

## SEND Information Report 2025 -2026

|               |                |
|---------------|----------------|
| Approved by:  | Peter Curtis   |
| Date:         | September 2025 |
| Review cycle: | Every year     |

| Reviewed on  | Reviewed by                     | Next review date |
|--------------|---------------------------------|------------------|
| September 24 | Zoe Ramshaw/<br>Melanie Nichols | September 2026   |
| September 25 | Lucy Price                      |                  |

### Rationale

Orange Tree School (OTS) comprises of two sites.

#### Orange Tree Main Site

Orange Tree School is an Independent Special School which caters for students aged 11-19 who are able to access a mainstream curriculum but who may need support to access the provision, the classroom environment or some aspects of both social and academic learning. We believe in giving students a supportive and unique educational experience: academic, vocational, creative, social bespoke to their needs.

Many young people struggle to feel at home in mainstream school and students who do not fit the constraints of the system can find themselves left behind. This could be because their educational needs cannot be fully met in a mainstream environment, or there is not sufficient flexibility to accommodate their learning style or personality. Some students find school an anxiety inducing place, which can mean that they are unable to concentrate, keep up and engage with other a range of aspects of school life including the pressures of social interaction and societal expectations. Each student who joins Orange Tree School has their own story and their own unique requirements or provision. For every one of these students, we curate a personalised learning programme that is as unique as they are. We understand that our role to build confidence and create a safe environment so that students can make mistakes and are given the right environment and support

to learn from them. We hold academic learning as equal to social learning and this is reflected in our curriculum offer of Social Learning, Movement and Wellbeing and a range of Learning Outside the Classroom opportunities.

#### Ridgeway Site Ellern Mede Hospital School

We also deliver education at a second site for children and young people aged 8–18 who are inpatients at Ellern Mede Eating Disorder Hospital. OTS Ridgeway site supports vulnerable children and young people (8-18) who have been admitted to hospital and who are suffering from medical diagnoses, such as anorexia nervosa, bulimia, depression or other associated mental illnesses. Whilst they are inpatients at the hospitals, they are entitled to access education to progress their goals, ambitions and aspirations, subject to their health presentation. They can feel safe and regain their self-esteem within the safety of our schools. This school site is for our inpatients is within the hospital's grounds.

We aim to provide a safe, flexible, and inclusive learning environment that respects the medical, emotional, and educational needs of each young person.

One of our child-led principal values is to be nice and kind. At Orange Tree School, we specialise in helping young people to find their path, discover their passions and feel able to engage positively in the community.

Orange Tree School aims to implement, manage and support a whole school policy that responds to the needs of all students in the areas defined in the statutory guidance provided to schools in the Special Educational Needs and Disability (Code of Practice 2014).

#### **The information in this report includes:**

- Who should I contact to discuss concern or the needs of my child?
- What types of SEN do we provide for and how we approach this?
- How do we identify, assess, plan for and review our students?
- How we support pupils moving between phases of education and preparing for adulthood?
- What support is available for parents?

## Who should I contact to discuss concern or the needs of my child?

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Teachers</b></p> | <p><i>First speak to the form tutor for pastoral aspects</i></p> <p>They are responsible for:</p> <ul style="list-style-type: none"> <li>• Communicating with parents through Weekly Comms and throughout the week as appropriate, with support from the Learning Support team.</li> <li>• Directing the comments and concerns of a young person and/or their family to the correct staff member/s.</li> <li>• Creating and reviewing the IEP each term in conjunction with the class team and sharing it with the young person and their family with support from the Therapy and SEN department.</li> <li>• Creating reports for the annual review of EHCP (AR) and attending the AR meeting with a member of the SEN Team.</li> <li>• Dealing with general pastoral care issues for the young person.</li> </ul> <p><b><i>For information at Ridgeway, please contact your child's key teacher</i></b></p> |
|                        | <p><i>First speak to the class teacher for subject specific queries</i></p> <p>They are responsible for:</p> <ul style="list-style-type: none"> <li>• Adapting and refining the curriculum to respond to the strengths and needs of students</li> <li>• Checking on the progress of your child and identifying, planning for and delivering any additional support during lessons or unstructured time</li> <li>• Contributing to the next steps required for your child to improve in their learning.</li> <li>• Applying the school's SEND policy.</li> </ul>                                                                                                                                                                                                                                                                                                                                               |

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | You may also be directed to a subject lead or lead teacher for teaching and learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>SEN Department</b>                | <p><i>You may then be directed towards the SEN Department.</i></p> <p>The SENCo is responsible for the policy, provision and procedures as well as the coordination of the day-to-day provision of education for students with SEN. The SENCo also liaises with a young person's previous school, Local Authority (LA), and external agencies e.g., CAHMS, Social Services and the NHS team where appropriate.</p> <p>Whilst it is the responsibility of all OTS staff to provide support for students with SEND, OTS seeks a coherent approach which involves liaison and collaboration with the Headteacher, SENCo, Senior Assistant Head and all members of staff involved with students with SEND.</p> <p>For SEN advice and support at the OTS main site, please contact:</p> <p>Lucy Price (SENCO and Assistant headteacher) or Jake Beeson (Deputy SENCO)</p> <p>Both staff can be reached by emailing: <a href="mailto:sen@orangetreeschool.org">sen@orangetreeschool.org</a></p> <p>You may also be directed to one of the school therapy team.</p> <p><b><i>For SEN advice and support at the Ridgeway Ellern Mede hospital site please contact the SEN lead, Sanchia Simon: <a href="mailto:sanchia.simon@ellernmede.org">sanchia.simon@ellernmede.org</a></i></b></p> |
| <b>Senior Assistant Head<br/>OTS</b> | <p><i>You may then be directed towards the Senior Assistant Head.</i></p> <p>They are responsible for coordinating provision for young people with SEN and developing the school's SEN policy. In particular, the Senior Assistant Head will ensure that parents are:</p> <ul style="list-style-type: none"> <li>• Involved in supporting the student's learning</li> <li>• Kept informed about the range and level of support that their child receives</li> <li>• Included in reviewing how their child is progressing;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                    |                                                                                                                                           |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Headteacher</b> | Zoe Ramshaw is responsible for the day-to-day management of all aspects of the school, including the provision made for pupils with SEND. |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------|

### What types of SEN do we provide for and how we approach this?

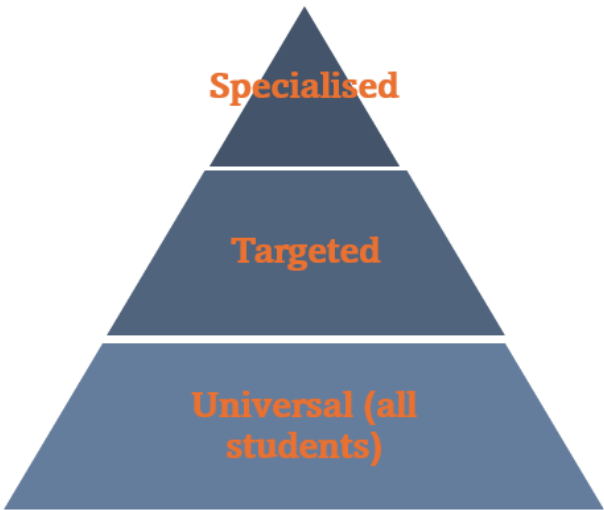
|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What types of SEN do we provide for at OTS?</b>                | <p>Orange Tree School main site provides provision across all four areas of SEN identified in the New Code of Practice 2015:</p> <ul style="list-style-type: none"> <li>• Cognition and Learning difficulties</li> <li>• Communication and Interaction</li> <li>• Social, Emotional and Mental Health problems</li> <li>• Sensory and or physical need</li> </ul> <p>As a result of their diagnosis, students at OTS have diverse needs which fit into at least one or more of these categories.</p> <p><b><i>Ridgeway Ellern Mede provides education for children who are currently inpatients at Ellern Mede hospital.</i></b></p> |
| <b>What is our approach to teaching students with SEN at OTS?</b> | <p>All our students are on a GCSE or equivalent qualification pathway and are able, with the right support, access the National Curriculum. We deliver this through a combination of group and intervention lessons, taught in our low arousal classroom spaces, or in our SEN Hub. In addition, we offer a range of wellbeing support options and extracurricular creative activities, to give students a broad and varied educational experience, which is tailored to their individual needs. We understand the value of both group and intervention lessons and have found that</p>                                              |

|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                             | <p>combining the two in the right way can help to achieve excellent results. The focus and flexibility of intervention is uniquely suited to helping students catch up on missed learning and engage with a Literacy or Numeracy support at their own speed and in their own way.</p> <p>At the same time, group lessons provide the opportunity for students to learn from each other in an atmosphere of respect and collaboration, while also gaining all-important social skills which is taught explicitly through our Social Learning programme. At Orange Tree School we combine these approaches, giving each student the right balance for them. Added to this, we provide a wealth of therapy offers to every student's support offer, to give them a rounded, holistic and therapeutic learning experience.</p>                                                                                                    |
| <b>How do we identify and assess students with SEN?</b>     | <p>Each student comes to Orange Tree School has an EHCP. All students access universal therapeutic input through our universal offer and Social Learning, additional SALT, OT, ELSA and Counselling support is provided on site as appropriate.</p> <p>In line with school policy the SENCo may utilise all student assessment data from KS3, KS4 and KS5 in order to establish levels of difficulty in four areas: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Sensory and/or Physical. Strategies will be put in place if a student is considered to need additional support or Intervention, or they may be referred to an Educational Psychologist, CAMHS or another external agency that will be able to identify additional SEND.</p> <p><b><i>Please contact Ellern Mede for further information on how they assess SEN students at the Ridgeway Site.</i></b></p> |
| <b>How will my child be able to contribute their views?</b> | <p>At Orange Tree School, we value and celebrate each child being able to express their views on all aspects of school life.</p> <p>Orange Tree School has established and promoted several ways that students are able to express their concerns to members of staff.</p> <p>Orange Tree School has a School Council which has an open forum for all issues or viewpoints to be raised and is run by students and supported by LSAs. Members are elected by the student body. The council meets at least once a half term.</p> <p>Students discuss and set their targets with a member of their class team.</p>                                                                                                                                                                                                                                                                                                              |

|  |                                                                                                                                                                                                                                                                                               |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Students are asked to attend and are strongly encouraged to participate in their Annual Reviews.</p> <p>We also seek students' opinions about support in class. We have an open-door policy at the school and students can speak when appropriate with members of SLT and other staff.</p> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### How do we identify, assess, plan for and review our students?

|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>How can I find out how well my child is progressing?</b></p>         | <p>Orange Tree School provides termly academic reports as well as termly Progress Consultation days.</p> <p>We also provide termly IEP Review afternoon meetings to assess progress towards individual targets in your child's EHCP.</p> <p>Form Tutors write Weekly Comms which provide an overview of the learning, an individual highlight and any key updates via email.</p> <p><b><i>For students at Ridgeway, please contact their key teacher.</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>What happens if my child is continuing to have difficulties?</b></p> | <p>Provision at Orange Tree School is made for all four broad Areas of Need: Social, Emotional and Mental Health, Communication and Interaction, Cognition and Learning and Physical and Sensory Needs.</p> <p>Most of our students are referred to us because their needs cannot be met elsewhere. However, if the young person's parent or teacher believes that they have additional difficulties in any of the above, they will complete a Therapy and SEN Referral Intervention Form. The Therapy Team in consultation with the SENCo will look at the young person's history and if they feel intervention needs to be taken into consideration, speak to the Local Authority and/or suggest interventions that we can run as a school or further support that can be provided.</p> <p>In addition, upon admission, students are observed and assessed by our SALT or OT team to assess whether they need specialised, targeted or universal provision. Most of our learners are supported by the universal provision, unless stated in their EHCP. However, any evidence of additional therapeutic input is evidenced and shared with the Local Authority during the Annual Review. Please see the tiered approach to therapeutic input:</p> |

|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                             | <div data-bbox="689 272 1290 783">  </div> <div data-bbox="1312 300 1872 847"> <ul style="list-style-type: none"> <li>• Therapy that needs to be delivered by the therapist, often specified in the EHCP</li> <li>• Group therapy sessions to teach a skill</li> <li>• Classroom therapy programme delivered by school staff to teach specific skill or strategy</li> <li>• One off block of therapy to work on a specific area e.g. ELSA</li> <li>• Environmental adaptations e.g., visuals, sensory toys</li> <li>• Social Learning</li> <li>• Supporting strategies e.g. Self-Advocacy Board</li> <li>• Staff and parent/carer training e.g. Coffee Morning/ Afternoon</li> <li>• Neurodiversity Drop-ins</li> <li>• Wellbeing club</li> </ul> </div> <p>Each placement at Orange Tree School is paid for by the appropriate LA or privately by parents. The head teacher decides on the budget allocation in consultation with the school governors, based on needs in the school.</p> <p>The Head Teacher, the Assistant Head and SENCo discuss all the information they have about SEND in the school and then decide how the resources and training are allocated. These are planned for in the provision map and the training of staff and support given are reviewed regularly and changes made as needed.</p> |
| How will teaching be adapted to meet the needs of my child? | <p>Orange Tree School is a therapeutic school. A small, calm and quiet environment which is non-pressurised whilst supporting your child's academic ability and social development. Class sizes are a maximum of eight with a high staff ratio (4:1) to allow the teacher to give everyone the attention they need, with one qualified teacher and Learning Support Assistants. All staff have access to a One Page Profile which contains key information about our learners as well as targets and strategies which summarise how best to support each learner. Students also have access to a range of opportunities including Equine Therapy, a therapy dog which visits weekly and access to a range of school clubs. The facilitation of learning breaks, regulation spaces, as well as other provisions are made</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                               | <p>specifically for a student with the diagnosis of a range of SEN needs.</p> <p>In addition, OTS employs a School Counsellor, Speech and Language Therapist, an Occupational and an ELSA. All staff receive regular CPD training on a rolling basis in areas pertinent to our students, including Autism and Trauma Informed training.</p> <p>As part of this CPD programme, our Speech and Language and Occupational Therapists offer training in their fields of expertise, with particular emphasis on specific students where necessary in order to make the training as valuable and transferable as possible.</p>                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>How do we adapt the curriculum and learning environment?</b>               | <p>Each classroom offers a low arousal therapeutic space with self-advocacy boards and sensory resources. The SALT and OT work closely with class teams to ensure that targeted support is integrated into the provision across the school.</p> <p>In addition, we have a SEN Hub, a workspace which learners temporarily can access if they are struggling to access the classroom or those on a temporary phased timetable. We have two therapeutic breakout spaces, one themed around the rainforest for learners who may need a sensory break or individualized support in an alternative environment.</p>                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>How do we assess and review students' progress towards their outcomes?</b> | <p>Throughout a student's time with us, we record their academic progress carefully, in order to make sure that we are working with them as effectively as possible. Students complete five Reviews of Learning per subject per year and we share three data drops through reporting with parents/ carers.</p> <p>Accurate recording of progress is indispensable in order to ascertain what areas need improvement, and therefore how teachers plan future lessons.</p> <p>For every student, progress is shared by their key teacher through Weekly Comms.</p> <p>Reviews of EHCPs will be held annually and all agencies involved with the student will be invited to contribute a written report and/or attend the Annual Review. The SENCo or Pastoral Lead will also assist students or support their teachers in completing a Transition Plan. Careers advice will be provided, which will be used to complete this plan and to assist the student in making informed choices regarding their future.</p> |

|                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                               | <p>To support progress tracking, Student's IEPs are updated termly, and progress is shared with parents/carers. The Wider Leadership meet regularly and, in any case, where a student is not making significant progress, a member of the Teaching and Learning team, or the Subject Lead will contact the teacher to arrange a time to discuss intervention strategies.</p> <p>Things to consider with progress are:</p> <ul style="list-style-type: none"> <li>• The teacher's assessment and experience of the pupil</li> <li>• Their previous progress and attainment and attitude/ behaviour for learning</li> <li>• Other teachers' assessments, where relevant</li> <li>• The individual's development in comparison to their peers and national data</li> <li>• The views and experience of parents</li> <li>• The pupil's own view</li> <li>• Advice from external support services, if relevant</li> </ul> <p><b><i>For students at Ridgeway, Annual Reviews are organised with the Local Authority of the young person, parents and hospital team. Please contact SEN Lead, Sanchia Simon, for further information about EHCP Annual Reviews for your child.</i></b></p> |
| <p><b>How do Orange Tree School assess Access Arrangements for exams and assessments?</b></p> | <p>In order to support exam accommodations, such as extra time or use of a word processor, the Exams Officer will liaise with the students' teachers to gather a picture of need and a usual way of working. The SENCo will be asked to support to confirm meeting the criteria the exam board requires. Please contact the school exams officer for more information.</p> <p><a href="mailto:Exams@orangetreeschool.org">Exams@orangetreeschool.org</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                         | <b><i>For Ridgeway site, all students planning to sit their GCSE or A Level examinations will receive a supporting medical letter to apply for access arrangements and special considerations. Please contact your child's key teacher and SEN lead for further information.</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>How do we evaluate the effectiveness of our SEN provision?</b>                                                       | Orange Tree School undergoes an Ofsted inspection. We were awarded an Outstanding in 2024.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>How skilled are Orange Tree School staff at supporting young persons with SEN and meeting the needs of students?</b> | <p>All school staff are supported with SEN training that is linked with the school improvement plan. Staff are also encouraged to access regular training to stay up to date in their role</p> <p>New staff are placed in a highly structured induction program and the skills and knowledge they acquire are audited through the performance management cycle.</p> <p>The Orange Tree Training Programme is offered for all staff members, not just our teaching staff. Every staff member takes part in weekly in-depth professional development sessions, led by our in-house training team, or external experts. This continues throughout staff members career with us. We believe that learning never stops and that is why we work to continue challenging our team to grow their knowledge and skillset. This is in addition to regular learning walks, teacher observations and mentoring, led by our Teaching and Learning Lead and Senior Assistant Head.</p> <p>Orange Tree School staff receive training every Wednesday from 15:00 - 16:00. Staff are trained in the following areas to support with planning appropriately for students with SEND:</p> <p>ASD, ADHD, SpLD, Speech and Language Needs, Social Emotional and Mental Health, Attachment theory, Sensory Needs, Trauma Informed Approaches, Positive Behaviour Approaches</p> |

**How do we support students moving between phases of education and prepare our students for adulthood?**

|                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>How do we support students moving between different phases of education?</b></p> | <p>‘Transition’ describes the movement that takes place from one place to the next, and in particular from one year group, key stage or setting to the next including pre and post school.</p> <p>At Orange Tree School we recognise the importance of managing transition. This may be a stressful time for students and parents and carers, particularly as students who move between key stages and beyond school age.</p> <p>Our aim is that students experience a smooth transition into school, from one class (or key stage) to another, so that the pace and quality of learning and support are maintained to ensure the pupils continue to make progress and realise their potential.</p> <p>For students transitioning from primary settings, we organise two Moving Up Days to support students’ who will be starting with us in Year 7.</p> <p>Students are trained and given a Unifrog account to explore and discuss future options, the students are invited to attend career and college fairs and speak to careers advisors.</p> <p>Careers advice will be provided, which will be used to complete this plan and to assist the student in making informed choices regarding their future.</p> <p>We host a Year 10 Parent Coffee Morning during the Summer Term to introduce parents/carers to suitable local providers for post-16 education.</p> <p>At the Year 11 Annual Review in the Autumn Term the students fill out a preference form to aid consultation with future settings.</p> <p>Once the placement has been agreed the students can attend trial/ taster days to prepare them for a smooth transition. This can be supported by a member of staff if necessary.</p> <p><b><i>At the Ridgeway site, students are supported by their Key Teachers to have a phased re-integration back into education at their registered school – what we call their “home school”. The decision to begin re-integration lies with their consultant however, once this has been made your child’s key teacher will begin communication</i></b></p> |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                  |
|--|------------------------------------------------------------------------------------------------------------------|
|  | <i>with the home school to ensure a smooth transition from hospital education to education in the community.</i> |
|--|------------------------------------------------------------------------------------------------------------------|

## How do we support students with SEN to improve their emotional and social development?

|                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>How do we support students with SEN to improve their emotional and social development?</b></p> | <p>We take a holistic approach to education and understand that learning is about more than exam results, it is about creating a safe environment where students are able to develop the skills and knowledge needed to be able to take on the challenges of adult life. The therapeutic support that we offer is a key part of how we help students reach their personal targets. It is made up of six key elements:</p> <p><b>Counselling</b> – students have access to a School Counsellor through weekly drop in sessions which run during lunchtime. This is a valuable addition to help students work through any personal challenges, learn to regulate their emotions and deal with the stresses that life throws at them.</p> <p><b>Social Learning</b> - Taking place every two weeks, this is a programme designed to help each student reach their personal potential. It is a chance to develop social skills, set goals, develop career plans and give students a sense of purpose and perspective.</p> <p><b>Interventions</b> – Intervention Lead co-ordinates a team of LSA to help students improve their literacy, numeracy or functional skills. They work directly with students, as well as their teachers to plug gaps in their learning or provide the necessary additional support so that they can access their learning.</p> <p><b>PSHE</b> - We teach a wellbeing-focused PSHE (Personal, Social and Health Education) curriculum, which is designed to help students develop the skills they need to manage their emotions, learn to be happy and balanced and thrive in the outside world. These pastoral measures, combined with the therapeutic focused, personalised attention of our teachers, give students the holistic education that they need to thrive in later life.</p> |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Learning Outside the Classroom** – we offer a range of opportunities for our students to access the community through whole school trips, universal therapeutic intervention such as Equine Therapy and student led class team trips. All students are included in all parts of the school curriculum, and we aim for all students to be included on school trips. Where it is deemed appropriate, additional support will be provided to make this possible. A Risk Assessment is carried out prior to any off-site activity to ensure that health, safety and welfare are not compromised. Parents will be asked to provide consent to trips via our Admissions process. We always notify families of upcoming trips; however, parental permission has already been received.

**Neurodiversity Workshops** – these termly meetings are organised by the therapy team and often led by student initiative which allows our community to lead with inclusivity

**Movement/ wellbeing** –sessions are based around mindfulness, simple games, stretching, and breathing exercises rather than traditional yoga practices.

**Lunchtime clubs** - there is also an extensive range of activities that students can participate in during lunchtimes.

#### **Specific Interventions**

Depending on students' needs, specific interventions may be suggested to be led by teachers or class teams, these include

- The Zones of Regulation: A curriculum designed to foster self-regulation and emotional control.
- Talkabout for Teenagers: Developing Social and Emotional Communication Skills

Students are encouraged to participate in a range of school activities organised by Orange Tree School staff both

|  |                                                                                                                                     |
|--|-------------------------------------------------------------------------------------------------------------------------------------|
|  | onsite and offsite. We have partnerships with many organisations. Please contact the Senior Assistant Head for further information. |
|--|-------------------------------------------------------------------------------------------------------------------------------------|

### What support is available for parents?

|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How do we handle complaints from parents of children with SEN about provision made at the school?</b> | <p>Orange Tree School actively promotes the inclusion of parents/carers and the creation of a strong working partnership.</p> <p>Parents/carers submit their views prior to meetings and all views are considered.</p> <p>The Senior Assistant Head organises a parent voice and hosts a parent forum where any complaints regarding the provision of support for students with SEND in the first instance should be raised. However, if an issue cannot be resolved the SENCo and Headteacher will seek to secure a resolution.</p> <p>The school's complaints procedure is provided on the website. Please see the complaints policy or contact our Headteacher Zoe Ramshaw if you have any further queries by emailing <a href="mailto:reception@orangetreeschool.org">reception@orangetreeschool.org</a></p>                                                                                                                                                                                                                                                                                                                           |
| <b>How does Orange Tree School work in partnership with parents?</b>                                     | <p>If a student with an EHCP is referred to Orange Tree School, the referrer will provide the EHCP in order for us to accept suitability and whether we can meet needs. Alongside, this we apply a rigorous admission procedure which includes a tour and taster days. If the learner is successful in this process, we will update the borough accordingly. All decisions about final placement sit with the borough.</p> <p>Once a learner has been placed with us a transition plan will be implemented and an initial meeting will be organised with the parent/carer, student, admissions officer, class (key) teacher, and where appropriate, a relevant representative of any external agencies. This meeting is used to strategically plan and prepare for the student's education with Orange Tree School.</p> <p>In line with the SEN Code of Practice 2014, students with SEND will each have an Individual Education Plan, written in collaboration with the SENCo, therapists, teacher, student and their parents or carers. IEPs are accessible to all members of staff, and it serves as a guide to Teachers' practice.</p> |

|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                  | <p>All parents/carers will be informed that their young person is included on the SEND Profile. They will be kept regularly informed and consulted regarding issues relating to the progress and wellbeing of their young person.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Where can parents find further, local information?</b></p> | <p>Further information about support and services for pupils and their families can be found in:</p> <p>A list of London Boroughs Orange Tree School works with:</p> <p><b>Barnet:</b> <a href="#">What is SEND and the Local Offer   Barnet Council</a></p> <p><b>Brent:</b> <a href="#">SEND Local Offer   Brent Council</a></p> <p><b>Camden:</b> <a href="#">SEND Local Offer - Camden Council</a></p> <p><b>Enfield:</b> <a href="#">Enfield's local offer for SEND   Enfield Council</a></p> <p><b>Hackney:</b> <a href="#">0-25 SEND Local Offer   Family Information Service</a></p> <p><b>Harrow:</b> <a href="#">SEND Local Offer – London Borough of Harrow</a></p> <p><b>Hertfordshire:</b> <a href="#">The Hertfordshire SEND Local Offer</a></p> <p><b>Haringey:</b> <a href="#">Local Offer   Haringey Council</a></p> <p><b>Islington:</b> <a href="#">Find Your Islington   SEND Local Offer</a></p> <p><b>Waltham Forest:</b> <a href="#">Local Offer: Special Educational Needs and Disability (SEND)   London Borough of Waltham Forest</a></p> <p><b>The DfE SEND Code of Practice:</b> <a href="#">SEND code of practice: 0 to 25 years - GOV.UK</a></p> |