We're proud to support Orchard Hill College & Academy Trust

Looking for work in special needs?

Teachers Tutors Learning Support
Classroom Assistants

Temporary and permanent work in special schools & units

Call the team on 020 8971 1294 or email londonsend.southwest@protocol-education.

protocol education

www.protocol-education.com

Include

Issue 1. Autumn 2017 Orchard Hill College & Academy Trust 'Family' Magazine

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 six college centres and nine 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.orchardhill.ac.uk/jobs to see our current vacancies!

www.orchardhill.ac.uk 0345 402 0453 enquiries@orchardhill.ac.uk

Welcome

At the start of another exciting year for Orchard Hill College and Academy Trust (OHC&AT), we are delighted to welcome you to the first edition of Include, which we hope will give you an insight into the work we are doing in your community.

It has been a privilege to be part of the growth and transformation of OHC&AT over recent years and there are still exciting times ahead as we continue to grow our 'family' of specialist providers. We are steadily extending our reach within the community across different age groups, needs and provision.

Improving opportunities and outcomes for our pupils and students remains at the heart of what we do. We give pupils and students the benefit of our expertise to ensure they leave education confident that they have developed the skills they need to achieve their ambitions.

Dr Caroline Allen OBE
Principal & CEO
OHC&AT

Contents

04-05 Awards
Celebrating the amazing achievements of our students

06-07 Working Together
An inclusive multi academy trust

08-09 The OHC&AT 'Family'
A snapshot of our specialist provision

10 Academy Profile
Spotlight on Carew Academy

11 WorkStart
Helping our students into the world of employment

12-13 Apprenticeships
Hear from our hardworking Apprentices

14-15 The Digital School
Learn of the latest developments from our student-led digital school

16-17 The Training School
Specialist training tailored for the SEN workforce

18 Student Artwork Enterprise
Student artwork for sale!

Some of the articles in this magazine are available in accessible format; look out for the QR codes.

Follow us on Twitter @OHC_College

Orchard Hill College
Carew Academy
Dysart School
St Philip's School
Young People's Academy
The Skills Hub
Bedelsford School
Nightingale Community Academy
The Link Primary School
The Link Secondary School

Orchard Hill College's Outstanding Achievement Awards

Orchard Hill College (OHC) students and their families were dressed to the nines in the beautiful surroundings of Epsom Downs Racecourse to celebrate with their friends and receive their awards at the end of a successful year.

Special guests included The Mayor of Sutton, Lord Tope and Trustee, Dr David Watkins who presented students with their certificates – each one personalised to commend their significant achievement on completing their courses. Guests were then presented with a piece of student artwork as a special thank you.

The evening was a fantastic celebration of all our students' achievements, described by one guest as "an amazing event – the perfect balance between formal and friendly, high profile and family-centric."

Lisa Watkins, Nursing Manager, says: "It was a fantastic night for everyone. The staff teams are so proud of their students, they looked amazing and had a wonderful time."

Dr Caroline Allen, Principal and CEO, says: "The evening was the perfect celebration to highlight the achievements and outcomes, of each and every student as they move onto their future destination. We would like to wish all our leavers the very best for the future, and hope they stay in touch as alumni and keep us updated with their progress."

Orchard Hill College Award Winner at the House of Lords

We are delighted to announce that Josh, an Orchard Hill College student, won the Best Learner Award at The House of Lords.

The Committee of South London Principals (COSLP) holds its annual Best Learner Awards in the summer term and this year Josh attended with family and staff to receive his award presented by Lord Tope.

Josh joined the College's Building Skills for Independence (BSI) course in January 2014 and has become a role model for his peers. Leading on the College student voice forum, he has been a regular contributor to the College magazine.

During the course, Josh was able to secure a work placement at Resolve Solvency firm, based in Tower Bridge which helped him to develop travel skills. Through working at Resolve, Josh gained confidence and independence as well as skills required in administration which he can transfer to future employment.

Josh began the course living with his foster parents and through developing his new skills he has now been able to move into supported living accommodation.

Josh is a keen sportsman and with the support of the College, he takes part in MENCAP wellbeing sessions and has successfully participated in Crystal Palace Disability coaching sessions.

Indy Sunner, Head of College Centre, says: "Josh has made outstanding progress in every area of our BSI course. To see Josh shine in confidence and make choices that have had such an impact on his life has been amazing to watch and be a part of."

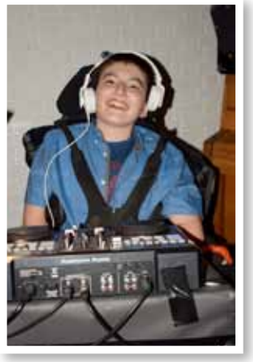
Our OHCAT academies had a lot to celebrate too!

Young People's Academy and The Skills Hub

Proud students and teachers from Young People's Academy and The Skills Hub received their Jack Petchey Awards presented by John Hensley, the Mayor of Hillingdon, who honoured students for their outstanding contributions and achievements in the last academic year. The ceremony that took place at the Beck Theatre, Hayes, was also an opportunity to see performances of students from other schools.

Students Tony and Connor were nominated by staff and fellow students. Tony, who was nervous about going on the stage in front of lots of people said "I feel really proud and happy that I went up there and received my award. It was a really enjoyable evening!" Miss Watson was also there to collect her Outstanding Leader Award and added "it was a great feeling to receive an award that I had been voted for by the students and other staff, I feel so honoured. It was brilliant to see all the achievements being celebrated by so many talented young people from all over the Borough".

Bedelsford School



The whole Bedelsford team was excited and proud to hold its first ever prom and awards event, which was also a great way to celebrate the end of another successful school year.

After the formal awards were presented, the Hawaiian-themed disco kicked off, complete with music, lights and their very own student DJ Jack, who had prepared diligently, gaining both skills and confidence to deliver his first ever live set.

All the families commented on how wonderful it was to be together and to see the students really enjoying and celebrating their achievements so enthusiastically. It was a particularly pertinent evening for the Sixth Form Leavers, but very apparent that all students enjoyed celebrating the success of others as much as their own. The evening finished with a conga to 'Show me the way to Amarillo'!

Carew Academy

Carew Academy held their fantastic awards ceremony in the summer term.

The evening was a celebration of the students' achievements throughout the year, including individual awards, whole class awards and merit achievements, as well as a chance to showcase some great musical acts. The ceremony, attended by CEO Dr Caroline Allen, was enjoyed by students, parents and staff alike.

Working Together

Inclusive Mainstream and Specialist SEN: The Benefits of a MAT for Pupils with SEND

Membership of a MAT comprised of like-minded provisions with respect to ethos and values, visions and aspirations, creates an organisation that has real strength in depth; it becomes greater than the sum of its parts.

John Prior, Executive Head and Deputy CEO of OHC&AT, talks about the benefits and opportunities for Special Education Needs schools in joining Multi-Academy Trusts

Orchard Hill College Academy Trust (OHCAT) started in 2013 and currently works across nine Special Education Needs (SEN) academies in London. The sponsor is Orchard Hill College, a well-established specialist college for SEN, with six college centres across London. In the future, we'd like to include inclusive mainstream provision and build on our specialist support for mainstream schools and colleges, so students can also remain in mainstream if possible and appropriate.

The benefits of Multi-Academy Trusts (MAT) for pupils with Special Education Needs and Disabilities (SEND) can be encapsulated within the following areas: building capacity; promoting innovation and nurturing talent; maximising resources; strengthening advocacy.

Building capacity

Membership of a successful MAT creates the space for senior leaders to direct their expertise and knowledge to the core business of teaching and learning. Where the MAT has well established learning and business support services, the benefits to the individual schools and provisions are realised through effective distribution of leadership and management allied to specific skills sets. Such a model mitigates the risk of a Headteacher needing to be "all things to all people" and whose capacity to deliver may be spread so thinly as to reduce the overall impact of the school's or college's work on student outcomes.

Promoting innovation and nurturing talent

Whilst it may not automatically follow that greater quantity equates to better quality, arguably where there is a larger skill-set to tap into, this happens by default. This is further strengthened when this talent pool sits inside a broader organisation that has commonality of purpose and drive. The SEND sector continues to experience increasing complexity of profile amongst its students, students who demand that we respond to their diverse needs within a paradigm of a social model of disability and can-do approach. Consequently, the need for innovation has rarely been more pressing.

At OHCAT, we have developed several strategies for promoting innovation and developing talent, including Innovation Hubs, The Digital Learning School and The Training School. These have a dual remit to develop truly creative models of delivery, whilst simultaneously identifying "rising stars" who help to keep the organisation dynamic and responsive. Not only does this provide pupils and students with the best possible offer, it also serves to support the recruitment and retention of high-quality staff by creating new opportunities and responding to the steer of all stakeholders.

Maximising resources

Sometimes "economies of scale" is used as a phrase to convey doing more for less. However, there are real material benefits to students in ensuring that resources are deployed effectively and not duplicated. Within the context of an efficient and culturally aligned MAT, the opportunities for meaningful economies of scale are numerous. Sharing expertise via established school-to-school support processes, generating openings such as secondments, internships and apprenticeships and creating space for cross-provision networking all lend themselves to efficiency allied to quality outcomes. Furthermore, by looking critically at traditional structures (such as 'one school, one head') we permit ourselves to think more expansively about the organisation as a whole. This in turn promotes staff development, diverts new revenue to growth areas and ultimately improves outcomes for students.

Strengthening advocacy

It is increasingly critical that students with SEND have an effective and coordinated voice with respect to policy development, attitudinal shifts and national trends to ensure that the sector can be as responsive as possible to safeguard their interests and to support social mobility. This is even more pertinent within the current context whereby high needs funding may be viewed as a pull on increasingly limited resources. A successful SEND MAT that is fully representative of all designations of SEND, including alternative provision and specialist college provision, is well-placed to exert influence and apply a commanding narrative to national and regional debate. This combined perspective lends weight to the advocacy for our most vulnerable students. In addition, it can create a platform whereby the SEND sector is viewed in a less marginal way, one which provides a confident position from which to engage colleagues, employers, funders, policy makers and other stakeholders.

> **Within the context of an efficient and culturally aligned MAT, the opportunities for meaningful economies of scale are numerous**

Case Study

Successful transition back into mainstream

Thomas: Year 10, Young People's Academy

Thomas joined Young People's Academy (YPA), a provision for children with social emotional and mental health issues, in 2013.

Thomas had a negative experience of primary education at a school outside our group. During his time at YPA, Thomas has grown into a mature, studious and respectful student who has excelled in his learning and behaviour. His last report detailed that he is making or exceeding expected progress in all of his subject areas.

Thomas is now accessing GCSE triple science at a local mainstream school, which he is really enjoying. He has been engaging well with the course and his new peers.

Thomas also attends a practical mentoring programme run by Dallaglio RugbyWorks and recently appeared in their promotional video.

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.

The OHC&AT 'Family'

OHC&AT is a 'family' of education providers and services located in four local community hubs in London and Surrey with six college centres and nine academies. The family of providers meets the needs of around 800 students and their families across 26 local authorities.

Orchard Hill College – Ashley Jordan-Diaper, Head of College
Orchard Hill College is an Outstanding independent provider and offers specialist education programmes for students aged 16 and over in six main college centres.

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

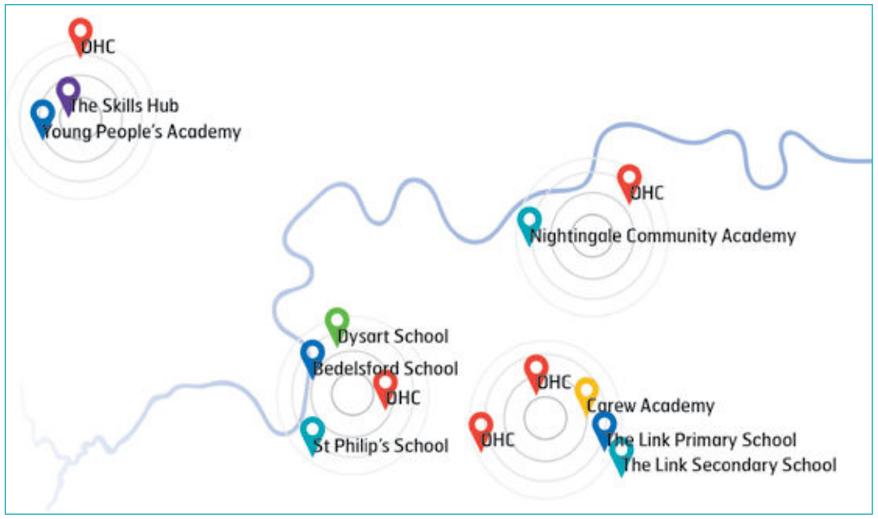
Dysart School – Leigh Edser, Headteacher
Dysart School in Surbiton is a provision for pupils aged 4-19 who have a range of severe and complex learning needs including autism.

St Philip's School – Ben Walsh, Headteacher
St Philip's School in Chessington is for pupils aged 11-19 with a wide range of ability levels and additional learning needs, including complex autism

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

The Skills Hub – Laurie Cornwell, Executive Head
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 – Julia James, Headteacher
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 – Andre Bailey, Headteacher
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 – Sandy Turner, Headteacher
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 – John Reilly, Headteacher
The Link Secondary School in Beddington provides for students aged 11-19 whose primary need is speech, language and communication.

The DfE visits the OHC&AT Family

Students, pupils and staff from across OHC&AT were delighted to welcome 25 officials from the Department for Education (DfE) to give tours, answer questions and speak about their experience in education.

The officials met in the morning at Bedelsford School in Kingston for an introduction then split into smaller groups to enjoy visits to different College Centres and schools within the OHC&AT family of providers.

Students and pupils enjoyed the responsibility of giving the tours and talking about what they're doing at school and college, and delegates from the DfE clearly enjoyed our students' candour and honesty!

The tour gave the officials the opportunity to meet students and see first-hand the amazing progress and personal experiences of our pupils and students. Feedback from the DfE was extremely positive, they truly benefitted from this opportunity to understand more about the environment in which the schools and college operate and the leadership challenges they face.

The whole day was a fantastic opportunity to welcome the DfE in to OHC&AT to see for themselves the amazing work of our pupils, students and staff.

Orchard Hill College
Carew Academy
Dysart School
St Philip's School
Young People's Academy
The Skills Hub
Bedelsford School
Nightingale Community Academy
The Link Primary School
The Link Secondary School

Spotlight on: Carew Academy

Carew Academy is a community special Academy for pupils aged 7-18 with a wide range of ability levels and additional learning needs, including complex special needs. It was the first school to join Orchard Hill College Academy Trust (OHCAT) in 2013.

Over just a short few years, the partnership with OHCAT has transformed Carew Academy from 'special measures' to being judged as 'Good' with 'Outstanding' features for the behaviour and safety of pupils in its most recent Ofsted inspection.

The journey the school has taken has been incredible; there has been an increase in courses on offer, including a wider range of GCSEs than ever before, results and outcomes are significantly improving, and the support and feedback from parents and carers is outstanding.

This year students have taken part in The Duke of Edinburgh Award, and have also enjoyed a number of exciting day and residential trips including Centre Parks, PGL, Jamie's Farm, Juniper Hall and Brunel University. It's no wonder that one parent said "my child loves coming to school. I never thought that would be possible. Thank you, Carew Academy!"

The results this year were a firm indicator of the school's progress. Principal, Mr Watkins, was delighted, saying "this is the best set of results ever for Carew Academy – we are so proud of our students. We have seen students achieve great results in English Language, Mathematics, Science, Art and Physical Education GCSEs. 100% of our Year 11 and Year 13 students are continuing in Further Education."

My child loves coming to school. I never thought that would be possible. Thank you, Carew Academy!

One student celebrating his GCSEs, joined Carew Academy in Year 7 and was a disengaged and resistant learner. He would abscond and lacked the motivation and confidence to apply himself to his school work. However, over time, he has become an enthusiastic and lively member of the school community. He has taken part in a number of extra-curricular activities and developed focus, resilience and dedication that have seen him through to achieve his GCSEs,and now he's continuing to further education at Nescot.

Over the years, Carew Academy has built strong links with the local community through work experience, volunteering, local visits, special visitors to school and guest speakers in lessons and at events. Councillor Ruth Dombey, Leader of Sutton Council, recently joined an event and said "the school is making such a difference to the lives of our young people. I am immensely proud of all that you are achieving."

100% of students are going on to further education

As Carew Academy embarks on the start of a new academic year, staff and students are excited to see what new challenges, experiences and successes await, and look forward to fulfilling their school motto: Let's Show What We Can Do!

WorkStart at Orchard Hill College

WorkStart courses at Orchard Hill College provide an excellent opportunity for anyone over the age of 19 who would like to gain experience and qualifications in work related learning.

Courses range from Entry Level to Level 1 and Level 2 (GCSE level) and time spent in college ranges from four to 16 hours per week.

WorkStart courses are highly individualised to students' additional needs, and support is provided by our teams of specialist tutors and job coaches.

Students who have participated in WorkStart courses at the College have gone on to:

- paid full-time or part-time employment
- a place on an apprenticeship
- supported employment
- long-term volunteering

How to apply?
If you're interested in a WorkStart course and would like further details or to apply, please call 0345 402 0453 or email enquiries@orchardhill.ac.uk

Case Study

Brandon – successfully achieves employment!

Brandon joined the Traineeship course at Orchard Hill College because he was very keen to gain paid employment in a maintenance or caretaker role. Brandon had previously attended a course at another College in multi-skilled construction, however it did not work out for him.

Throughout the course, Brandon was enthusiastic, hardworking using his initiative to actively look for work alongside our Job Coaches. Keen to put his practical skills to use, he started with a work placement as a handyman assistant at the historic house and gardens of Fulham Palace. The staff at the palace were singing Brandon's praises, saying how impressed they were with his dedication to the role.

Following the success of his initial work placement, Brandon's Job Coach arranged an interview at the Kingfisher Leisure Centre, part of the Places for People group. Brandon was able to put his interview training and coaching skills into practice, alongside the skills learned on his work experience at Fulham Palace, and he successfully secured a work placement as a Maintenance Assistant.

Brandon made a fantastic impression on his colleagues at the Kingfisher Leisure Centre throughout his work placement, and has now achieved a permanent paid role, with the centre's manager saying just how impressed she was with Brandon's work ethic and commitment to his role.

Brandon's story demonstrates how persistence and determination can lead to success. Work Placements Manager, Oliver Connolly says "Brandon has impressed everyone on the course with his positive attitude to work. His employers are very pleased to have such a reliable employee."

Apprenticeships are the Future!

Apprenticeships are growing and here to stay. The Government has set a target of three million apprentices by 2020.

The history of apprenticeships goes back to the Middle Ages with the 'master and apprentice' relationship. By the late 19th Century, the scope of apprenticeships had widened to encompass new areas such as engineering and shipbuilding.

Today, apprenticeships reflect all sectors in the economy and can be accessed at various levels from Level 2 (GCSE equivalent) to degree Level apprenticeships.

What is an apprenticeship?

Apprenticeships are all about on-the-job training and skills development:

- The apprentice must be employed in a real job – they can be an existing employee or a new employee. There is a wage structure for apprentices with different hourly rates dependent on age.
- The apprenticeship training must be at least 12 months and the apprentice must spend at least 20% of their time in off-the-job training.
- Maths and English are included in the programmes for those who have not yet reached Level 2 (GCSE Grade C or equivalent).

What's happening at Orchard Hill College?

The College has been offering apprenticeship training since September 2016. The decision to offer apprenticeships was taken following the successful Traineeship programme which the College started in 2014. Currently, the College employs apprentices in Customer Services, Digital Learning and Finance. All are doing brilliantly, and you can read two of their stories here.

From September 2017, the College is planning to run apprenticeship training in Clinical Health Care Support, Supporting Teaching and Learning in Schools and Customer Service.

Interested to learn more?

If you would like more information about apprenticeships, further details or to apply, please call 0345 402 0453 or email enquiries@orchardhill.ac.uk and choose the Assessments and Placements option.

Case Study

Aaron – Digital Learning Apprentice

Aaron joined the Traineeship course at Orchard Hill College (OHC) in September 2015 and following successful completion progressed onto the Digital Learning Apprenticeship at OHC. This is his story...

Aaron joined as a confident young man and had a good knowledge of IT. He was very clear that he wanted to gain the IT skills needed to achieve paid employment.

During his year at College, Aaron successfully completed several work placements, including The Bridge in Leatherhead, where he worked with people with learning difficulties and he also completed a placement at a Little League football team during weekends and evenings.

Aaron completed his Personal Progress Accreditation to a high standard and was able to transfer the skills to the work place and gained Level 2 English in speaking, listening and writing. Aaron was always willing to support his peers while on his course.

Aaron applied for the Digital Learning Apprenticeship at OHC and successfully achieved a place. He is on target to complete his apprenticeship by the end of the year.

Aaron says: "I was really excited to start my apprenticeship as it was the first job I ever had. I am in the process of building my own webpage and learning to code, which is amazing and I am really enjoying it!"

David Noble, Digital Learning Developer at OHC, says: "Aaron is doing brilliantly and has instantly become a part of the team!"

Case Study

Lauren – Customer Service Apprentice

Lauren started with no academic qualifications and was very shy. Lauren's confidence has grown enormously through completing the Traineeship at OHC; she obtained her Personal Progress Accreditation to a high standard and was committed to the programme, always punctual with 100% attendance. During this time, she also undertook work placements at Officer's Club (a clothing store), Beanies Café in Carshalton and Ronald McDonald House in Tooting.

Lauren has also gained her Level 1 in English and maths, attending revision classes in her own time to enable her to achieve these qualifications. Following this success, Lauren applied for an apprenticeship at OHC and secured a place on the Customer Service Apprenticeship.

Pat Bojduniak, Lauren's lecturer, says: "Lauren was an excellent student; she completed her work to a high standard. She will be a great asset to any employer."

Lauren says: "The Traineeship helped me to develop employability skills, working and studying with fellow students all aiming to achieve the same thing. Staff are very supportive, friendly and I knew I could call Pat when I needed support. I was so excited to start my apprenticeship at OHC!"

idl
www.idlcloud.co.uk
Indirect Dyslexia Learning
Primary School Multi User Licence - £399
Secondary School Multi User Licence- £599
Annual Renewal Fee - £100

IDL is a literacy and specialist dyslexia support software programme developed around five basic principles:

1. Multi-Sensory
2. Individually Tailored
3. Independent Learning
4. Simple to Use
5. Distraction Free

Schools currently using IDL have reported that pupils' reading and spelling ages increase on average by around 11 months after just 26 hours of use.

Ascentis Awarding Organisation

For more information please contact us on 01524 580665 or email comm.admin@ascentis.co.uk

Contour

Designed by Orchard Hill College students

My Digital Story

Why Contour?

- Intuitive design
- Interchangeable interface
- Customisable design
- Engaging

Ease of use for students & staff

- Accessibility features
- Clean , minimal design
- Easy to use CMS
- Multi platform use

Our customer promise

- Customer care line
- Online support
- Training supplied
- Free guide booklets

Take your work with you

- Can be used on the go
- Upload photos anywhere
- Change curriculums
- Give the student control

www.orchardhill.ac.uk **0345 402 0453** **enquiries@orchardhill.ac.uk**

The Digital School, Quadrant House, Sutton SM2 5AS

The Digital School

The Digital School at Orchard Hill College & Academy Trust is a student driven entity that develops innovative and engaging digital resources.

The Digital School is changing the way technology and education interact, and students are working on a range of leading edge digital products to suit both special education needs and mainstream educational providers.

By working in The Digital School, students are developing skills and knowledge in a real work environment, enabling them to obtain employability skills and valuable work experience.

Read below to find out about two exciting developments from The Digital School that are helping shape our students' futures...

The Pod: a student-run radio station coming soon

Students and staff at Orchard Hill College are excited to announce the imminent launch of a new student-led radio station called The Pod.

Students have been recording radio shows for some time and this dedicated student-led radio station will build upon the skills and resources already in place enabling students to produce and star in their own radio shows.

In the future, we hope to set up links with community radio stations to create opportunities for students to take part in work placements.

Contour – My Digital Story

Contour is an e-portfolio designed by students for students to track their learning journey where ever they are. Students can safely upload photos and other evidence to their e-portfolio to support progress against their individual learning targets.

Contour puts students in control of their learning in a fun and engaging way whilst evidencing their learning journey and developing valuable technology skills.

"We are very excited about this excellent piece of software which allows students to take control and be independent learners" Nash College.

Interested in learning more?

Contact The Digital School on 0345 402 0453 or enquiries@orchardhill.ac.uk

The Training School

The Training School at Orchard Hill College & Academy Trust provides specialist training to over 800 teaching and support staff within its nine special academies and the college's six centres across London and Surrey.

As an outstanding provider for students with Special Education Needs (SEN), we also play a role in providing Continuing Professional Development (CPD) opportunities to other special and mainstream schools, and to individuals wishing to seek a career in teaching.

The Training School is committed to providing training to professionals at all levels including governance and also supports local businesses in apprenticeships and other work based training programmes.

Our high quality training requires us to be up to date in SEN research,

innovation and new technologies and these are the fundamental principles of The Training School. Our training and CPD offer reflects current education policy as well as new developments in student support.

Routes into Teaching

Great teachers transform lives and The Training School exists to make sure that every young person regardless of their background, has access to a great teacher to allow them to achieve their full potential.

The programme on offer through The Training School can lead to a Diploma in Education (DET) validated by Canterbury Christ Church University; Qualified Teacher Learning and Skills (QTLS) or Qualified Teacher Status (QTS).

gompels healthcare
www.gompels.co.uk

Supplying Orchard Hill College & Academy Trust since 2008 with healthcare consumables

Next day delivery service

High quality own brand range

Family run business

Browse our vast range of low cost products online at
www.gompels.co.uk

together
WE CAN SAVE

90 second interview with Tom Morgan

Tom tells us about his life as a teacher at Orchard Hill College (OHC).

Tell us about yourself...
My name is Tom Morgan and I am 31, I live in the Sutton area with my girlfriend. I am really into my sports, especially football and cricket.

Why did you decide to become a teacher?
When I turned up on my first day at OHC I did not really know what I was getting into to be honest. All the staff were very friendly and helped me to settle in. Then the students arrived and I just really enjoyed it and haven't looked back since!

What route did you take into teaching?
I started off as a teaching assistant and I have worked my way up through being a Specialist Teaching Assistant and now a lecturer.

Why did you choose that particular route into teaching?
It all happened very naturally to be honest. I have learnt on the job through really great colleagues as well as all the students of course.

If you were something else before you were a teacher, what did you do and why did you swap?
I used to be a fitness instructor and I worked in a gym. I think I went into teaching because I wanted more of a challenge, better career prospects and also more sociable working hours.

What are the best and worst bits about your job?
The best bits are seeing the students' progress and achievements throughout their time at OHC. Also every year is different, you meet lots of new people. It never gets boring that's for sure!

The worst bit is probably all the late nights doing paperwork.

What do you personally get out of being a teacher?
It is a very rewarding job when you see the progress the students make. I also enjoy being active and overcoming the various challenges of being a teacher.

How are you influencing pupils' lives for the better?
I have helped students to get jobs they can continue after OHC, I have also helped students to transition into supported living.

What attributes do you need to become a teacher in a setting like yours?
I think you need to be quite a flexible person, you need to be full of energy and ready to work hard. I also think it is really important to be creative and able to think outside of the box.

What advice would you give others considering doing similar?
Be ready to learn something new every day. Don't be afraid to ask for help. Enjoy all the fun times that you will have with the students.

What are your hopes, professionally for the future?
I hope to keep progressing at OHC and who knows what the future will bring. Every day is amazing.

Students' Artwork on Canvas

Glazed All Over, a ceramics shop in Wallington, has been selling student artwork which has proved very popular with one customer ordering additional pieces.

Lord Tope receives student artwork from Dr Caroline Allen and Ashley Jordan-Diaper

Orchard Hill College (OHC) students with Profound and Multiple Learning Difficulties (PMLD) have been creating original paintings using a variety of different techniques including pulling string dipped in paint across a canvas, splattering paint, using a fly swat to create unique paint marks, pulling a bell through paint and dripping paint down canvasses.

The 'splatter' style has inspired the shop's ceramicist with her own artwork and she is now creating 'splatter pots' in a similar style.

I was so taken by the splatter patterns that the students had made that I started flicking paint on a ceramic pot and realised it looked really effective...

She said "I was so taken by the splatter patterns that the students had made that I started flicking paint on a ceramic pot and realised it looked really effective. Our customers often comment that the students' eye-catching artworks have inspired them whilst creating their own art."

For students to see their artwork selling in a professional setting has been an amazing real-life example of what they can achieve...

Ashley Jordan-Diaper, Head of OHC, said, "For students to see their artwork selling in a professional setting has been an amazing real-life example of what they can achieve, and now to know that they have inspired others has furthered their self-confidence, pride and motivation to continue creating their individual artwork".

The artwork was also presented to the special guests at the leavers' awards ceremony in July (see our student celebration pages on 4-5).

More information about Glazed All Over can be found on their website: www.glazedallover.co.uk

Orchard Hill College

You can empower 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 via our website www.orchardhill.ac.uk/fundraising/donate**
- **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 at enquiries@orchardhill.ac.uk or 0345 402 0453.

Thank you for your support.

Charity number 1144922