

Applefields School Orchard Provision at Manor CE Academy Information for Parents and Professionals

What is the Orchard Provision?

Orchard Provision is part of Applefields School's overall curriculum offer and provision. Orchard provision is at Manor CE Academy, a mainstream secondary school in York. The teaching staff at Orchard are part of Applefields School staff and work exclusively at Orchard. All students are on Applefields School roll and are included in events at Applefields School, where appropriate.

Orchard consists of provision for up to 6 students who are based in a classroom at the centre of Manor CE Academy. Each student has a timetable with some personalisation opportunities for supported inclusion in mainstream lessons or informal social activities within Manor CE Academy. Being onsite within a mainstream school alongside Satellite provision, it provides flexible opportunities for social inclusion such as the use of the school diner, attending house assemblies and access to playground space alongside mainstream peers.

The provision aims to support young people with a diagnosis of ASC to develop emotional regulation (including resilience), communication and self-help skills. In doing this we hope to prepare them for adult life. Orchard provides access to an adapted curriculum, and social experience for students who would also benefit from some mainstream opportunities.

Orchard offers the following in a mainstream inclusive setting:

Inclusion

- Some personalised programmes of mainstream within Manor CE Academy or Satellite inclusion supported by Orchard staff. The personalised programmes of mainstream inclusion are built up gradually, as and when students are ready, and are reviewed regularly.
- Support at lunch and break to promote inclusion, independence and social skills.
- Use of shared spaces within Manor for Orchard lessons.

The Orchard Base

- A clear, calm and 'unbusy' base, with a nurturing ethos, where ASC specific strategies and approaches are used.
- A classroom which acts as a safe base and has consistent, experienced and familiar staff throughout the week.
- Clear, consistent and familiar routines and coaching through and preparation of changes to routine.
- A sense of community and belonging is fostered and promoted amongst the group within Orchard initially and then generalised in other contexts (e.g. Orchard, Manor, Applefields).
- Communication and collaboration opportunities facilitated by familiar staff and small number of peers.
- Each day begins and within the base and students who are accessing inclusion lessons regularly return at key points within the day.

- Personal and Social Development (PSD) and communication skills are taught both directly and embedded throughout the day as students' wellbeing is a priority across the provision. This means regular opportunities for impromptu social learning/ reflection which may be prioritised over curriculum content.
- Tailored work to support the development of students' literacy and numeracy at their level.
- Flexibility for reduced academic subject input allows additional time for PSD development, sensory experiences and life skills, such as horticulture, gym and wellbeing lessons.
- Highly differentiated teaching and learning at appropriate levels with consolidation, repetition and opportunities to practise skills in a range of ways and settings.
- Collaborating with different professionals to support students and families.
- Lunch and breaks supported by familiar staff; students have opportunities for lunch clubs or quiet courtyard space as an alternative to the main yard.

Links with Applefields School

- Access to specialist ICT software through the Applefields School IT network.
- Staff access to Applefields School training, support and resources.
- Offer of a place at Applefields School main site if the levels of support available there for student's needs are more appropriate and the provision would better meet their needs.
- Potential (but not guaranteed) offer of a place at Applefields School for post 16 provision, if appropriate.
- Access to accredited courses such as functional maths and English dependent on pupil ability.

Before a student can be considered for a place in the Orchard provision, they must meet the following criteria:

The student must:

- Have an Education Health and Care Plan.
- Be on, or about to transfer to the roll of Applefields School.
- Have identified Communication and Interaction needs, with a diagnosis of ASC/ Aspergers.
- Be experiencing high levels of anxiety which significantly affects their ability to access their learning in a mainstream class, usually with CAMHS involvement.
- Be currently independently working at between the end of year one and the end of year two National Curriculum expectations, but may be working beyond this level with adult support. We will work alongside other professionals in order to ascertain the correct levels before deciding upon a placement decision.
- Be able to benefit from the inclusive opportunities available in a mainstream secondary school. This would necessitate being able to be included in one or more mainstream lessons or activities, with Orchard staff support as appropriate and the opportunity to benefit from the social experiences available in the mainstream school.
- The student will therefore have had experience of successful inclusion in a mainstream setting. Again detailed discussion of educational, social and care history will be undertaken in order that Applefields can ensure that the Orchard 'offer' will be appropriate to the young person and their needs and aspirations.

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- It should be noted that previous successful inclusion in a mainstream setting is not in itself sufficient to obtain a place in the Orchard provision.

To benefit from the provision the young person will need to:

- Be able to follow classroom routines and comply with adult direction so ensuring that class peers are free from disturbance or distraction.
- Have an interest; be positive/ optimistic about such a setting meeting their needs, want to be part of group.
- Open to/readiness to accept and develop new strategies, advice and support.
- Be able to work alongside other students.
- Be accepting of other students with different needs.
- Be able to re-regulate within the classroom space or designated areas (no requirement for positive handling).
- Have strong home school communication and collaborative working across home and school, which allows the sharing of strategies.

What are the Admission Arrangements?

The offer of a place at the Orchard provision for any student who meets the above criteria can be considered following a discussion at the student's Education and Health Care Plan meeting. This discussion would involve parents, the student and professionals. Placement recommendations will then be considered by the Applefields' Headteacher in consultation with the Local Authority.

Pupils will be offered a place within the provision, once the needs and best interests of the whole group have been considered.

Once a student's place is offered, a transition programme will be put in place. This process will be reviewed and any concerns about appropriateness to meet need will be communicated with parents.

Once the student starts at Orchard, a review of each placement will take place through an interim review, which will be held within the student's first term and subsequently at each Education and Health Care Plan review. As with all specialist provisions, these reviews will consider whether the curriculum and environment provided within both the Orchard base and inclusion to mainstream activities best meets the student's overall needs.

For more information about the Orchard provision or to arrange a visit please contact the Administration team at Applefields School (01904 553900). As Orchard provision is part of Applefields School please do not contact Manor CE Academy directly.