



# **Hazelwood Schools**

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

**Provision for pupils with Complex Needs**

**'The Orchard'**

Adopted: Autumn 2025

Next Review: Autumn 2027



We are a child centred and inclusive school that strives to offer educational opportunities and learning experiences for pupils with SEND enabling them to access daily teaching and learning and supporting them to reach their full potential by the time they leave us in Year 6. We aim to fulfil this by providing positive support in the form of high-quality teaching, additional school support measures, training and resources and making reasonable adjustments along the way. Our inclusive ethos is guided by our moral purpose and driven by our Hazelwood values. The vision for SEND sits within our overall vision for all children at Hazelwood Schools.

### 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 every day but will 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. This is known as our 'flexi-timetable' approach which makes up each child's individual timetable ensuring they access the learning in their mainstream class which is best suited to their academic needs, sometimes without adult support. Where appropriate, pupils will also join their mainstream class for trips and performances and class assemblies. Overall, the aim is that pupils are regularly 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 communication 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 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. Our lead practitioner attends staff meetings to support class teachers in setting targets for the children as part of the whole school LSP cycle.

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 forest school garden and our wetlands area.

### 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 encourage the Orchard children's independence, each child has their own visual timetable, core board, choice boards and now & next board. In addition, Widgit visuals are used both in the Orchard and across the whole school to enhance communication and understanding for all children as well as those with SEND. This is one of our many whole school inclusive approaches to teaching and learning. Staff are also 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.

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

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 and 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 and Forest Schools where appropriate.

A record 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. Once a term, parents are invited to a themed parent partnership session which aims to support parents within key information regarding various areas of SEND. It also gives them the opportunity to discuss their child's progress as well as raise any concerns they may have in relation to their child's needs and progress.

### 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