



# **Hazelwood Schools**

## **Learning Support Base (LSB)**

**Provision for pupils with Complex Needs**

**'The Orchard'**

Adopted: Autumn 2023

Next Review: Autumn 2025



*At Hazelwood Schools we are committed to ensuring we are an inclusive school striving to offer educational opportunities and learning experiences for pupils with SEND enabling them to access daily teaching & learning and supporting them to reach their full potential by the time they leave us in year six. We know we can make this happen for our most vulnerable pupils by offering adapted provision from a young age. Our Learning Resource Base (LSB), known as the Orchard Class, is supportive and appropriate to individual needs, nurturing and full of adaptations to enable our carefully identified children to learn and access the curriculum. Our Orchard class provision and inclusive ethos is guided by our moral purpose and driven by our Hazelwood values.*

### **Intent**

The Orchard provision is for our youngest pupils with the most complex needs who, for a number of reasons, find it difficult to access learning within the mainstream classroom. We aim to offer a provision which enables them to not only meet the objectives set out in their EHCP (Education, Health and Care Plans) & LSP (Learning Support Plans) outcomes but to learn how to socially function and academically learn within a mainstream school. Pupils who attend the Orchard are carefully selected through discussions with teachers and school leaders following in-depth monitoring and parental discussions. Children may attend the Orchard everyday but still have access to their peer group and class teacher during selected teaching times, playtimes and lunchtimes. All pupils register in the morning and in the afternoon with their mainstream class to signal belonging in that class. Pupils join their class for subjects and activities they like and are most likely to be able to access. At times like this, not all pupils will require an individual TA to be fully included with their class. Where appropriate, pupils will join their mainstream class for trips and performances and class assemblies. Overall the aim is that pupils are constantly having access to the mainstream class, known as inclusion time, to enable them to eventually transition fully back to their mainstream class.

We proudly remain inclusive by making sure that children who attend the Orchard remain part of our Hazelwood community. We provide access to whole school events, learning themes and all of our enrichment activities through collective planning and preparation. In addition to the normal protocols of parent communication, we go one step further by offering additional communications with parents when their child is attending the Orchard. We also support them to make arrangements for their children to attend enrichment activities if these are taking place after school hours. Our Orchard provision is staffed by a team of experienced and trained education support staff. Our lead practitioner is passionate about supporting children with complex needs, including Autism and demonstrates her strengths by leading the LSB to meet the needs of the children every day. The Orchard provision is then overseen by the school Inclusion Manager to ensure it remains high quality, purposeful and above all, inclusive.

### **Resources**

Our lead practitioner and Inclusion Manager work closely together to support the professional development of staff by modelling teaching approaches, discussing and explaining the planning, looking at pupil targets, reviewing pupil progress at weekly meetings and providing training courses where applicable.

In accordance with the presenting needs of the children in the LSB on any given day, the ratio of adults to children is flexible but is always high enough to ensure effective teaching, learning and safety of all pupils and staff. The Orchard is a suitable environment for a maximum of 8 pupils with nearby access to a vast outdoor space including our lovely quiet garden, our wildlife garden and the forest schools garden.

## The Orchard Environment

In the Orchard, we have tables to house a selection of table top activities and open plan floorspace for multi-use purpose from free choice to targeted exercise and music & movement. We also have a distraction-free workstation big enough for 1-1 teaching which is screened off from the rest of the areas to enable better concentration for the children. Chairs and carpet spaces are labelled with pupil photos to indicate when it is time for focused teaching. During the day, pupils in the Orchard access a range of activities that are linked to the Life Skills Curriculum and a selection of activities to stimulate sensory play. The children also partake in early phonics, early Maths and Attention Autism activities each day. We have a sensory and dark room off the Orchard which is also padded offering a safe haven to our Orchard pupils to retreat to whenever they feel over stimulated and need somewhere to re-set or emotionally re-regulate. To help the Orchard pupils' function successfully each child has their own individual visual timetable and core board and are also taught how to use the choice boards and the now & next boards in order to enhance communication. Staff are supported by having a staff board which displays the weekly timetables, weekly planning and all pupils' targets including their LSPs (Learning Support Plans).



## Curriculum & Assessment

The majority of those accessing the Orchard will be assessed against the Progression Framework by the AET (Autism Education Trust). The framework enables staff to assess the progress that each pupil makes within different key areas of learning, that we consider to be fundamental to their success. These being: academic, social and emotional and independence.

	0	0%	0	0%	0	0%
Not Yet Developed	0	0%	0	0%	0	0%
Developing	0	0%	0	0%	0	0%
Established	0	0%	0	0%	0	0%
Generalised	0	0%	0	0%	0	0%

  

Communication and interaction				Term 1			Term 2			Term 3			
<b>1. Engaging in interaction</b>													
<b>1.1 Responds positively to familiar adult</b>		Date	Baseline	N	Y	D	E	G	N	Y	D	E	G
- Attends to adult's facial expression		27.09.22	NYD										
<b>Communication and interaction</b>													
<b>3. Communicating information / commenting on events</b>													
<b>3.3 Expresses opinions / thoughts / feelings</b>		Date	Baseline	N	Y	D	E	G	N	Y	D	E	G
- Volunteers information about what they are thinking / feeling		27.09.22	NYD										
- Accepts that others may agree / disagree with opinions		27.09.22	NYD										
<b>Communication and interaction</b>													
<b>6. Conversations</b>													
<b>6.1 Gains another's attention</b>		Date	Baseline	N	Y	D	E	G	N	Y	D	E	G
- Gains attention before attempting communication		27.09.22	NYD										
<b>Social understanding and relationships</b>													
<b>1. Being with others</b>													
<b>1.1 Accepts the presence of others in familiar environment</b>		Date	Baseline	N	Y	D	E	G	N	Y	D	E	G
- Shows awareness of the presence of others		27.09.22	NYD										
<b>Sensory processing</b>													
<b>1. Understanding and expressing own sensory needs</b>													
<b>1.2 Understands own sensory needs</b>		Date	Baseline	N	Y	D	E	G	N	Y	D	E	G
- Communicates sensitivity to a feature of the environment		27.09.22	NYD										
<b>Sensory processing</b>													
<b>4. Managing own sensory needs</b>													
<b>4.4 Reflects on sensory needs and behaviour</b>		Date	Baseline	N	Y	D	E	G	N	Y	D	E	G
- Makes link between sensory sensitivities and behaviour		27.09.22	NYD										
<b>Interests, routines and processing</b>													
<b>2. Transitions</b>													
<b>2.1 Makes successful transition in 'everyday' situation</b>		Date	Baseline	N	Y	D	E	G	N	Y	D	E	G
- Makes successful transition to different environment with adult support and visual prompts		27.09.22	NYD										
<b>Emotional understanding and self-awareness</b>													
<b>1. Understanding and expressing own emotions</b>													
<b>1.2 Identifies own emotions</b>		Date	Baseline	N	Y	D	E	G	N	Y	D	E	G
- Identifies simple emotions in relation to self eg. sad / happy, angry / afraid		27.09.22	NYD										
<b>Learning and engagement</b>													
<b>2. Motivation and engagement</b>													
<b>2.5 Shows interest / curiosity in items, activity, topic</b>		Date	Baseline	N	Y	D	E	G	N	Y	D	E	G
- Asks questions about topic		27.09.22	NYD										
<b>Healthy living</b>													
<b>1. Keeping healthy</b>													
<b>1.6 Tolerates an increasing range of foods</b>		Date	Baseline	N	Y	D	E	G	N	Y	D	E	G
- Tastes small amount of new or different food		27.09.22	NYD										

In addition to this, pupils accessing the Orchard have their own LSPs which links to their EHCP outcomes (if they have one). The LSP targets are reviewed every term or half termly where necessary. Provision is closely monitored to ensure the children are able to meet their set targets however if we feel our current provision is not having enough impact then we review and adapt the provision accordingly. The Orchard planning is context based and directly linked to the pupils' current curriculum and/or Life Skills curriculum; it is adapted so that it is pitched correctly to the ability of the child. Pupils have equitable access to all curriculum areas as we plan, amend and

prepare them to access our PPA lessons which are PE, Music and Spanish and Forest Schools. Records of learning is evident in their Orchard books which clearly identify the subject, the aim of the learning and the progress made. Work samples, photographs and staff annotations support parents and staff to identify each pupil's achievements and progress and to identify and address any gaps in their learning.

The Life Skills curriculum, if well adapted, prepares the children with concrete foundations and stability ready for when the children transition to the mainstream classroom. It better equips them with confidence, social skills and awareness of everyday life skills that others may take for granted. The Life Skills curriculum also enables children to become more independent and supports in preparing them for adulthood. Our aim is for it to positively improve academic outcomes as well as give children the opportunity to become positive role models and take part in social activities as part of a peer group.

## Teaching Resources

Our Orchard budget allows us to carefully select a range of resources appropriate for the needs, interests and developmental stages of our pupils. These include sensory toys with lights and sounds, therapeutic and stimulating fidget toys and any equipment we feel is suitable for the sensory/dark room.

Visual support is used every day all day and is consistent to the pupils' needs and development stages. Adults and children across the school use visual timetables and core boards to aid the communication of the children so they can verbalise their requests. As the children develop their communication skills, they will, with adult support eventually use the Colourful Semantics programme. Support staff across the school including those who work in the Orchard provision have had Makaton training which is another valuable way we communicate within the LSB. Behaviour is rewarded through lots of praise at each individual stage of success no matter how small or big with stickers given out to visually support and represent the success. Body language and gestures also reinforce the success we want the children to note.



### Parents

Clear and concise communication with the parents of children accessing the Orchard happens daily during drop off and pick up and via phone calls throughout the day if necessary. Parents also attend parents' evenings along with the rest of the school community. Parents are invited, when appropriate, to join their children in school celebrations, activities and events. There is also a home-school communication book which goes home with the children every day on top of ongoing dialogue regarding their child's progress and class inclusion successes.

### Liaison

There is regular, clear and concise communication between the LSB staff, the mainstream class teacher, support staff and parents.

When needed, there is input from external professionals and outreach services such as the Speech and Language Therapist (SALT), Educational Psychologist (EP), the Enfield Advisory Service for Autism (EASA) and Waverley Outreach Service.

### Monitoring and Evaluation

School leaders, together with the Inclusion Manager, maintain responsibility for the quality of the LSB. This is regularly assessed both internally and externally.

### This plan should be read in conjunction with the following documents:

- SEND Policy
- SEND Information Report
- Accessibility Policy
- Teaching and Learning Policy
- Health and Safety Policy
- Behaviour Policy
- Our Vision and Values Statement