

Orchardside School

Together We Grow



At ORCHARDSIDE we believe every student can experience success in learning. To do this we will ensure lessons and activities are appropriate to need and differentiated to enable students to access learning and make progress.

ORCHARDSIDE SCHOOL is the Secondary Pupil Referral Unit (PRU) for Enfield, therefore all students who are referred to ORCHARDSIDE have been Permanently Excluded or Managed Moved and are not in a position to access mainstream secondary provision without assessment and intervention for a Fair Access Panel referral or an Education, Health and Care Plan for a specialist school placement.

ORCHARDSIDE has a current OFSTED rating of Outstanding (March 2013).

All students referred to ORCHARDSIDE have needs in one or more of the following categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or physical

We have a very clear process of assessing the needs of all students. All students and their parents / carers have an initial meeting with the Headteacher. This meeting is to gain the views of the student and their parent / carer about the exclusion and to discuss wider issues that could impact on the young peoples' ability to engage with learning and make progress. The meeting also establishes what interventions the student may have experienced, the services they were or are currently involved with in supporting the student and their family. The Headteacher will also explain what support can be offered at ORCHARDSIDE and introduce the Induction process to the student. Induction will involve some base line testing and analysis of information sent from previous education provider. A student profile is created and all staff have access to this information,

advice and strategies prior to the student entering the classroom. We will share more information with staff and professionals as we come to know the learner and receive further information from their previous school settings and/or outside agencies.

All students have access to monitoring and intervention at Wave One Universal support. This includes:

WAVE ONE UNIVERSAL	Punctuality Monitoring Attendance Monitoring Rewards Conflict Resolution	Differentiation for Learning Differentiation for Behaviour In Class reasonable adjustments Flexible teaching arrangements	Extra-curricular Opportunities Behaviour interventions MySEN Achievable Targets
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For students who are not making expected progress with Universal Support, additional interventions can be accessed for the student. This is targeted and includes:

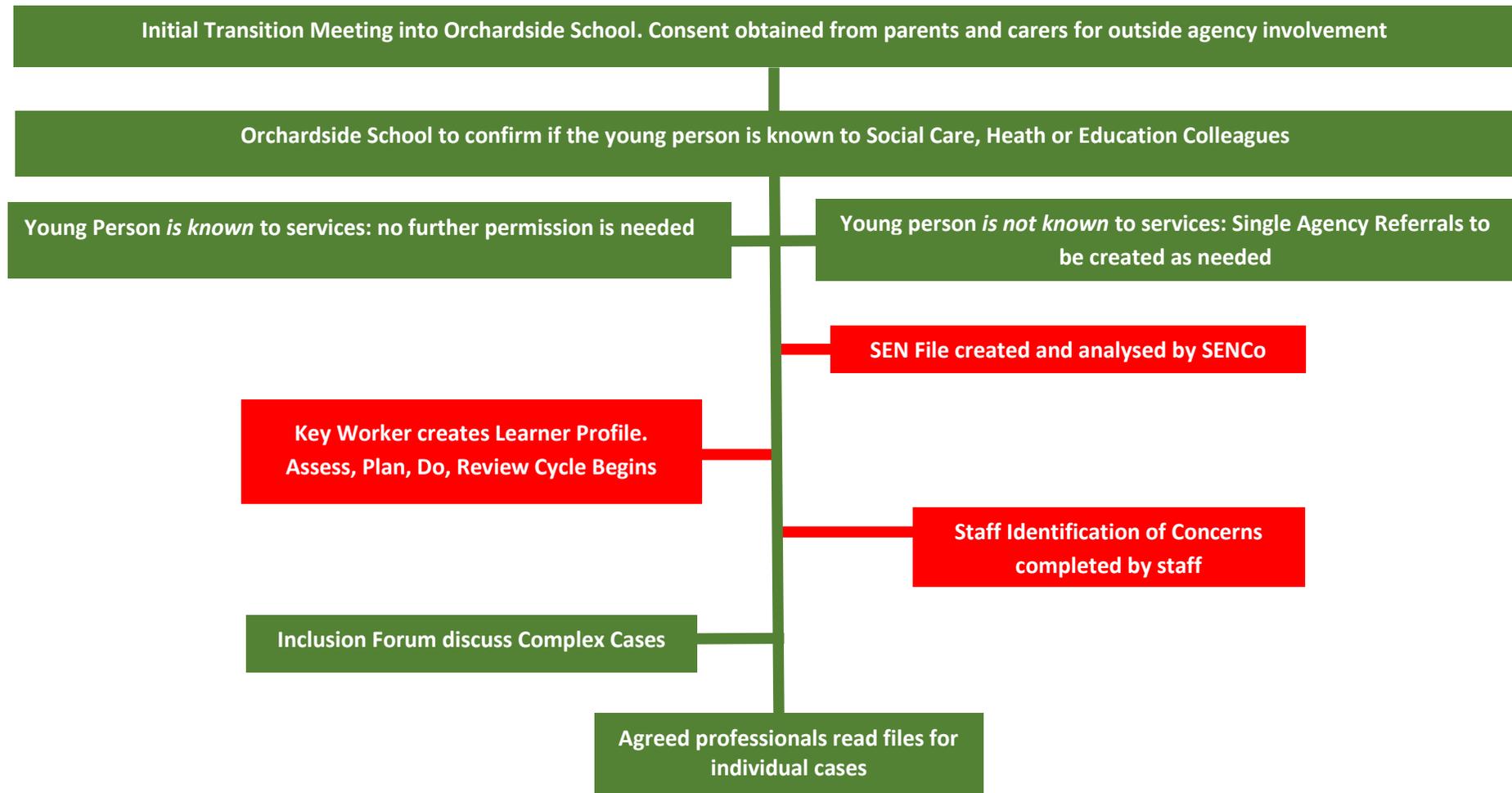
WAVE TWO TARGETED	Targeted Art Therapy Gang and Weapon Awareness Transition and Reintegration Numeracy Catch Up Programme Support during unstructured time Literacy Catch Up programme HIGHER LEVEL TEACHING ASSISTANT Led group intervention	Interactive LR: echalk Self Esteem and Resilience Intervention Refocus Homework Club Parent Support Programmes Anger Management Lunchtime Clubs	SEX, RELATIONSHIP EDUCATION Exam and study skills intervention Drug and alcohol workshop CBT Therapy Lexia Targeted SPEECH AND LANGUAGE SERVICE programme Attendance intervention
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All interventions and support strategies are monitored. If expected progress is not being made after a period of intervention and reviews, then additional provision can be accessed. This includes:

WAVE THREE SPECIALIST	Intensive mentoring – Lead Pastoral Keyworker 1:1 Numeracy Support Heath and Well Being Service- (CAMHS) Educational Psychologist Academic Mentoring - HIGHER LEVEL TEACHING ASSISTANT	1:1 Literacy Support Special consideration exams (EAL) Transition support Personalised curriculum Personalised timetable	Nurture Group/Class Family Therapy Change and Challenge Family Support Support during unstructured times Attendance Intervention with EWO involvement
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Orchardside's Education, Health and Care Plan Identification Pathway

Students who are receiving specialist interventions, and are still not making expected progress, it is likely that they will be considered for an application for an Educational Health Care Plan. This process would involve consultation with the student and their parent / carer and any other services that may be involved. We have an extended team of professionals working with us to ensure we identify learners with Special Educational Needs in a timely and robust way. This is ORCHARDSIDE'S identification pathway which has been co-produced by all professionals involved



Individual Initial Multi-Agency Liaison Meeting: Special Needs Co-ordinator, Pastoral Lead, Health and Well Being Practitioner, Mentor, Keyworker, Educational Psychologist, Speech and Language Therapist, CHILD AND MENTAL HEALTH SERVICE, Social Worker, Young Person, Family and any other services can be invited. Educational Psychologist completes single agency referral during if it is agreed to proceed towards EHCP in the meeting. If agreed, the application process begins.

SENCo, Safeguarding Team and/or Behaviour Team coordinates actions agreed

Consultation meeting: Special Needs Co-ordinator, Pastoral Lead, Health and Well Being Practitioner, Mentor, Keyworker, Educational Psychologist, Speech and Language Therapist, CHILD AND MENTAL HEALTH SERVICE, Social Worker, Young Person, Family and any other services can be invited

If there is no progress, records of consultation are written by professionals involved and included in the EHCP application

Local Area SEN Support: Enfield's Local Offer for SEND

<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

[Enfield's Local Offer](#) provides help and support to children and young people with Special Educational Needs and Disabilities (SEND), and their families. Enfield offers a wide range of services for parents and carers, as well as young people who want to live as independently as possible. We encourage our families who have learners with additional needs to visit the website.

At ORCHARDSIDE all students and their progress both academically and socially and emotionally is monitored in the following ways:

- At the end of each day all staff attends a meeting where key issues of the day are discussed. Key workers keep notes about the students they work with.
- Students behaviour and learning is tracked and recorded in each lesson, this information is reviewed each day by the key worker. Information both positive and negative is raised with the student and their Parent / carer if necessary.
- SIMS INFORMATION MANAGEMENT SYSTEM INFORMATION MANAGEMENT SYSTEM is used to record behaviour and this is monitored by Key Stage Leaders and Key workers.
- All students have a Personal Development session with their Key Worker on a Friday and their week is reviewed and progress towards targets discussed.
- Key workers have communication with parents / carers every Friday by either phone call or e mail (whatever their preferred method of communication)
- There are academic progress checks every half term. At the start of each main term parents / carers are invited into school to discuss the student's progress, review targets and set new if appropriate.

If, in consultation with the student, their parent/carer and staff additional advice and support is required the following services could be accessed via the Local Authority:

- The SEN advisor regularly works with staff at ORCHARDSIDE to update and advise on practice and strategies to support individual learners.
- The Speech and Language team
- Secondary Autism advisor and Outreach worker
- An Educational Psychologist who visits regularly to give advice on how best to support individual students and also to support staff and parents.

- There is a CHILD AND MENTAL HEALTH SERVICES worker based in school twice a week to carry out initial screening and assessment. They can refer into the main CHILD AND MENTAL HEALTH SERVICES when necessary. The CHILD AND MENTAL HEALTH SERVICES worker has individual student referrals and works with them in school as part of Orchardside's Health and Well-Being Service
- The Educational Welfare Officer liaises with families whose children have attendance issues and fall below a satisfactory level of attendance.
- A Change and Challenge Advisor works with named families and supports them with a range of difficulties they may be having that is impacting on their young person's ability to engage with school. The worker is on site once per week and also does outreach work and home visits.
- The School Nurse and Sexual Health Nurse attends ORCHARDSIDE regularly to do selective health checks.
- ORCHARDSIDE liaises closely with Social Services/Care and can call on the expertise of LEA advisers with regard to Child Protection and Safeguarding issues.

All staff at ORCHARDSIDE regularly undertakes training to support students who have additional needs. Staff have been trained in the following areas in the last two years:

- Behaviour management skills and methods to engage students with learning.
- Quality First teaching and specific intervention strategies to support learners with specific needs.
- My Sen Profiling
- Solution Focused Thinking
- Understanding Cognition and Learning
- Understanding Attachment and Social, Emotional and Mental Health Needs
- Educational Psychology team have been working with staff on perceptions and ways of thinking about supporting students who demonstrate challenging behaviour.
- Anger in Young people and de-escalation strategies.
- Autism Level 1: Awareness of Autism and basic strategies to support learners.
- Differentiation in classroom learning activities
- Mentor training
- Key worker training
- HIGHER LEVEL TEACHING ASSISTANT and LEARNING SUPPORT ASSISTANT training

Plans for next year include:

- Solution focused approaches when working with students with additional needs
- EKLAN training and communication skills
- Autism Level 2 training
- Restorative Justice

ORCHARDSIDE operates a policy of inclusion in all activities and events, if additional support is required to enable a student to access an activity that will be provided. All activities and events are risk assessed and plans made to ensure all students are able to access a range of opportunities. We have developed clubs both before and after school to encourage engagement with life and learning at ORCHARDSIDE.

All students have a transition period when they are tested to identify where early intervention may be required, a personal profile is started to enable staff to have a holistic view of the student. During the induction phase a key worker is allocated to support the student.

Students who meet their targets and engage well with their learning and interventions are considered for transition back into a mainstream school. They are allocated a new school via the Fair Access Panel. At this phase, students take part in a transition group to address behaviours, strategies and targets to go back to school. All students are supported in their new school for a minimum of 12 weeks by either a member of staff from ORCHARDSIDE or a member of staff from the Enfield's Behaviour Outreach team. Parents are encouraged to be involved in the transition of students to a new provision and they are expected to attend review meetings during the dual registration period.

Some students are assessed as requiring more specialist provision and this is often recommended when an Educational Health Care Plan is agreed. The Special Needs Co-ordinator (SENCO) will advise and support the student and their family through the process of transition to a more specialist provision. Please follow Orchardside's Complaints Procedure if you have a concerns about Special, Educational Needs at our School. Details of the complaints procedure are on our school website

For more information about Special, Educational Needs, please contact the following member of staff:

Niki Panayiodou

Assistant Headteacher: Inclusion and Equality

Orchardside School

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This document was prepared in May 2016 and was reviewed and updated in February 2018