Include

Issue 2, Autumn 2018

Orchard Hill College & Academy Trust 'Family' Magazine

Orchard Hill College

Support our students!

Orchard Hill College is an Ofsted Outstanding specialist college and independent charity for young people with special needs.

Each year we need to raise additional funds to provide our students with the specialist equipment and opportunities to realise their aspirations.

You can support us through:

- Making a donation
- Running your own fundraising event
- Corporate sponsorship

If you would like to run your own fundraising event or are interested in corporate sponsorship please contact us on enquiries@orchardhill.ac.uk or 0345 402 0543.

Thank you for your support.

Charity number 1144922

Welcome

Welcome to INCLUDE, the annual publication from Orchard Hill College and Academy Trust (OHC&AT).

We received such fantastic feedback about our first issue, which gave an insight into who we are and the work we do in the community, and we hope you enjoy learning more about us and the progress we are making.

2017/18 was another successful year for our pupils and students. We also welcomed three new schools to the family and opened a new college centre in Hillingdon.

Our partnerships in the community have strengthened, providing more opportunities for our pupils and students, and you can read about the first SEND Rugby event with Harlequins and our students providing Makaton training to the Met Police on page 12.

Our Digital School and Training School have gone from strength to strength, providing opportunities for students and staff to develop their skills.

The uniqueness of OHC&AT is that it is representative of all designations of special education needs and disabilities. Across the whole organisation there is a range of experts and practitioners who advocate for children and young people with special education needs and disabilities to ensure that they receive the best possible opportunities to achieve their full potential. In this issue we feature three articles by members of our staff – a focus on mental health and wellbeing, occupational health in the workplace, and an article on what we have learned since establishing our academy trust in 2013.

Dr Caroline Allen OBE
Principal and CEO
OHC&AT

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Arbour Vale School

The Orchard Hill College and Academy Trust 'Family'

Orchard Hill College and Academy Trust (OHC&AT) together form a family of inclusive special education providers for pupils and students from nursery through to further education.

As an outstanding provider and Academy sponsor, Orchard Hill College has a strong track record for making a positive impact within the local communities it serves.

OHC&AT is a 'family' of education providers and services located in five local community hubs in London, Surrey and Sussex with seven college centres and 13 academies.

Orchard Hill College
Orchard Hill College is an outstanding independent provider and offers specialist education programmes for students aged 16 and over in seven main college centres:

Lomond House
Lomond House is situated just off Camberwell Green.

Beaconsfield
Beaconsfield is located within a quiet residential setting in New Malden.

BedZED
BedZED is in Hackbridge near Beddington Park.

VPC
Vocational Progression Centre (VPC) is a stand-alone building sharing a campus with Carshalton College.

Vocational Centre
Vocational Centre is co-located with Nightingale Community Academy.

Wyvern House
Wyvern House is based near Uxbridge town centre.

Quadrant House
Quadrant House in Sutton is for students accessing the Digital School, work experience, apprenticeships and enterprise activities.

Carew Academy
Carew Academy in Wallington is for pupils aged 7-18 with a wide range of ability levels and additional learning needs, including complex autism.

Dysart School
Dysart School in Surbiton is a provision for pupils aged 4-19 who have a range of severe and complex learning needs including autism.

St Philip's School
St Philip's School in Chessington is for pupils aged 9-19 with a wide range of ability levels and additional learning needs, including complex autism.

Young People's Academy
Young People's Academy in Hillingdon is for students aged 11 -19 with social, emotional and mental health needs.

The Skills Hub
The Skills Hub in Hillingdon offers an alternative provision to mainstream education for pupils aged 11-16 to prepare them for adult life and employment.

Bedelsford School

Bedelsford School in Kingston provides for pupils aged 2-19, who have a wide range of physical disabilities, including profound and multiple learning difficulties, multi-sensory impairment and complex health needs.

Nightingale Community Academy

Nightingale Community Academy in Wandsworth is a school for boys aged between 5 and 19 who have social, emotional and mental health needs.

The Link Primary School

The Link Primary School in Beddington provides for pupils aged 4-11 years whose primary need is speech, language and communication. Some children may also have additional learning, sensory or physical needs.

The Link Secondary School

The Link Secondary School in Beddington provides for students aged 11-19 whose primary need is speech, language and communication.

Grafham Grange School

Grafham Grange School in Guildford is an academy for boys aged 10-19 with additional special educational needs such as autistic spectrum conditions, speech, language and communication difficulties, ADHD, opposition defiance, medical conditions and attachment disorders.

St Dominic's School

St Dominic's School in Godalming is for pupils with complex educational, health and care needs aged 7 to 19 typically with a primary diagnosis of Speech Language and Communication Needs and/or autistic spectrum conditions.

Brantridge School

Brantridge School in Haywards Heath is for boys with Social Emotional and Mental Health difficulties, autistic spectrum conditions, including those with Asperger's Syndrome, and those with a diagnosis of ADHD and associated learning difficulties.

Arbour Vale School

Arbour Vale School in Slough is for pupils aged 2 - 19 with a range of educational needs including severe learning difficulties with profound and multiple needs.

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Take Five

OHC&AT Executive Head and Deputy CEO John Prior takes us through his top five ways Multi-Academy Trusts (MATs) can get it right (and wrong!)

OHC&AT (Orchard Hill College & Academy Trust) sprang into life in September 2013 and since then has added a further 13 schools, alongside the sponsor Orchard Hill College, to its portfolio, in addition to its Training School and Digital School. During that five year period, we have learnt quickly about what works well in terms of fulfilling the potential of the MAT, and what factors act as barriers to that potential.

Set out below are five such positive lessons, and five less so:

1 *Make sure 'the main thing is the main thing'*

When we consider OHC&AT, we must consider what we do and also how we do it. However, none of this is as important as why we do it. OHC&AT exists solely for the purpose of ensuring better outcomes, and releasing the fullest potential, for our pupils and students, many of whom are amongst the most disadvantaged and challenged in society. What we do, practically, matters and how this operation is delivered is naturally key. But without the 'why', without 'the main thing', it's a largely empty purpose. We sometimes talk about OHC&AT being written into the organisation like a stick of rock – whatever point you choose to 'snap' the rock and look inside, it will always say OHC&AT. And when it says OHC&AT it means the very best for our learners. Because they are our main thing.

2 *Ensure staff have the right traits*

When we recruit and invest in staff professional development, we need to consider that the 'work' of OHC&AT, whilst intensely rewarding, is nonetheless demanding and challenging. To work for and on behalf of our pupils and students requires a relentlessly positive 'can do' approach, resilience, creativity and humility. These traits are what make the organisation unique, and what ensure that the main thing is the main thing. Yes, our staff team also need skills, but without the right traits, skills are rendered impotent. So our learners need people who have both the skills and the traits; and we can teach people skills. But you can't teach them to have the right traits. They have to be there from the start.

3 *Visualise the future*

When we talk about having a 'vision', it can sometimes come with the risk of being either overly-ambitious and unrealistic, or worse, not connected to what we do on a daily basis. So it is important that we have robust plans to get us to where we need to go. However, even more crucial is that we have a clear view about where we want to get to and, again, why we want to get there. To do this, we need to be able to see the destination, what it will look like when we arrive; and to do that, we need to be able to both describe it and explain it. OHC&AT is developing a 'Regional Hub' model – what does that actually look like, what will it specifically deliver for our learners and when will it be in place?

John with pupils at RE:CODE London

4 *Have self-belief*

There are a lot of things that can knock us off balance and distract from our core business. We know that the education sector nationally is under huge financial strain and that funding issues for children and adults with complex special educational needs and disabilities (SEND) is particularly acute. Current political turbulence cannot go unmentioned, not least because it has the unintended consequence of drawing focus away from other key aspects of need. All of this has the knock on effect of delaying initiatives, changing policy at short notice and disrupting well-established

relationships. And of course, sometimes what we try to achieve is difficult and we don't always get it right. The SEND sector demands that we make careful use of trial and error. In the face of all this, our self-belief is vital; that we are clear on the 'why', that we understand the 'main thing', that we visualise the future so that as a College and Trust, we remind ourselves what our purpose is, that we support each other and that we stay brave, optimistic and focused.

5 *Innovate*

Innovative can be a word that is over-used. A bit like 'passionate'. The risk of such over-use is that it dilutes the message and no one is really innovative or passionate because apparently everyone is. One of the obvious benefits of a MAT model is the opportunity to share best practice, learn from each other and have greater capacity to try new things. As a College and MAT, we need to be mindful that this benefit is merely potential if it remains untapped. This is why willing collaboration and an expectation that we work together in the best interests of our learners, is so fundamental. Teamwork can bring genuine innovation to the fore, can help us to visualise the future and change lives. This is what OHC&AT stands for. 'Tried and tested' will get us only so far and to meet the needs of our learners most effectively, most creatively, we have to innovate. There are numerous examples within OHC&AT already where real innovation has, and is, making a key difference. We owe it to our pupils and students to use the unique resources at our disposal to do more.

Lessons learned

Some of our most informative learning comes when things have been less successful, or where we have run into challenges. Set out below are some key risks and behaviours to try to avoid.

There is no 'them' and 'us'

The first of these is to fully understand and accept that there is no 'them' (the Trust), there is no 'I' (one school, one college), there is only 'us' (OHC&AT). Anecdotal evidence informs us that a 'them and us' mindset (in either direction) means that there is less cohesion, less clarity and less effective collaboration. All of which inevitably means that outcomes for pupils and students are less good.

Stay connected on the journey

A 'them and us' approach means that there is an increased likelihood of a second risk, that one or a group of schools or the College become detached. Think of OHC&AT as a train, heading in the same direction, connected together, each carriage integral to the progress of the whole. Whilst it's crucial that those in the last carriage can still see the direction of travel clearly, it is just as essential that each carriage remains coupled so that it remains a core component of the overall journey. Any uncoupling might mean two journeys or more; and if that happens then we only have a disparate collection of schools and a College, and OHC&AT as an entity loses its shape, its direction and ultimately its impact.

Stay unique

A third thing to consider, despite the importance of staying connected, is that each school and the College are nonetheless provisions in their own right, meeting local needs and working within a specific context. It's important that part of the OHC&AT ethos is to allow independence and innovation to thrive. Whilst we rightly focus on the main collective thing, visualise, collaborate and innovate together, we need to also ensure that no one school or the College becomes overly dependent on OHC&AT. OHC&AT's collective strength is its local strength, so the line that needs to be managed between autonomy and being simultaneously an integral cog to the wider OHC&AT family requires a skilled hand and exemplary communication.

Stay open and outward facing

Ensure that each school and college centre has an open-door approach and is outward facing in its demeanour. Closed doors inhibit dialogue, restrict connections and ultimately shield pupils and students from the very best there is to offer. Each school and college centre belongs to the pupils and students – it's theirs, and a parochial approach by any one provision will only be to their detriment.

Manage the message

Finally, it's imperative that as a collective group, we manage the message of OHC&AT with care and precision to all stakeholders, including those not directly affiliated to the College and Trust, for example local authorities, or the Department for Education (DfE). The perspective on MATs in the media is not always positive. To this end, all of us who work for OHC&AT on behalf of our learners and their families have an obligation to articulate what we stand for and why we do it (our main thing) and ensure that no one is left in any doubt that every decision we take has the best interests of the pupils and students at the heart of it.

Achievements and Successes

We are extremely proud of all the achievements across OHC&AT over the last year. For us, success is being able to work with our pupils and students to achieve their goals and move on to the next stage of their lives.

Celebrations at the Outstanding Achievement Awards

Anna (centre front) at the COSLP Awards

Orchard Hill College

At Orchard Hill College the leavers were able to mark the end of their courses and their achievements with a celebration at Epsom Downs Racecourse. The College had the pleasure of welcoming special guests, Mayor of Epsom and Ewell, Councillor Neil Dallen and Mrs Ann Dallen, who presented awards to the students. Each student was presented with a certificate marking the culmination of their studies as well as a year book so they can remember their time at college.

The Outstanding Achievement Awards highlighted that all of our students have moved on to exciting destinations including work, independent living and further learning. For Orchard Hill College this marks a huge achievement, showing that students were able to gain the skills they needed to move on to meaningful work in their local communities.

Orchard Hill College award winner at the House of Lords

Congratulations to Anna who was awarded Orchard Hill College's Best Learner at the Committee Of South London Principals (COSLP) 2018 Awards at the House of Lords.

Anna is a well-deserved winner; her determination and enthusiasm for learning led to her overcoming many hurdles. She has developed into a kind, calm natured sociable student and an active confident member of her community. Anna has flourished at College and at her volunteering work. This award is a great acknowledgment of her hard work and commitment.

College success highlight

Harry, a student on the WorkStart course, has achieved his goal of working for the NHS by securing a Level 2 Business Administration Apprenticeship at St.George's Hospital. It is a great progression from working as a volunteer Admin Assistant at the Trinity Hospice Head Office, where he gained valuable skills and experience to support his future role as an apprentice.

Successes across the family

Carew Academy

Students at Carew Academy celebrated some fantastic achievements when they received their exam results. Every GCSE student that entered achieved a grade. One student achieved a 7 in Art (an A grade) and one student achieved a 6 in Photography (a B grade).

Students also achieved qualifications in Functional Skills in English, Maths and PSE and Computing, as well as BTEC qualifications. A large number of students also achieved Silver Arts Awards in Music and Drama and Silver Duke of Edinburgh's Awards.

Young People's Academy

Students and staff at Young People's Academy (YPA) are celebrating the results of their Ofsted inspection, in which the school was rated 'Good' in all categories and received a strongly favourable report.

The report stated that the leadership team has secured swift improvements in the quality of teaching and learning. Leaders and staff are ambitious for pupils' outcomes and this is reflected in the challenging work they set pupils of all abilities.

In Ofsted's words, "The executive principal radiates a passion for improving pupils' life chances. Together with staff, she ensures that the school's motto, 'triumph through perseverance', is the foundation for all aspects of pupils' education."

The Skills Hub

Students, staff, governors and the wider school community are celebrating the results of their Ofsted short inspection, in which the inspectors judged that The Skills Hub 'Continues to be Good'.

The report states "The school has a restorative and reflective approach to learning and development and this is exemplified through the conversations and the actions of staff and pupils. Pupils say that this approach has given them hope and that they have no doubt that they are going to be successful."

St Dominic's School

St Dominic's School is thrilled to announce that the Autism Accreditation Award Committee awarded the school Advanced Accredited Status.

This makes the school one of the first settings nationally to achieve the award at this level, recognising St Dominic's School's commitment to providing the best quality care and education to young people with autism.

St Philip's School

St Philip's School was delighted to announce it has been awarded the AcSEED accreditation. The AcSEED Award is a quality assurance mark presented to schools that have made a substantial effort to support the mental health of their students.

Nick Gatherer, AcSEED Operations said "The AcSEED assessment team was impressed by the comprehensive wellbeing support provided by St Philip's School, by the wide range of mental health and wellbeing information and training available."

Safeguarding and Prevention Officer, Debbie, with pupils at St Philip's School

Pupils at St Dominic's School

Results day at Carew Academy

A focus on mental health and wellbeing

Laurie Cornwell, Executive Principal of Young People's Academy and The Skills Hub, talks about the whole school approach she has taken to mental health and wellbeing and the impact this has had on students and staff.

Working closely with Innovating Minds, both schools fully embraced a therapeutic approach to mental health and wellbeing and now students and staff are reaping the benefits.

Innovating Minds helps young people with their emotional and mental health throughout their education. They believe in an early intervention model with specialist psychological support available within education settings and the workplace. They also provide support to parents, carers and guardians to help their children cope with emotional issues, as well as support for professionals who work in education, training and employment. For further information please visit www.innovatingmindscic.com

The Skills Hub supports pupils who are permanently or at risk of being excluded from school, or who have an identifiable special need which does not require a statement of Special Educational Need.

Young People's Academy (YPA) is a special co-educational school for students aged 11 - 16 with Social, Emotional and Mental Health difficulties. All students have a statement of educational needs or an Education, Health and Care Plan.

What was involved

Innovating Minds embedded themselves within the schools engaging with students, parents/carers and staff in 1:1 sessions and a consultation model. The students were supported to deal more effectively with self-harm, suicidal thoughts, anger problems, psychosis and to cope with depression and anxiety.

The staff became more confident in talking about mental health difficulties such as self-harm and suicide, and recognising early signs of mental health problems. Staff are now more understanding of students' needs and able to provide more support.

> *"Students are less anxious and are somewhat keener to work with and talk with staff particularly when there is an issue. The severity of student behaviour incidents has decreased.*
>
> *Teacher, YPA*

Students and staff now access specialist therapeutic support, and the staff have become confident practitioners. Both schools have embedded a reflective and restorative approach.

YPA was awarded a £10K grant from the National Lottery to run a training and awareness project for Youth Mental Health support. The project delivered training sessions to staff, parents, transport services and community stakeholders on Mental Health First Aid.

Maurice Pearson, School Caretaker, talks about how the training developed his understanding of SEMH and mental health:

I joined the school in October 2016 and I was quite nervous because some of the students can be quite volatile and I didn't want to make things worse. Gradually I started chatting to the students, we'd talk about things like football, and slowly we got to know one another. My job is to keep the building safe and to make it look better, so some would come and do litter picks with me, tidying up the grounds and sometimes offer to help me with a job. So when one of them would graffiti the building it really annoyed me. And even though I was getting to know them as individuals, I still kept my distance when it came to talking about their behaviour, or why they did certain things like this. Something that really helped was going on a Mental Health First Aid course run by Innovating Minds. It helped me to see things from the pupils' perspective more, from learning about what some of them have gone through, and understanding their depression and anxiety.

I take pride in my job, and it is still frustrating when some of them take it out on the building, but when you sit down and talk to pupils, or when you overhear them talking about some of the things they face, you can understand why they do it.

Everyone in a school should have the chance to attend a Mental Health First Aid course, not just the teaching staff. Of course, the nature of the subject can be quite upsetting, but it's a real eye-opener.

The training gives you the confidence to talk to pupils in a more personal way. As for the damage to the school, some days are good, some days less so. But the pupils are here for a reason, and we're here to help them. Now that I understand more about why they do these things, I find that things like graffiti don't seem to bother me as much. That doesn't seem quite as important now.

What are social, emotional and mental health needs (SEMH)?

SEMH needs are a type of special educational needs in which children and young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate feelings and responses to situations. This means that they have trouble in building and maintaining relationships with peers and adults; they can also struggle to engage with learning and to cope in mainstream education.

Children with SEMH will often feel anxious, scared and misunderstood. Recent figures estimate that around 150,000 children in mainstream and special schools are suffering from SEMH.

Across the OHC&AT family we have a great deal of expertise and experience in SEMH and four of our schools' main provision supports pupils and students with SEMH: Nightingale Community Academy, Young People's Academy, Grafham Grange School and Brantridge School.

Support Services

Our Social Emotional and Mental Health (SEMH) service offers support and guidance to mainstream schools where a child or young person's behaviour is linked to an underlying social, emotional or mental health cause. We also provide training at INSET days or bespoke training to meet the needs of the school. For further information on our SEMH Support Service, please contact Young People's Academy on: Tel: 01895 446 747 or email: info@ypacademy.org.uk

The Behaviour Support Team offers support and guidance on behaviour management to mainstream schools and academies. Our team of experienced teachers provide a holistic approach to responding to challenging behaviour. We aim to help and support those working with young people to understand the presenting difficulties by planning and responding appropriately. For further information, please contact the Behaviour Support Team at The Skills Hub on: Tel: 01895 447 102 or email: info@theskillshub.org

Partnerships: Working together for mutual benefit

We believe in working very closely with employers and other key community stakeholders in order to maximise the benefits which our pupils and students can offer to the workplace and community.

We are thrilled with the fantastic partnership working we have realised this year, including the first ever Harlequins SEND Rugby tournament and Met Police Makaton training.

Across the OHC&AT family, we pride ourselves on working in partnership with a range of organisations in our communities.

What is partnership working?

Partnership working is a 'catch all' term for working with external organisations. This can be in a number of ways including:

- Work experience
- Accessing external courses
- Visits
- Events
- Training
- Working across the OHC&AT family

How does it benefit students?

The skills and benefits students gain from partnership working are vast and significant to their future success. Work experience will provide on-the-job skills, but so many other opportunities are opened up such as travel training, independent living skills, self-confidence, social skills, interview skills, and many more. Accessing external venues, whether for visits, courses or events engage a host of other skills beyond what may initially be perceived including social skills, travel skills, decision-making, teamwork, health and wellbeing awareness, literacy and numeracy, and self worth for being active members of their communities.

Students deliver training to the Met Police

How does it benefit the organisations involved?

Our students prove that they have a lot to give, and external organisations have a lot to learn from them! Read on for some examples.

Students turn Lecturer for the Met Police

Staff at our college centre in New Malden were approached by the local police station about delivering Makaton training and special needs awareness to their police officers. Our staff members were of course delighted to be asked, but thought who better to deliver the training than our students themselves!

Three students delivered a one hour training session to the Met Police Officers, covering an introduction to Makaton followed by a general Q&A about special needs, how they feel when they're out in their community. The police officers asked our students' advice on various topics including how best to approach someone with special needs who they feel may need help.

SEND Rugby Festival

Students then gave a tour of the Centre and spoke about what they do at College, their interests and aspirations for the future.

The session was invaluable to the officers and a great experience for our students. One of the officers, Wayne, said "I found the Makaton training very useful to help others in the community" while Rosalind said "I found the training very interesting and students were really friendly".

The training session was such a success that more training is being planned for the near future!

Joining Harlequins for their first SEND Rugby Festival

The Harlequins Foundation opened The Stoop to over 150 young people with learning difficulties as part of Project Rugby, a Premiership rugby and England rugby initiative.

More than 15 special education schools from across Surrey brought teams to take part in the Foundation's first ever Rugby Festival for SEND pupils at the home of Harlequins.

Harlequins Foundation and All School Coaches joined forces to introduce pupils to mixed-ability touch rugby, before putting them through their paces for a fun rugby festival in the afternoon.

Foundation Coordinator, and Disability Rugby lead, Matthew Williams said:

> *"For us, mixed-ability rugby is the perfect way to enable more and more young people with learning difficulties to experience our sport. Thanks to Project Rugby we have been able to support both young people and adults into the sport, and witness first-hand the incredible social impact it can have for them and their local community.*

New Vocational Programmes at Orchard Hill College built on partnership links with students' communities

At Orchard Hill College, we have increased and enhanced our programme offering and are now delivering an exciting range of vocational options for students.

Our new curriculum has been designed to support and empower each student to achieve their aspirations and goals, whilst developing skills to become more independent members of their community.

New Programmes

Students can choose to learn in a practical way about a subject they are interested in. The broad offering ranges from Animal Care and Digital Media to Expressive Art to Catering and Hospitality.

Each programme has been designed to prepare students for the next exciting steps in their lives. We will support them and get them ready to achieve their ambitions, whatever they may be. They may want to live more independently, or get prepared for work. We can help them get the most out of their community and access further learning with a pathway into their chosen area of interest.

We want our students to be happy, healthy and confident individuals, so as part of their programme they can get involved and take part in our enrichment activities and holiday clubs at College and in the community including sport, health and wellbeing, creative and performing arts.

For a full list of all our programmes including, Pre-Traineeships and Traineeships, Into Work, Return to Work and Adult Work and Community, visit www.orchardhill.ac.uk

Digital School

The Digital School is at the heart of Orchard Hill College & Academy Trust. It is a student-driven enterprise that develops innovative and engaging digital resources for students, staff and the wider community.

Set up in 2015, the Digital School has come a long way in a short period of time, as illustrated by the exciting range of products and services developed by students and the strong alliances we have forged with partners.

The OHC&AT Film Festival

Our students are unstoppable; they deliver digital workshops to the local community, produce e-zines, make short films and broadcast a live radio show. The Digital School not only strengthens their communication and independence skills, it also gives them the opportunity to be at the forefront of the technological revolution, have fun and be part of the youth culture.

Here are some 2017/18 highlights:

The OHC&AT Film Festival

The Digital team guided students through the entire creative process of film making from the choice of film genre and the conception of the content to the filming, editing and adding a soundtrack. They enabled them to produce their very own short films that were screened at our first ever Film Festival to a packed audience.

Pod Radio Launch

September 2017 saw the official launch of our community digital radio station, "Pod Radio". Our students broadcast live from our college centre in Quadrant House, Sutton, on Tuesdays and Wednesdays. Shows cover a variety of topics from movies and video games to news and current affairs. You can tune in and listen at www.spreaker.com/user/sharespace.
Pod Radio is accessible to all of our students, they can either visit the Pod in Quadrant House or access it remotely. The benefits are numerous, from team working and improved communication skills to increased confidence and self-esteem. We have already engaged with some podcast gurus in music, media and sport, so if you would like to get involved with Pod Radio and feature as one of our special guests, please get in touch.

RE:CODE London

Students took part in RE:CODE London, an initiative run by the Mayor of London, the LEGO® Group and Institute of Imagination. They built eco-friendly vehicles to tackle the capital's air pollution. They put their coding and building skills into practice and created a range of vehicles out of Lego and that were activated via iPad. Students then got to parade their pollution-busting automobiles along a specially designed street built entirely out of Lego.

RE:CODE London

Augmented Reality

Augmented Reality (AR) blends the digital world with reality by allowing users to scan everyday items using a smartphone, tablet or VR headset and seeing digital content appear that relates to that object.

We have used AR to bring static items to life and as a training tool for both students and staff. We have also used it to make our display boards interactive and to make lessons truly interactive.

The DigiCafe

A great new initiative launched at the Riverside Centre in Hackbridge, the DigiCafe. Every Wednesday (during term-time) from 11.30am – 1.30pm you can pop in for coffee and a slice of homemade cake, or sample one of our savoury mini-bites all made and served by our students.

Whilst you are there you can check out the latest apps, game on our Nintendo Switch, have a chat about all things digital, and there will even be a Lego Education zone – perfect for parents with young children.

We will also be on hand to give you specialist information about the best digital resources for children and young adults, particularly those with special education needs and/or disabilities.

When you visit, don't forget to pick up a DigiCafe loyalty card and collect a stamp each time you purchase a hot beverage - for every five cups you buy you will get the sixth one free!

We look forward to welcoming you to the DigiCafe soon!

Our Supporters

- Greater London Authority – *Education and Youth Team*
- Coventry University – *The Disruptive Media Learning Lab*
- Institute of Imagination
- Lego Education
- Harlequins Foundation
- Riverside Centre
- Hollis Technology

Our Vision

- Students leaving Orchard Hill College & Academy Trust (OHC&AT) will have gained valuable digital skills and experience, leading to sustainable jobs in the digital sector
- Our range of products and services will continue to grow and we will work in partnership with sponsors to realise their commercial value
- We will be recognised by the digital sector as a unique and valuable enterprise
- We will be a sustainable enterprise receiving philanthropic investment and multi-year grants
- Our local communities will have an appreciation of the abilities and valuable contribution of our students

Get involved

If you would like find out more about the Digital School, call us on 0345 402 0453, or email enquiries@orchardhill.ac.uk and let's make digital truly inclusive.

Apprenticeships progress

The Apprenticeship programme is up and running across OHC&AT. Here we meet Head of Apprenticeships, Susan Barnes, and three apprentices to tell us how they are progressing.

Bedelsford School in Kingston is one of our first schools to undertake apprenticeships in Supporting Teaching and Learning in Schools (STLS) and Healthcare Support.

The Apprenticeship programme has been met with a high level of support from senior management, heads and business managers as they support the upskilling of existing staff, which in turn helps maximise the learning and life opportunities for pupils.

Currently at Bedelsford there are four staff apprentices undertaking STLS qualifications and four staff apprentices on the Healthcare Support course. These Level 3 programmes, which are accredited through the awarding body CACHE NCFE, have a modular format and last a total of 18 months. The learning format ranges from face-to-face classroom based teaching, one-to-one sessions and online learning.

Evidence of learning is gathered and recorded by a variety of assessment methods, such as, assignments, professional discussions, observations and reflective accounts of the apprentices' work.

Bedelsford's STLS and Healthcare Support apprentices have already covered a wide range of topics as part of their apprenticeship programmes including safeguarding, legislation, reflective practice and how to tailor personalised learning and healthcare and learning support to the pupils.

Emma started the STLS Apprenticeship in April 2018:

I qualified as a hairdresser but soon realised it wasn't the right career for me. I was looking for a career change and a family member recommended working at Bedelsford School so I applied and haven't looked back! When we were offered the Apprenticeships I decided to do the Supporting Teaching and Learning in Schools option; my goal is to become a qualified teacher so this is the perfect first step.

The course is going really well, we've had guest speakers and specialist training, plus a bi-weekly meeting with the Head of Apprenticeships for mentoring, coaching and to deliver the theory aspects of the course.

> *"I've learnt different techniques to get pupils engaged*
>
> *- Emma*

In the classroom I feel I provide much better support to the Teacher as I have a greater understanding of all the background work that has been put in, there's so much more to it than just delivering the lessons.

Ella started the Healthcare Apprenticeship in April 2018:

I finished 6th Form and did some work experience at a SEN school and absolutely loved it. I have a real interest in healthcare and hope to one day work in nursing so I chose the Healthcare Apprenticeship. We have support from teachers, nurses and therapists who teach and observe us. At the moment we're covering core units such as safeguarding and I'm really looking forward to starting the five specialist units I've chosen.

Jonny started the Healthcare Apprenticeship in April 2018:

After finishing my studies I had a holiday job at a summer SEN club, then I worked one to one providing family support in the community. A friend worked at Bedelsford and recommended it as a great place to work; I've now been here for six years so it was a good recommendation!
I've found the reflective practice part of the course particularly valuable, it's made me think in depth about what I'm doing so I'm more mindful of my practice and how I'm supporting pupils.

Teacher Training at Orchard Hill College: *Specialist pathway*

In collaboration with Canterbury Christ Church University, Orchard Hill College offers an excellent route to train as a teacher part-time whilst you work.

The programme is aimed mainly at those wanting to teach in the post-14 sector, in schools or colleges. There are two programmes which are taught alongside each other: the Professional Graduate Certificate in Education (ProfGCE) and the Diploma in Education and Training (DET).

The course has a specialist focus on how to teach people with special educational needs. The study is based around six modules, including:

- Introduction to teaching learners with SEND
- Assessment
- Applying theory to practice
- Reflective practice
- Developing practice in teaching learners with SEND
- Policy and professional practice

For details visit www.ohcat.org or call 0345 402 0453

Occupational Health Focus

Lisa Watkins, Nursing Manager at OHC&AT, talks about the importance of workplaces gaining an understanding of Occupational Health to support employees to thrive in the workplace.

What is Occupational Health?

Occupational Health (OH) Services manage the safety, health, and welfare of people at work.
At OHC&AT we aim to provide an Occupational Health Service for staff who require support to enable them to fulfil their role within the organisation.

How can it benefit workplaces?

Our Service is one which aims to understand in detail the staff needs in their own areas of work, creating management plans in partnership with individuals and the organisation. These plans will be created, developed, monitored and managed by an Occupational Health Nurse Practitioner to ensure that the staff are supported to do this and the establishment gets what they need.

By monitoring closely all referrals, we will assist staff through times of ill health, return to work or rehabilitation. Where permanent changes are required we will encourage staff and managers to explore appropriate work within the organisation.

Proactive health promotion features in our service, addressing individual health needs as well as supporting any mandatory screening and vaccination management.

Quality Occupational Health services are key to decreasing staff sickness levels and increasing retention of staff teams, resulting in increased productivity for all.

Where can employers go if they need OH support?

OH provisions can be an in house service, with the organisation directly employing a suitably qualified OH Nurse Advisor / Practitioner with multi-disciplinary support.

Alternatively there are many external OH providers who can be contracted to manage referrals as they arise.

How can an employer support someone with a learning difficulty?

For people with learning disabilities, securing and then maintaining paid employment can be extremely challenging. Statistics published by the Health and Social Care Information Centre suggests that for regions across England in 2014-15 less than 8% of working age people have such employment. Where those with learning disabilities are employed, it is essential they are supported to maintain their employment. Occupational health professionals can be pivotal to this.

Quality employee support starts with early referral to OH to establish a detailed, appropriate effective assessment and report. Wadell et al (2008), Black and Frost (2011), and Lewis and Thornbory (2012) highlight the importance of early referral to OH and the positive impact on quality case management.

Harriss and Cooper (2005) suggest that, to effectively support the employee and assist the employer to fulfil their duties under the Equality Act 2010, the OH Nurse requires full knowledge and understanding of the employee's health needs, abilities and expectations around their prospective role.

Following an holistic assessment, The OH Nurse should create a report outlining any recommended reasonable adjustments, potential risk assessments and support the employee may require to fulfil their role. This allows managers and employees to come together and plan an appropriate orientation and support plan which will allow the employee to fulfil their role safely and effectively within the organisation.

About Lisa

Lisa was a Nurse for 27 years before further qualifying as a Specialist in Occupational Health and Public Health.
She has worked in SEN for 15 years, and outside of work she runs a weekly swimming group for people with learning difficulties, something she has been running every week for 28 years!

Orchard Hill College & Academy Trust

What can you gain from a career at Orchard Hill College & Academy Trust?

- An organisation with a strong ethos and culture focused on our pupils and students with SEN
- Comprehensive training and development from our in-house Training School
- Partnership with Canterbury Christ Church University delivering teacher training qualifications
- Scope for career progression across seven college centres and 13 academy schools
- Generous annual leave and flexible working schemes
- Defined benefits pension scheme
- Childcare vouchers and enhanced parental leave schemes

...and many more benefits!

Don't miss your opportunity to enhance your career and make a difference to the lives of young people.

Visit www.ohcat.org/vacancies to see our current vacancies!

ohcat.org 0345 402 0453 enquiries@ohcat.org

innovatingminds

BELIEVING IN MENTAL HEALTH

Students are less anxious and are somewhat keener to work with and talk with staff particularly when there is an issue. The severity of student behavioural incidents has decreased.

Laurie Cornwell, Executive Principal
OHCAT

A whole school approach to mental health

Innovating Minds is an award winning social venture that cares about helping young people with their emotional and mental health throughout their education.

We are determined to create mentally healthy educational environments. We do this by working within schools to deliver bespoke packages of support which include access to therapy, consultation, supervision and training.

We believe that everyone should have the best opportunities to achieve their aspirations, so we deliver flexible services to ensure we are responding to the schools and students' needs.

Everything we do has been carefully researched and comes from a strong evidence base with support from Keele University.

There has been a noticeable difference in relationships within the school team. The staff seem much more positive with a can-do persona.

Katey Thompson, Head Teacher
Hart Hill Nursery

It has been invaluable understanding how reflective practices can positively impact the mind-set of teachers and how this feeds into the way we teach as well as to gain in depth knowledge of students and use this reflective knowledge to alter the methods we use to educate.

Michelle Stephens, Assistant Principal
Young People's Academy

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