to address their particular issues, raise their self-esteem, and learn to value themselves and others. We seek to minimise the disruption to young people's education and offer an enriching and enjoyable experience, helping to reduce anxiety about schoolwork.

Our Values

Kindness Empathy
Honesty Positivity



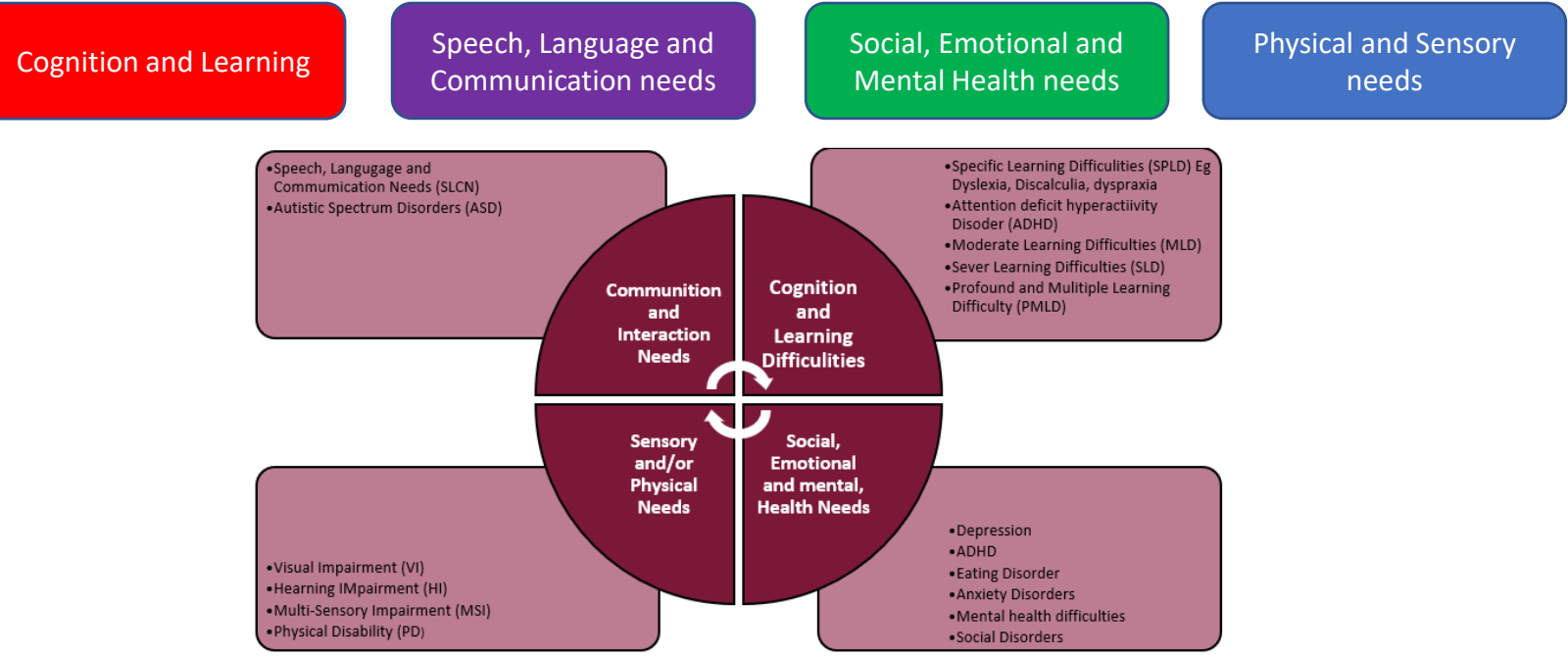
Commitment Resilience
Responsibility Curiosity

Identifying Special Educational Needs



Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Four Areas of Need



Children and young people, who require teaching or support that is additional, or different, in order to make progress in line with their peers, are classified as having special educational needs. This may in some cases include a specifically diagnosed condition or disability. Identification may be via transition information from previous schools, via reports from external professionals, or through assessment carried out in school.

Admission procedures consider any specific needs for children and young people, the Centre then plans the provision required to support those needs. This includes an assessment of:

- Physical accessibility and environmental resources.
- Accessibility of the curriculum, to include the use of assistive technology and support strategies.
- Inclusion in extra-curricular activities.

All children and young people who The Orchard Centre have an identified additional need. Each child and young person's current skills are assessed and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Subject teachers make regular assessments of progress for all young people and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Is below the child and young person's previous rate of progress;
- Is unable to close the attainment gap between the individual and their peers;
- Widens the attainment gap.

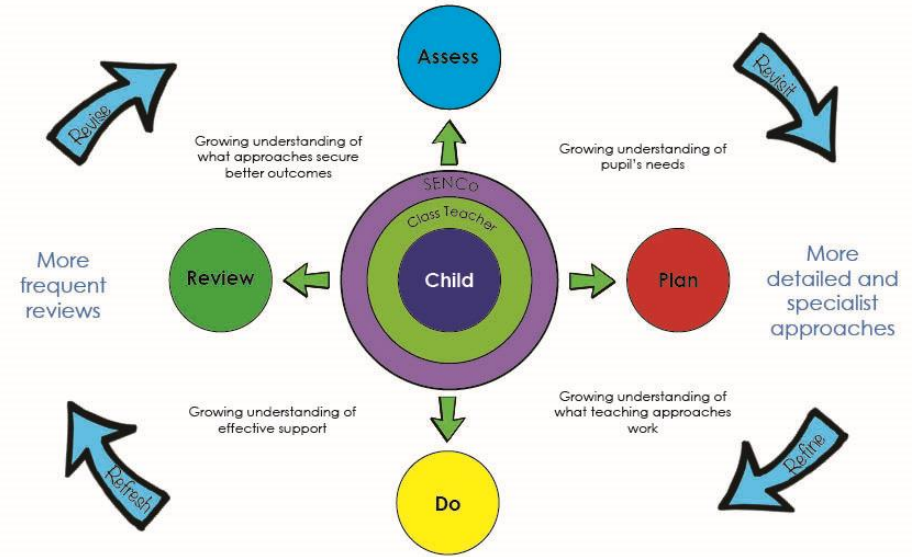
This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment do not automatically mean a child and young person is recorded as having SEND. When deciding whether additional special educational provision is required, initially the desired outcomes are considered, including the expected progress and attainment, and the views and the wishes of the young person and their parents / carers. This is used to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Support

The Orchard Centre has an ethos of inclusion. We are committed to ensuring that every child and young person has the opportunity to achieve their best, become confident individuals with fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.

We ensure that the child and young person is always the central focus in all our planning and aim to work with key individuals that support the child and young person including; the child and young person themselves, family/carers, school staff, other educational providers and key professionals from education, health and social care.

Quality First Teaching (QFT) is a measure of effective practice. Our class teachers provide an educational experience that allows for all children and young people, including those with SEND to make expected progress or better. Teachers assess the needs of all young persons and plan how they will meet their needs in the classroom to allow children and young people to make expected progress or better. Additional intervention and support cannot compensate for a lack of good quality teaching. Quality first teaching is part of the graduated response cycle of assess, plan, do and review.



Assess

Plan

Do

Review

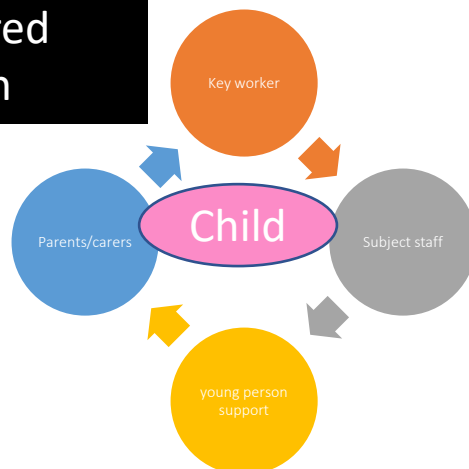
Identification of SEND:
Transition information
Internal assessment
Parental referral
External assessment

Planning support:
Discussions with parents
Discussions with pupil
Discussions with teachers
Advice from specialists

Ensuring support:
Key information for teachers
Reasonable adjustments
Specialist programmes
Additional adult support

Evaluation of support:
Subject assessment data
Specialist assessment data
Discussions with teachers, with pupils and with parents

Child Centred Approach



Internal Support

- Personalised support plans
- Small group or individual intervention programmes
- Keyworker allocation
- Specialised equipment as required
- Personalised curriculum offer
- Access to Lawnswood Integrated Therapy Service
- Access Arrangements put in place as required
- Additional adult support within the classroom
- Transition programme in place
- Quiet and supportive environment

External Support

- Wolverhampton SEND Team (includes learning, behaviour and speech and language, hearing impairment, visual impairment, disability)
- Professionals: Educational Psychology, Occupational Therapy, Physiotherapy, Speech and Language
- CAMHS Child and Adolescent Mental Health Services
- Information, Advice and Support Agency
- Inclusion Support Alternative Provision Panel.
- Health care (to include school nurse, hospital services)

Curriculum

All children and young people who access The Orchard Centre are on the SEND register and consequently our teaching practices are focussed on the needs of individuals.

All children and young people have a curriculum that is designed to meet both their educational and social and emotional needs. The curriculum diet that is provided aims to help prepare children and young people for their lives beyond Lawnswood Campus by equipping them with the academic, independence and life skills that they need to succeed.

Our teachers have high expectations of all children and young people and will set challenging targets and objectives to challenge individuals to reach their full potential. All staff that work with your child are informed of their individual needs and adapt their lessons to meet these requirements.

We make the following adaptations to ensure all children and young people's needs are met:

- Differentiating our curriculum to ensure all children and young people are able to access it, for example, by grouping, 1:1 work/support, teaching style, content of the lesson etc.
- At key stage 4 a range of options are available to study including vocational subjects.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, reading pens, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- We provide a combination of lessons in both academic subjects and social/emotional resilience as well as life skills.
- All children and young people work with staff to create their own strategies for individual support.
- Access Arrangements are applied for and put in place as required.
- A nurturing and trauma informed approach is adapted across the centre to help children and young people focus on their mental wellbeing and allow them to thrive and flourish

Learning Environment- The Building

- The Orchard Centre has subject specialist spaces and has access to computer facilities and provide space where teaching can be adapted according to children and young people's needs e.g. bean bags, partitioned spaces, one-to-one teaching space and group space.
- The Orchard Centre has been designed to offer a smaller and calmer environment than traditional mainstream schools. It is on one level, is wheelchair accessible and has disabled toilet facilities.
- We can provide assistive technologies such as the use of a laptop.
- We are able to support the use of radio and hearing aids
- We are able to provide suitable workstations for children and young people as they require.

Learning outside the classroom

- At The Orchard Centre, we embrace the opportunity to extend our learning beyond the classroom and participate in regular outdoor learning, Duke of Edinburgh, Forest School and horticulture.
- Curriculum and reward trips are regularly calendared to compliment academic and social learning.
- A varied enrichment offer is available based on children and young people's preferences and needs.
- Activities are open to all children and young people. Discussions with parents/carers and providers take place as needed, and full risk assessments are carried out where applicable.
- Reasonable adjustments and additional staffing are utilised in line with specific child and young person's needs.

Monitoring Children and Young People's Progress

At The Orchard Centre, we have internal processes for monitoring the quality of provision and assessment of need. These include reviewing children and young people's individual progress toward their goals on a termly basis, reviewing the impact of interventions on a regular basis, using child and young person questionnaires, monitoring by the SENCO including the holding of annual reviews. All children and young people will be assessed upon entry to the campus and then set personalised targets and be provided with an appropriate curriculum/learning journey.

Assessing & Reviewing Progress Towards Outcomes

The graduated approach and the four-part cycle of assess, plan, do, review is followed.

The class or subject teacher works with the SENDCO to carry out a clear analysis of the child and young person's needs. This draws on:

- The teacher's assessment and experience of the child and young person, including both academic progress and progress with their soft skills (social, wellbeing, self-esteem, self-awareness and regulation and engagement).
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The child and young person's own views.
- Advice from external support services, if relevant.

The assessment is reviewed regularly. All teachers and support staff who work with the child and young person are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The effectiveness of the support and interventions and their impact on the child and young person's progress is regularly reviewed.

A range of tools are employed to review progress and attainment including Skills Builder, Boxall Profile, Accelerated Reader and Accelerated Maths.



Evaluating SEND Provision

The effectiveness of provision for children and young people with SEND is evaluated by:

- Reviewing child and young persons' individual progress towards their goals each term.
- Reviewing the impact of interventions each half term.
- Using child and young person questionnaires.
- Monitoring by the SENDCO.
- Using provision maps to measure progress.
- Holding annual reviews for young persons with EHC plans.
- Reviewing our whole campus SEND School Evaluation Form on a termly basis, ensuring that we are honest and rigorous in our assessments/evaluations of the service available.

Reviewing EHCPs

All children and young people with EHCPs have their progress towards the objectives within their EHCP formally reviewed at least annually. Objectives and the steps that children and young people need to achieve in order to satisfy the objective are used in the everyday planning of young person's lessons. All staff have overviews of a child and young person's EHCP objectives within their planning file and these are regularly annotated so that evidence can be collated on the progress that children and young people are making.

Termly meetings are carried out between staff members and the child and young person so that progress towards EHCP objectives can be measured and next steps can be considered and prioritised as appropriate.

Transition and Partnerships



Transition from mainstream schools or other provisions

- Referrals to The Orchard Centre are through an application to the Inclusion Support and Alternative Provisions Panel or through an Educational Health and Care Plan. Schools can also refer for places directly. Prior to the child and young person being presented at the ISAPP a detailed referral form is completed by a professional working with the child and young person and should be accompanied by supporting evidence such as educational psychology reports and provision maps.
- Following the offer of a place an initial meeting is scheduled. From this start date, timetables and review dates are planned.
- The transition into Centre is supported by an Induction Mentor and all children and young people are allocated a key worker.
- Placements allocated at the ISAPP will be formally reviewed with all key parties after 5 weeks and again after 10 weeks.
- A gradual transition into Centre can be arranged depending upon individual need.

Transition to other schools and further education/training

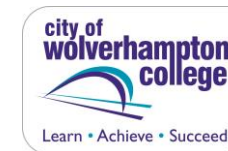
- The Orchard Centre shares and provides information to other providers as requested.
- Transition back into mainstream schools/new providers is planned and staffed in collaboration with the new setting.
- Support for children and young people to attend interviews and make applications for post 16 pathways.
- All year 11 young people are allocated a Post-16 coach to support transition to new courses.

Key Partners and Providers

Connexions is a free and impartial careers information, advice and guidance service for children and young people who live in Wolverhampton. They offer advice on:

- Choosing and exploring careers that will suit your skills and interests.
- Finding out key facts about different careers.
- Your options; from 6th form to college and from training providers to apprenticeships.
- Support with applying for courses, jobs and apprenticeships.

All children and young people at The Orchard Centre have support from the Connexions service and those children and young persons who have EHCPs will receive annual support and will complete the Prepared for Adulthood booklet.



Staying Informed

Children and young people are regularly assessed in lessons. Each term, assessment data is formally recorded and tracked, to ensure that a child and young person's progress is monitored. Reports on children and young people are published each term to parents/carers and progress can be discussed during calendared parents'/carers' evenings. The Head of Centre, Assistant Heads and SENDCO are always available at parents evening

An Annual Review meeting is offered to the parents/carers of children and young people who are supported through an Education Health and Care Plan. In this meeting, which can include the child and young person, support programmes, interventions and the support offer are discussed. Further meetings are arranged on request. There are a number of ways that parents can be involved in the Centre:

- Meetings with the SEND and children and young people Support Teams run throughout the year and can be requested by parents/carers
- Parents/carers evenings with subject teachers take place bi-annually
- Key information published by the school
- Newsletters
- Support, advice and guidance sessions
- Support groups and family learning events
- Text, email and phone calls
- Parents can apply to become members of the Management Committee when vacancies arise
- The Centre and Campus website

We are proud of the strong partnerships we have created with parents, children and young people and the community and place a high value on the comments and feedback that they provide in helping us to improve the Centre even further



Other sources of information (available via our website, or use the link provided):

- Accessibility plan – this outlines Lawnswood Campus's ongoing commitment to improve the physical environment of the school so that children and young people with special educational needs or disabilities are able to fully access the educational curriculum, school facilities and our wider curriculum provision
- Access arrangements policy – this explains how we assess for and award special arrangements to support children and young people through exams.
- SEND Policy – this provides further information about our aims for supporting children and young people with special educational needs and disabilities.
- Supporting Children and Young People with Medical Conditions Policy – this outlines the procedures in place for children and young people who require a care plan and care provision to be made.
- SEND guide for parents/carers - this is a government document outlining information for parents/carers around special educational needs and disabilities. <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- SEND Code of Practice: 0-25 years this is the formal document that provides all educational providers with guidance on statutory provision. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-2>

Texts, emails and phone calls are used to contact parents/carers to discuss progress or any concerns. Praise, rewards and behavioural concerns are logged on SIMS and are celebrated through reward trips, certificates, reward lunches, etc.

If you wish to meet to discuss your child's progress further, then you can email, call or arrange an appointment to meet with:

- The Head of Centre
- The Assistant Headteachers
- SENDCO
- Your child's keyworker
- The Subject Teacher **Please note that face to face meeting with parents for longer than 5 minutes may not be possible due to Covid 19 risk assessment.**

Who to Contact in Centre/How we Communicate?



The contact number for the main switch board is 01902 555947

Name	Role	Contact details
Rachael Brown	Executive Headteacher- Lawnswood Campus	Rbrown@lawnswoodcampus.co.uk 01902 551695
Julie Blake	Head of The Orchard Centre, Designated Safeguarding Lead	jblake@lawnswoodcampus.co.uk 01902 555919
Maria Mulvihill-Higgs	SENDCO	mmulvihill@lawnswoodcampus.co.uk 01902 555947
Gill Bennett	Administrative Assistant	gbennett@lawnswoodcampus.co.uk 01902 555947
Sarah Gallagher	Attendance Officer	sgallagher@lawnswoodcampus.co.uk 01902 558859

Consulting and involving Young People and Parents/Carers

Due to the nature of the Centre there is regular communication with parents and carers. We understand the value and impact that effective frequent dialogue can have on all parties.

Involving parents and young people in the dialogue is central to our approach and we do this through:

- Initial parental induction meeting
- Transition review meetings at 5 and 10 weeks
- Regular review meetings
- Contact with keyworker
- Contact with Form Tutor
- Parent/Carer questionnaires
- Child and Young Person questionnaires
- Bi-annual written report
- Annual review (for children and young people with EHCPs)
- Parents/Carers Evening

Expertise of Staff

Staff at The Orchard Centre hold a wide range of qualifications to allow them to offer specialist support to children and young people. These qualifications include (but are not exclusive to):

- The SENDCo qualification
- Access Arrangements assessment qualifications
- Mental Health First Aid
- Trauma Informed Practice
- Safeguarding training
- Autism

In addition to this staff engage in regular and bespoke CPD sessions that are pertinent to supporting those children and young people who attend the Centre.

Complaints

The SEND provision within our service is co-ordinated by the SENDCo. Our SENDCo is Mrs Emma Rushton who can be contacted at the school by email erushton@lawnswoodcampus.co.uk or by phone 07394 673301.

Our complaints procedure is available on our website. This enables parents / carers of all registered young people to raise a concern. Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The complaints procedure cannot be accessed to resolve such complaints.

For parents who require additional independent advice and support, there is a service available within Wolverhampton area. The Wolverhampton SENDIASS service can be contacted by phone on 01902 556945 or by email on ias.service@wolverhampton.gov.uk.