INCLUDE

Orchard Hill College & Academy Trust Family Magazine

Issue 5 Autumn 2021

Working together to transform lives

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

- Comprehensive training and development from our in-house training school
- In-service teacher training delivered in partnership with Canterbury Christ Church University
- Opportunities to engage with internal professional networks
- Access to counselling advice and support via Health Assured (our employee assistance programme)
- Commitment to wellbeing supported by our occupational health service and mental-health first aiders
- Scope for career progression across eight college centres, 15 academy schools and business support team
- Generous annual leave and flexible working schemes
- Defined benefits pension scheme
- Childcare vouchers and enhanced parental leave schemes
- Cycle to work scheme
- Membership to Perkbox

...and many more benefits

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

Visit ohcat.org/vacancies to see our current vacancies

Welcome

It has been wonderful to welcome pupils, students and staff back following the summer. We all know just how disrupted and challenging recent times have been; however, Orchard Hill College and Academy Trust (OHC&AT) has never closed its doors and we have ensured throughout the pandemic that we have remained responsive, engaged and active. That said, it is always such a pleasure to see our schools and college centres bustling with activity and energy. Thank you to our incredible staff who have skilfully supported our learners, whether socially, emotionally or academically. Thank you also to our families who have supported and worked so closely with us through the most testing of times. It is a pleasure to be able to celebrate our numerous successes and achievements over the past 12 months; see page 10

Since the College was established in 1983, it has grown from a small hospital provision into a consistently Ofsted-rated Outstanding organisation that now operates from eight college centres, providing education for students aged 16-25 with a range of special educational needs and disabilities (SEND), many of which are complex. In 2013, Orchard Hill College Academy Trust (OHCAT) was established to share expertise, build knowledge and develop specialist approaches. With the College as the sponsor, we operate as OHC&AT. As well as the College, OHC&AT is home to 15 special schools with three live free school projects currently in progress. Addington Valley Academy, our first special free school for children and young people with autism and learning difficulties in Croydon, opened the doors of its fabulous new purpose-designed building in September. Find out more on page 26. Dysart School in Kingston has pushed ahead with its second special-school led satellite provision, with huge success; see page 18.

Specialism & innovation

'Working together to transform lives' is the ethos and mission that underpins and drives our values and behaviours. Our diverse and extensive range of experts and practitioners who advocate for children and young people with SEND ensure they receive the best opportunities to realise their full potential. As an organisation, OHC&AT champions innovation and specialism, which supports creative approaches enabling the very best outcomes for the pupils and students that we are so privileged to work for.

To maximise opportunities and impact, our specialist insight and expertise is also shared through articles in high profile publications such as Autism Parenting Magazine, NASEN Connect, SEN Magazine and Teach Secondary; keep an eye out for us in the media.

I hope you enjoy this fifth edition of Include; there is lots to report on, and, as always, much to celebrate.

John Prior
CEO OHC&AT

The OHC&AT Family

Orchard Hill College and Academy Trust (OHC&AT) form a family of inclusive special education providers for pupils and students from nursery through to further education across London, Surrey, Sussex and Berkshire; representing all designations of special education needs and disabilities (SEND).

College

Orchard Hill College, an outstanding independent provider, offers specialist education programmes for students with a wide range of needs, aged 16 and over, in eight college centres:

- VPC Carshalton
- Wyvern Uxbridge
- Lomond Camberwell
- Beaconsfield New Malden
- Vocational Wandsworth
- Robin Hood Centre Sutton
- Camberwell Road Camberwell
- Addington Valley Centre Croydon

Working together to transform lives

North West London and Slough

Young People's Academy

Young People's Academy, Hillingdon, for students aged 11-16 with social, emotional and mental health needs.

The Skills Hub

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

Arbour Vale School

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

South West London

Nightingale Community Academy

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

Dysart School

Dysart School, Surbiton, provision for pupils aged 4-19 with a range of severe and complex learning needs including autism.

Bedelsford School

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

St Philip's School

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

Academies

Sutton and Croydon

Carew Academy

Carew Academy, Wallington, for pupils aged 7-19 with a wide range of ability levels and additional learning needs, including complex autism.

Addington Valley Academy

Addington Valley Academy, Croydon, for pupils aged 2-19 with social communication, cognitive, sensory and social, emotional, and behavioural needs.

The Link Primary School

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

Surrey and Sussex

Brantridge School

Brantridge School, Haywards Heath, for boys aged 6-11 with social, emotional and mental health needs, autistic spectrum conditions, including those with Asperger's syndrome, and those with a diagnosis of ADHD and associated learning difficulties.

Grafham Grange School

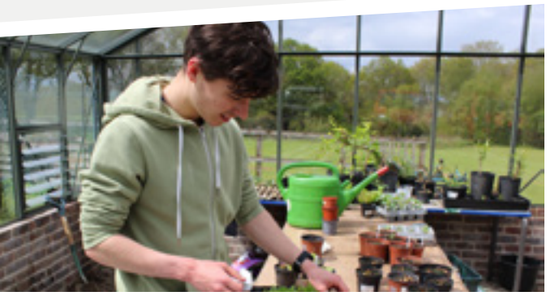
Grafham Grange School, Guildford, for boys aged 10-19 with autistic spectrum conditions, speech, language and communication difficulties, ADHD, opposition defiance, medical conditions and attachment disorders.

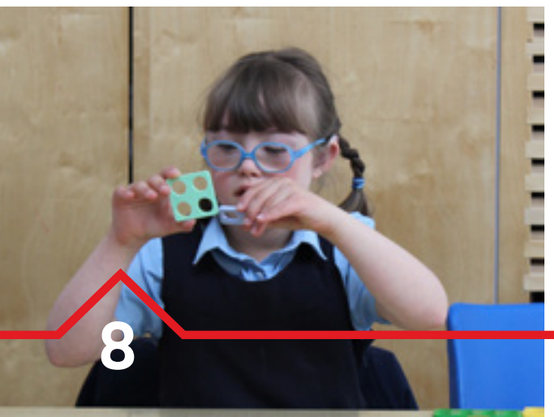
St Dominic's School

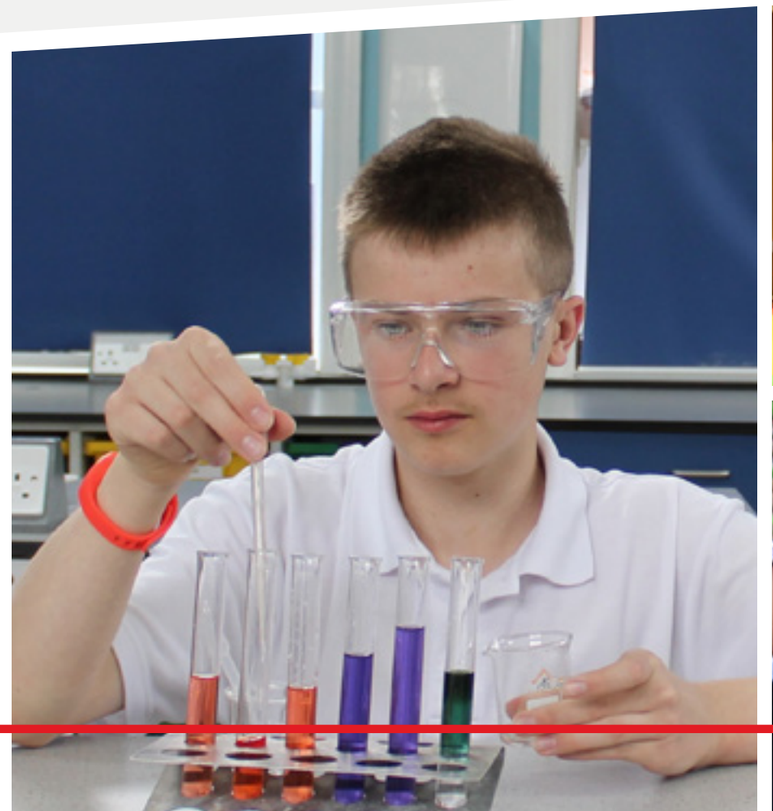
St Dominic's School, Godalming, for pupils aged 7- 19 with complex educational, health and care needs typically with a primary diagnosis of speech, language and communication needs and/or autistic spectrum conditions.

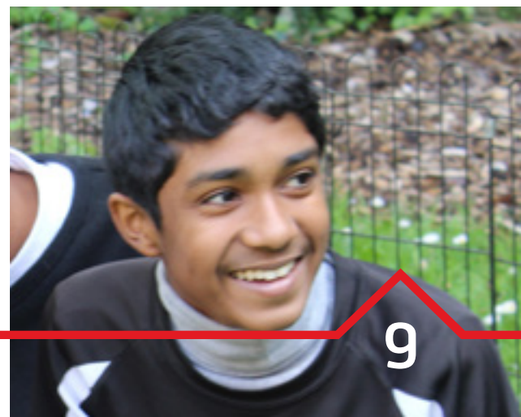
Unified Academy

Unified Academy, Dorking, for boys aged 9-16 with social, emotional and mental health needs.









Achievements and Successes

Let's celebrate our triumphs!

We are enormously proud of the astounding achievements and success across the Trust this year, more so than ever. Despite the challenges faced throughout the pandemic, staff, students, and parents have pulled together, and thanks to the wholehearted commitment of everyone we can celebrate some fantastic triumphs; well done!

Natspec Award 2021 Winner

At this year's Natspec Award 2021, OHC&AT scooped the 'Curriculum Innovation Award' for our 'Reset, Recover, Reconnect!' programme, supporting students to transition back into education after the lockdown.

Natspec judge, Nigel Evans, said, "The Reset, Recover, Reconnect! project successfully helps students return to classroom-based learning after extended periods of absence; identifying the importance of rebuilding routines, managing friendships and getting used to being a student again. The project had a strong impact on students' social, emotional and physical well-being. The model developed can easily be used in other situations e.g. returning to college after long absence."

Inspiring activities: Duke of Edinburgh's Award

Students displayed creative ways to work towards the Bronze and Silver Duke of Edinburgh Awards this year, whilst supporting local communities, including making PPE visors for local care homes, making poppies for Remembrance Day, and writing letters to vulnerable and self-isolating members of the community.

Two and three day expeditions to Hartfield also saw students setting up tents, cooking area, building a camp fire and making meals. If that wasn't enough, a ten mile walk and other activities including football and rounders ensued. Well-deserved awards will be presented this term.

Royal Mint commemorative coin: nomination

A member of the college team has been recognised for her efforts towards the Duke of Edinburgh's Award scheme and subsequently been nominated for a Royal Mint commemorative coin – an outstanding achievement.

Only 50 volunteers from across the UK will be awarded the coin. Special thanks to Frances McKay who has ensured that students continued to progress towards their awards over the past year, creating interesting and impactful volunteering opportunities.

Thriving with nature at Center Parcs

As part of the Recovery curriculum, aimed at students who had been personally affected by Covid-19, a residential trip took place to Center Parcs in Woburn Forest. For three nights, students and staff participated in an exciting range of indoor and outdoor activities to support wellbeing including; a high rope adventure, laser tag, bowling, and swimming.

This inspiring and refreshing trip enabled students to build new friendships with peers across the college; it was such a hit with students, the next trip is already in view.

Sport Inclusion Hub programme: spearheads football team

The Association of Colleges (AoC) Sport Inclusion Hub programme, gathers insight into how colleges can effectively engage disabled students in sport and physical activity. As part of this, a range of team sports was proposed to the student council panel, with the final decision resting on the creation of a football team.

Thanks to AoC Sport funding, brand new football equipment and a striking team kit have been purchased; meaning our newly established team were well-prepared and ready for their first games against other colleges. The games have kicked off with some great performance from the team; a real credit to our college, with great potential for the new season.

Southwark Playhouse: exciting partnership

The success of The Tempest performance by Lomond House students has led to further exciting news. Not only did it spark the students' enthusiasm for performing arts, it has resulted in the launch of a fantastic new vocational course in partnership with Southwark Playhouse.

Launched in September, the course will open the thrilling world of performing arts to students, providing an opportunity to participate in acting, prop and set design, as well as directing and producing at the newly opened venue.

Open-air 'Tempest' performance goes down a storm

William Shakespeare classic, The Tempest, was performed by students from Lomond House, who put their own interpretation on the play. The open-air performance, outside the Courthouse in Camberwell Green, attracted audiences from across the community.

A tale of magic, comedy, and drama, it was a superb and highly entertaining production, which the students brought to life with brightly coloured costumes and dramatic acting. Each class had a fantastic time learning lines for their scene, and worked super-hard; wonderful talent, boundless energy, and first-class teamwork.

Achievements and Successes

Walking 15,328 miles in lockdown

To encourage students to stay active while learning remotely, when access to usual leisure activities was limited, a cross-college competition was launched to walk thousands of steps! In fact, the goal was to walk enough steps to be the equivalent of walking to Mecca by Ramadan.

Using pedometers and apps to track activity, along with other ways to increase their movement, including litter picking, work experience and exercise classes, students and staff clocked up the miles. A staggering 15,328 miles were logged; comparable to the distance between London and New Zealand ... plus a little extra.

Showcasing art works in Youth Exhibition

The works of young artists from Carew Academy featured as part of this year's Youth Art Exhibition, in online galleries.

A celebration of youth art, brought together by London Borough of Sutton's Cultural Services in partnership with Arts Network Sutton, invited students from across the community to submit artworks for everyone to enjoy.

A vast selection of impressive artwork was displayed in virtual galleries, with many students representing Carew Academy; a fine display capturing the creativity of our young artists.

Unveiling the Theatre of Creativity

To meet the changing and increasingly complex sensory needs of their pupils, The Link Primary School in Beddington has recently designed and created an outdoor Theatre of Creativity. It is designed to stimulate pupils' interest, harness attention, provide learning possibilities, and help to regulate emotions and behaviour.

Opened this year, it's a bright, beautiful, and calming sensory space which houses a range of activities such as art, craft, drama, messy play and more.

Work experience wonders!

Through Grafham Grange School's partnership with Sparks, a charity that helps thousands of young people make the transition from education into employment, three students had the opportunity to participate in local work experience.

One student worked at a local garage and received a glowing report stating that he will be a very successful mechanic and is one of the best work experience students they have had. Two other students worked at an IT support company, again with very positive feedback.

Pathological Demand Avoidance: support strategies

Sandy Turner, Executive Principal, The Link Schools and Judy Turner, PDA and Outreach Teacher, The Link Primary School provide an insight into building emotional health in children with Pathological Demand Avoidance (PDA).

Up to 70 per cent of children with ASD develop mental health difficulties, compared to 10 per cent of their peers. The effects of poor emotional mental health are exacerbated further for those children with Pathological Demand Avoidance (PDA) where high anxiety is the main feature.

To build emotional health in children with PDA, the most important place to start is to gain a full understanding of the PDA characteristics that most affect mental health. For practitioners and parents, this enables support and early interventions to be tailored to key areas that create the most emotional impact.

Strategies to support children: short, medium and long-term

Short-term

When children with PDA refuse to cooperate with requests it is due to anxiety. Implementing flexible approaches and environmental changes can be a catalyst for improvement. For instance, allowing children to work or play on the fringes of family or school spaces provides a 'safe place' to retreat to when needed.

Equally, making the child the centre of any intervention rather than applying a pre-packaged model is beneficial. Find out what their motivations and interests are and show genuine interest to help establish the foundations from which to build.

Three key characteristics and impact

1.Key characteristic

A need to be in control of the environment and all the people in it.

Emotional impact

A constant underlying anxiety about real, perceived, or possible demands that may be made in daily life.

2. Key characteristic

Poor emotional regulation or ability to reflect or learn from emotional experience.

Emotional impact

An inability to make or maintain positive or reciprocal relationships with others – adults or peers.

3. Key characteristic

Difficulties co-operating with usual teaching structures or methods exacerbated by unrealistic expectations that they hold for themselves or others.

Emotional impact

Low self-esteem because of an inability to work in the same way as peers. Negative emotions around feelings of being let down by others.

Medium-term

Difficult episodes are unavoidable, yet drawing a line under such incidences helps to guide children through the process and also builds trust.

It is often challenging to tackle issues around personal and social development as it can be viewed as a character criticism. A good way to approach this is to present the narrative through a third party, using imaginative play and drama to depersonalise issues.

Another method is to present information in an indirect way, while the child is focused on a favoured activity; such as adults discussing how to overcome a particular issue and the child absorbing the information indirectly whilst they are engaged in other activity.

Long-term

To develop self-esteem and maintain positive emotional health over the long term, children and young people with PDA need to fully understand and accept their strengths and weaknesses.

There are many resources available to help children understand their diagnosis, which families and practitioners can tap into. Families often voice concerns over the best time to do this, and whilst the parents will generally know when the time is right, it generally takes place when a child becomes aware of differences between themselves and peers.

Remember too that this marks the beginning of self-realisation for the child, and understanding will develop further over time.

The impact of a special school-led satellite model of education

Leigh Edser, Principal at Dysart School in Surbiton, led the opening of the school's first satellite provision two years ago. Following its positive impact, Leigh is pushing forward with a second satellite school; hoping that their journey inspires other SEND schools to lead with quality satellite school provision.

An increased demand for places in special schools, and significant funding cuts to education budgets, means that special schools need to find increasingly creative responses to overcome these issues; a challenge that Dysart School has successfully tackled in a rather unique way.

Dysart School, an Ofsted 'Outstanding' special school in Surbiton, for pupils with severe and complex learning disabilities aged 4 – 19.

Dysart has retained its 'Outstanding' award for more than a decade.

The start of satellite school provision

The current capacity of special schools in our local area, Kingston-upon-Thames, had not kept pace with changing needs and demand. Children were often transported to schools away from their local communities or placed in more expensive out of borough provision because of the lack of places locally.

There was a cohort of pupils who needed a different offering from our main school, and here began our decision to expand the school onto an additional site. Part of our values and aims are that pupils are entitled to learn in an environment that is constantly evolving, and adopting a satellite model of education supports this ethos.

The best of both worlds

In 2019 we expanded the number of SEND school places with the opening of our first new satellite provision, Apollo 1. Located in a former community centre adjacent to an infant and junior school, Apollo 1 has a group room, quiet space, two classroom areas - one larger than the other, and a good-sized outside learning environment. Locating the satellite provision adjacent to a mainstream school has enabled more inclusion links, facilitating access to mainstream sessions, and opening fantastic life skill opportunities. This enables the best of both worlds and provides an opportunity for the children that they previously would never have had. For instance, most pupils have access to art, PE and playtime, as well as other sessions in the mainstream school. It also allows for the development of strong social skills which can be enhanced and progressed through the multiple interaction opportunities.

Closing the gap in specialist provision

Reciprocally it provides additional, and more specialist SEND expertise for the infant and junior school with some pupils joining our Apollo 1 sessions. As well as providing mainstream pupils with greater experience and understanding of people with different needs, which serves to ensure our next generation are more accepting of differences.

Greater local provision has reduced the need for longer journeys and helps children and young people play a more active role in their home community. It also means that we have the skills and capacity to offer more places to pupils with special educational needs without it having a negative impact on existing pupils, helping them remain in local outstanding provision.

"With rising demand for specialist school places across the area, addressing the gap in specialist provision is crucial so that children can learn in their communities and in an environment that is right for them. The opening of satellite provision, Apollo, next to our mainstream school was an exciting addition to the educational landscape. We have a very close working relationship with Dysart School, and as a result, our children and community benefit greatly from the positive inclusion this brings.

Strengthening partnerships in this way, between mainstream and special schools across the country, will help create more inclusive cultures, increase local provision, and provide the most effective support for children with SEND."
Rachel Nye, Headteacher at Tolworth School

Second satellite school

Building on this success, we are now pushing forward with Dysart's second satellite provision for Key Stage 2, Apollo 2, which opened this September in a former children's centre next to Latchmere Primary School. The additional site will operate in harmony with Apollo 1 and will cater for up to a total of 16 Key Stage 2 places.

Often satellite provision is led by mainstream schools, however there is a place for special school-led satellite provision, and much to be gained from adopting this position more frequently; not replacing a mainstream-led approach but instead bringing a different perspective to the process.

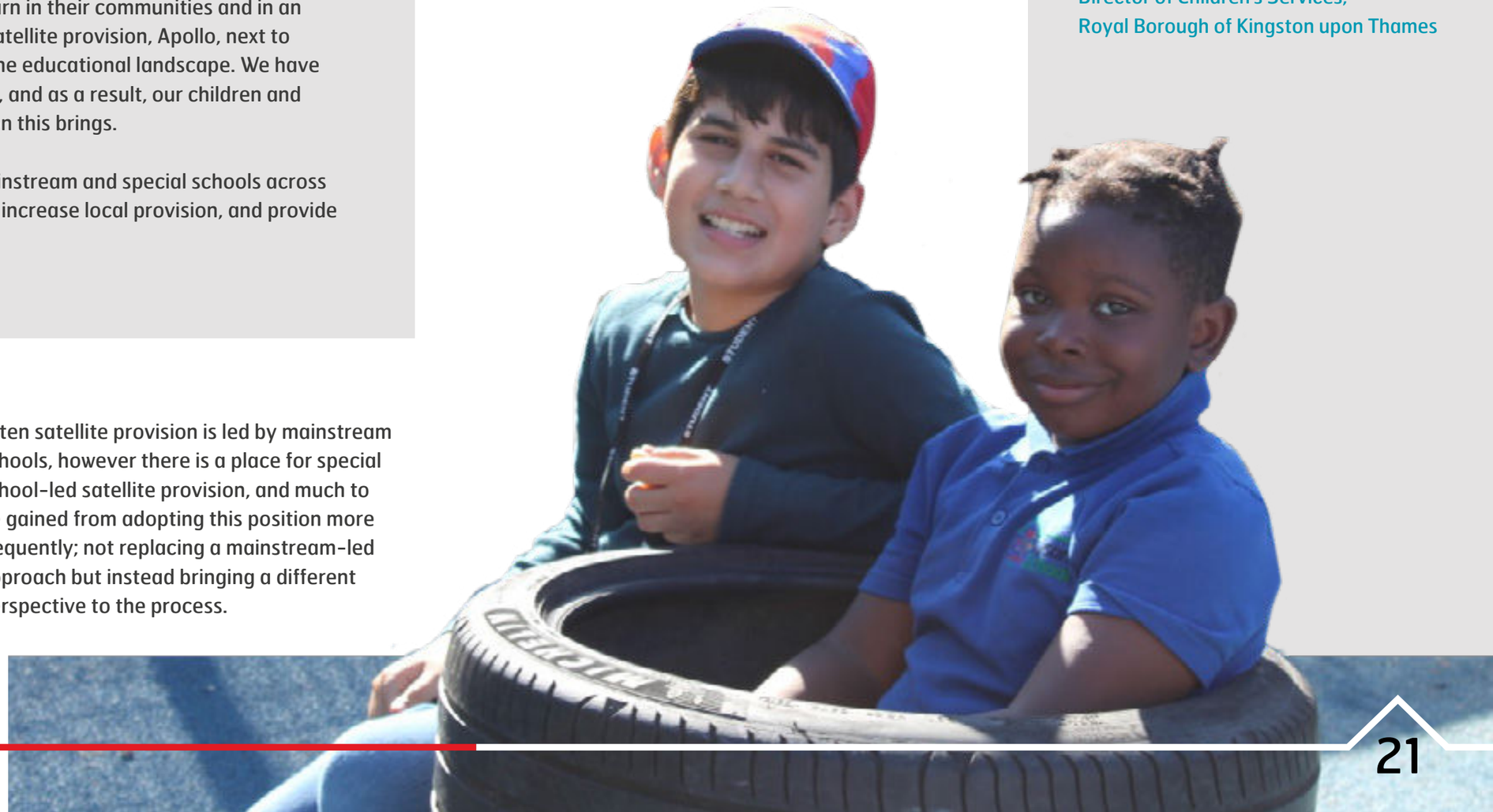
Inspiring others to think differently

There is a need to think differently, to provide different pathways for children with SEND to help them thrive and flourish; and the satellite model of education focuses on what children can do, rather than what they can't do.

To help pupils with SEND excel academically and socially, more of what we've achieved needs to take place; I hope our journey inspires other SEND schools to lead with quality satellite school provision.

"There is a clear need for more high-quality school places for children with special educational needs in the borough. I am sure this new satellite of Dysart School in North Kingston will be as successful as the first satellite at Tolworth, which has enabled children to receive outstanding specialist teaching and learning as well as fantastic mainstream inclusion opportunities, all within their local community."

Ian Dodds,
Director of Children's Services,
Royal Borough of Kingston upon Thames



How game-based learning is making maths fun!

James Akerman, Head of ICT, is partnering with edtech suppliers to bring game-based learning to Arbour Vale School; helping to boost maths skills by making maths fun.

Closing the gap in specialist provision

To deliver engaging and stimulating lessons, multi-sensory methods and differentiation are in place at Arbour Vale School, which encourage pupils to be curious and to apply their mathematics skills to the world around them.

In normal times, the school holds mathematical themed assemblies, a Number Day, Enterprise Day, Robot Day, and a Maths fayre. During Covid-19 and lockdown, with fewer opportunities to celebrate maths, other resources were explored to keep the enthusiasm for maths alive.

The second lockdown was difficult for pupils but our highly personalised integration of edtech made a difference; helping pupils to learn in a fun and interactive way.

Exceptional edtech partnerships

Education technology resources are a key part of our strategy, as visually engaging content supports many of our pupils' styles of learning. As such, strong relationships have been forged with edtech providers to enable the teaching and learning experience to be tailored to our school's context as much as possible.

Here, pupils respond best to reward-based and visually stimulating resources, and therefore a game-based learning platform needed to support this. As a result, we worked with Mangahigh, a gamified maths resource initially conceived as a mainstream product but with popularity amongst SEND schools given its high engagement rates.

Mangahigh were aware that our learners love online learning but because of the level of learning disabilities, only ten pupils at the time could use the resource effectively.

To enable more pupils to benefit from a game-based approach to maths, adaptations were needed. We recognised that the content started at too high a level and as many children struggle with reading, they were unable to understand the questions. If the children did not have to decode text, they would be able to complete more levels, and if the content could start at a very basic level, it would further pupil engagement and enable progress to be measured.

Tailor-made adaptations

To meet our requirements, the developers added an extra layer of more manageable activities for pupils working at lower levels; new content is now available for ages 5-7 which allows the resource to be expanded to a broader spectrum of pupils.

The new Text-to-Speech function has enabled pupils to read sentence-based questions. In the past, some pupils would feel anxious as they struggled to understand what was being asked of them. However, the read aloud feature means they can listen to the question as many times as required, and this has helped many students overcome anxieties.

Game-based learning in practice

Like many pupils with SEND, our learners can become frustrated and disengaged when they do not understand a task. With weaker literacy skills, students are not likely to work out what they need to do as they go along; clear instructions and short bursts of activities really help in this instance. The key was to introduce a topic, show the children a game, explain the maths in greater depth, and then get them to play the game.

Maths games are interactive and encourage children to have a go. If they get it wrong, the Artificial Intelligence (AI) algorithm takes them to a different activity; which really pinpoints the exact area for improvement.

The analytics have also been a powerful tool, particularly during lockdown when we were unable to see pupils face-to-face. It is not just about how many answers are right and wrong, it is possible to check the number of times a pupil has attempted a question or activity which helps identify where learners may be struggling.

Benefits of game-based maths learning for SEND pupils:

- Increases pupils' engagement at school and home
- Enables students to understand maths concepts better
- Improves maths skills and confidence
- Identifies areas for improvement
- Helps draw students in and focus their attention
- Encourages independent learning
- The competitive element motivates and encourages students
- Listening to questions helps students understand what they need to do

Work-based learning moves from strength to strength

Post 16 apprenticeships and supported internships equip SEND learners with the skills they need for work through learning in the workplace via a structured study programme. Often our learners move into paid employment at the end of the programme, demonstrating the real value that young people with SEND bring to businesses.

There are many inspiring stories from our students participating in work-based learning; showcasing the benefits they experience from the development of social and practical skills, and financial independence, to better physical and social wellbeing.

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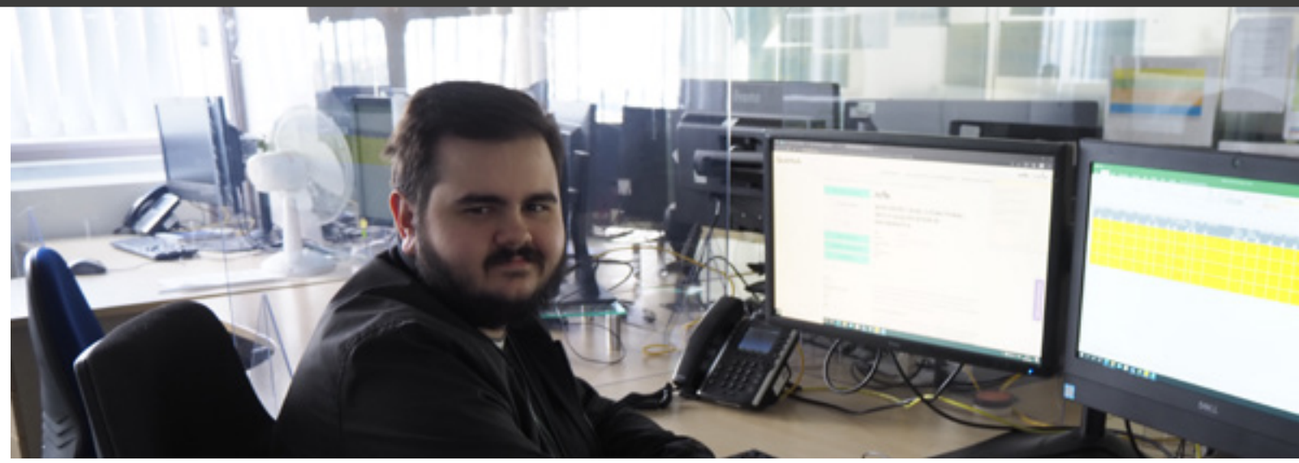
Successful supported internships

In September 2020 Orchard Hill College partnered with DFN Project Search, Hillingdon Council and Hillingdon Autistic Society (HACS) to offer supported internships to young people in the borough. A supported internship is a specialised study programme specifically designed for young people aged 17 to 24 with an Education Health and Care Plan who want to move into paid employment and need extra support to do so.

Through onsite internship experiences in real work settings, this exciting joint venture enables young people to gain the skills they need to secure paid employment and gain employability qualifications to work towards their chosen career.

Following a successful year in Hillingdon the college has expanded its supported internship programme in a new partnership with the London Borough of Sutton (LBS).

Interns are now able to experience a range of different job roles during the one-year course in both LBS and Orchard Hill College. Work rotations are available covering a wide range of areas including administration, marketing, catering and hospitality, digital development, facilities and more. Interns benefit from working closely with job coaches, who are trained in systematic instruction training, and offer advice and support in the workplace, CV writing, coaching and mentoring and interview preparation.



Internships at their best: a student case study

Will joined the supported internship in Hillingdon with one GCSE and had been out of education for several years. He hoped the course would increase his self-confidence and experience in the work place.

Although initially Will found the course difficult, his attendance gradually improved and Will successfully completed job rotations within school admissions and the facilities departments at Hillingdon civic offices. These rotations enabled Will to develop skills in working with live data, administration, and Covid-19 protocols.

Following Will's brilliant success on the course, he has forged ahead and secured an apprenticeship with Hillingdon Borough Council. Well done Will!

Amazing apprenticeships

OHC&AT continues to proudly push forward with its vision to bring change, both internally for students across the organisation, and also to demonstrate to employers that a young person with SEND is a valuable addition to any workforce.

There are now 26 apprentices across OHC&AT working in a range of areas including, learning support assistants, customer service, management information systems, and facilities.

Our pioneering apprenticeships are offered to students without SEND and as supported apprenticeships to students with SEND.

Talented apprentices: a student case study

Louis joined a WorkStart course at the college following a period of unemployment and being unsure of his career path after finishing school. He demonstrated excellent ICT and organisational skills during his course, with his hard work and determination leading to securing a place on the customer service apprenticeship at OHC.

Working within the management information systems department, Louis has found the support from his new team invaluable while settling into his role and hopes to gain the skills to secure paid employment after his course.

Free school building opens in Croydon

Addington Valley Academy, OCH&AT's inaugural free school, opened its doors for the first time in September; the state-of-the-art, purposed designed, £13 million school building is equipped to meet the needs of students with autism and complex needs including social communication, cognitive, sensory and social, emotional, and behavioural needs.

The newly constructed co-educational Croydon school has capacity for 150 children and young people aged 2 – 19, and houses cookery facilities, along with other facilities to encourage young people to learn the skills to live independently. There is also a beautiful sensory garden, relaxing indoor sensory rooms, and a fun, engaging soft play area.

Free school building opens in Croydon

To deliver learning in the new school, Addington Valley Academy has a strong team of specialist teachers, specialist assistants, therapists and support staff, all led by principal, John Reilly. Mr Reilly's vision for the school is to provide a positive and aspirational environment where students access a bespoke curriculum and a range of structured therapies enabling them to learn, achieve and understand their world.

By increasing provision, OHCAT's first free school in partnership with the London Borough of Croydon, will help overcome the issue of lack of spaces and children having to travel outside the borough to attend a suitable school.

Mr Reilly said, "We are delighted to be in our new school building, students are thriving in their new learning environment and benefiting from the purposed designed facilities. The large classrooms and outdoor sensory play areas provide students with lots of freedom and space to enjoy a creative approach to learning."

The soft play area is a fun, engaging safe place to play and excellent for therapists to deliver occupational therapies.

The indoor sensory rooms with bubble tubes and fibre optic lighting enables students to relax and enjoy some calm time.

Future free school projects

Here is a snapshot of our future projects.

Carew Academy

Carew Academy will be a co-educational special school located in Sutton with capacity for 246 children aged 5-19.

Young People's Academy

Young People's Hub

Young People's Academy (YPA) and Young People's Hub (YPH) are separate schools and will be co-located in Hillingdon. YPA will have capacity for 110 students aged 11-19, and YPH will have capacity for 120 students aged 5-19.

Wings Academy

Wings Academy will be a special school with 90 places, located in Hounslow, for children and young people aged 11- 19 with social, emotional and mental health difficulties.

INCLUDE

Orchard Hill College & Academy Trust Family Magazine

In the Media

If you have enjoyed reading the articles in this edition of Include Magazine, visit ohcat.org to access a range of articles and best practice pieces written by OHC&AT's expert practitioners and partners.

Orchard Hill College & Academy Trust

ohcat.org | 0345 402 0453 | enquiries@ohcat.org