

The Orchard



Purpose

Peel Park Primary School is a fully-inclusive setting that strives to ensure the very best learning experiences and opportunities and deploys a comprehensive offer to all children.

The Orchard classroom was established in September 2022 to support, develop and enhance the language and communication, learning and social skills of pupils with complex needs relating to social communication difficulties and autism.

The provision in The Orchard allows for children to access subject-specific learning, with a clear focus and objective, using a complete multi-sensory and personalized approach; the level of specialism, that the classroom provides, is far greater than that which would be offered within a mainstream classroom. However, the inclusion of this enhanced and bespoke provision within a mainstream setting offers the children learning opportunities which are wide and varied. The curriculum is well-developed, purposeful and matched to the learning styles and interests of each individual child.

The classroom allows for all the children to receive a high level of adult support; the number of children attending the room is significantly lower than a mainstream classroom and so this room can provide a quieter environment which ensures that the pupils' sensory needs are well supported.

In order to access the provision in The Orchard, all children will either have an Education, Health and Care Plan or will have an assessment in process with the Local Authority.

Objectives

Identification

Identifying the needs of the pupils will be undertaken through a combination of ways:

- From information provided by parents, carers or guardians of pupils;
- Through observations of the children in school or early years' settings prior to admission;
- From information contained in any reports from outside agencies;
- As soon as any concerns are raised by class teachers.

The class teachers, working with colleagues across school, will evaluate and consider the needs of any individual pupil if it is felt that their learning, language and emotional needs would be better provided for with curriculum access to The Orchard.

The parents, carers or guardians of pupils will always be consulted about admission to The Orchard classroom and detailed information will be provided to explain that purpose and curriculum opportunities which can be offered at Peel Park Primary School.

Monitoring the progress of pupils

Monitoring the progress of the children attending The Orchard is undertaken in the same way as for every other child in school.

Attainment and progress data is completed and analysed every term in school, but pupil progress will also be monitored and analysed on a continuous basis by the class teachers and learning support staff.

Additional tools are used to plan for, support and monitor the attainment and progress of pupils in The Orchard such as the Autism Education Trust Framework. Peel Park Primary School uses this framework to establish 3 specific targets for the children related to their individual needs. Progress against these outcomes is measured termly. School will also use the Early Years Developmental Journal to track progress made and highlight the steps of development - not only in the key areas related to PSE, Communication and Interaction, Thinking and Physical development, but also across reading, writing and mathematics.

Ensuring accessible provision

The Orchard offers a comprehensive and rich curriculum which is made accessible through knowledge of individual needs. The classroom makes full use of song, rhyme, action and music to enhance the access to the curriculum with considerable emphasis also placed upon ensuring a multi-sensory approach so that the pupils can explore, attend and engage. Continuous provision is targeted towards the small steps needed to ensure play and thinking skills develop. During curriculum planning, considerable emphasis is placed upon making sure that the children experience a variety of learning opportunities at a level which is completely appropriate. In addition to the curriculum on offer, there are targeted sessions for every child to develop enjoyment at being with another person through Intensive Interaction sessions.

Developing a support network

The Orchard staff work closely with the staff in The Nest and together, this ensures a strong team of professionals who access regular training that is appropriate to support all the children with complex needs attending the two settings. Parents, carers or guardians are invited to be fully involved and included within their child's learning journey. Every step of success is celebrated by the staff and shared with parents through daily discussions at the start and end of every day. Staff at school are always available to discuss any concerns that the parents have and school will always support parents with any appropriate referrals to outside agencies to ensure that there is a holistic support network of professionals to meet every need of every pupil.

Developing independent learners

All our pupils are encouraged to be as independent as possible and the school always considers and discusses the future needs of the pupils – that they will require as many skills as possible to live a successful and independent life as an adult. Independence is planned within care plans as well as within learning opportunities. Visuals support the children with being able to follow routines and to understand expectations required.

Numbers of Pupils

There are 8 pupils who attend The Orchard full-time with 4 further pupils who attend the classroom for some specific provision on a part-time basis. There is a high adult-child ratio so that the needs of all children can be met appropriately.

The school makes its best endeavours to ensure that as many pupils as possible can access this provision, where it is felt to be the most appropriate, whilst also taking into account the safety and learning needs of all children on roll.

Admission to The Orchard is entirely at the school's discretion and will always be done in consultation with parents and carers. The classroom is funded and provided solely by the school. School ensures that the number of pupils accessing the classroom does not exceed 8 full-time and 4 part-time pupils, for increasing the number of children will be of significant detriment to the efficient education of those currently attending.

EHCP

All the children, who attend The Orchard, will have an EHCP in place or they will have an assessment that is in progress for an EHCP with the Local Authority. An Education, Health and Care Plan will outline the medium term and long term outcomes for the children and will also state the level of provision required to meet the outcomes. All the children attending The Orchard will require a minimum of 25 hours of support on a 1:1, small group or reduced teaching size group.

Every year, the EHCP will be reviewed during an Annual Review where the progress towards the outcomes is evaluated and discussed.

The child and the parents are at the very heart of this process.

Where pupils, whose parents/ carers are seeking a placement at Peel Park Primary School through the EHCP consultation process, this will be a placement in a mainstream setting; a placement in The Orchard is a decision that will be made by the school where there is capacity in the classroom and only where this is considered to be in the best interests of the child.

Home School Liaison

A strong home-school liaison is considered to be completely integral to the success of every pupil attending the school. Staff foster close and trusting relationships with parents and parents are invited into the classroom at different points during the school year to participate in a learning experience alongside their child. Parents are also invited to attend any off-site school trips and visits. The school encourages parents and carers to communicate both in person and via Class Dojo. Whilst there are two parents' evenings arranged every year, the class teachers and SENDCo are always available to meet with parents, discuss progress as well as discuss any concerns.

Monitoring and Evaluating Success

Evidence of the effectiveness of The Orchard will be shown and continuously developed by:

- Use of EHCP target books to show progress towards individual outcomes.
- Regularly reviewing targets and outcomes.
- Evidence of learning uploaded to Class Dojo and shared with parents.

- Differentiated themes and planning for the provision to engage with the children's interests.
- Good practice of teachers and tailored interventions delivered and effectiveness reviewed.
- Evidence of progress towards targets on provision map reviews.
- Providing additional, effective intervention.
- A notable and positive impact on children's mental health and wellbeing whilst in school.
- Discussions with parents around the child's progress.
- Having positive relationships with parents and gathering up to date information around the children's needs and interests to ensure the provision remains appropriate.