



# Orbis Education & Care

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## Education Provision



# Learning Model

We feel very passionate about providing the best education for pupils with Autism, complex SEMH needs, and/or cognitive and learning difficulties. We have two distinct curricula and approaches to personal development spread over five schools. The first is tailored to pupils with more complex and severe learning needs that runs alongside their behaviour difficulties and Autism. The second is tailored to pupils with predominantly SEMH difficulties with no/mild cognitive impairment. Pupils benefit from a curriculum that is aligned with the Curriculum for Wales. This encompasses the trauma recovery model and focuses on independence. It offers an individualised education rooted in social, emotional and physical development.

Our pupil cohort is made up of day pupils and those who attend our schools and also live in our children's homes.



# Therapy and Early Interventions

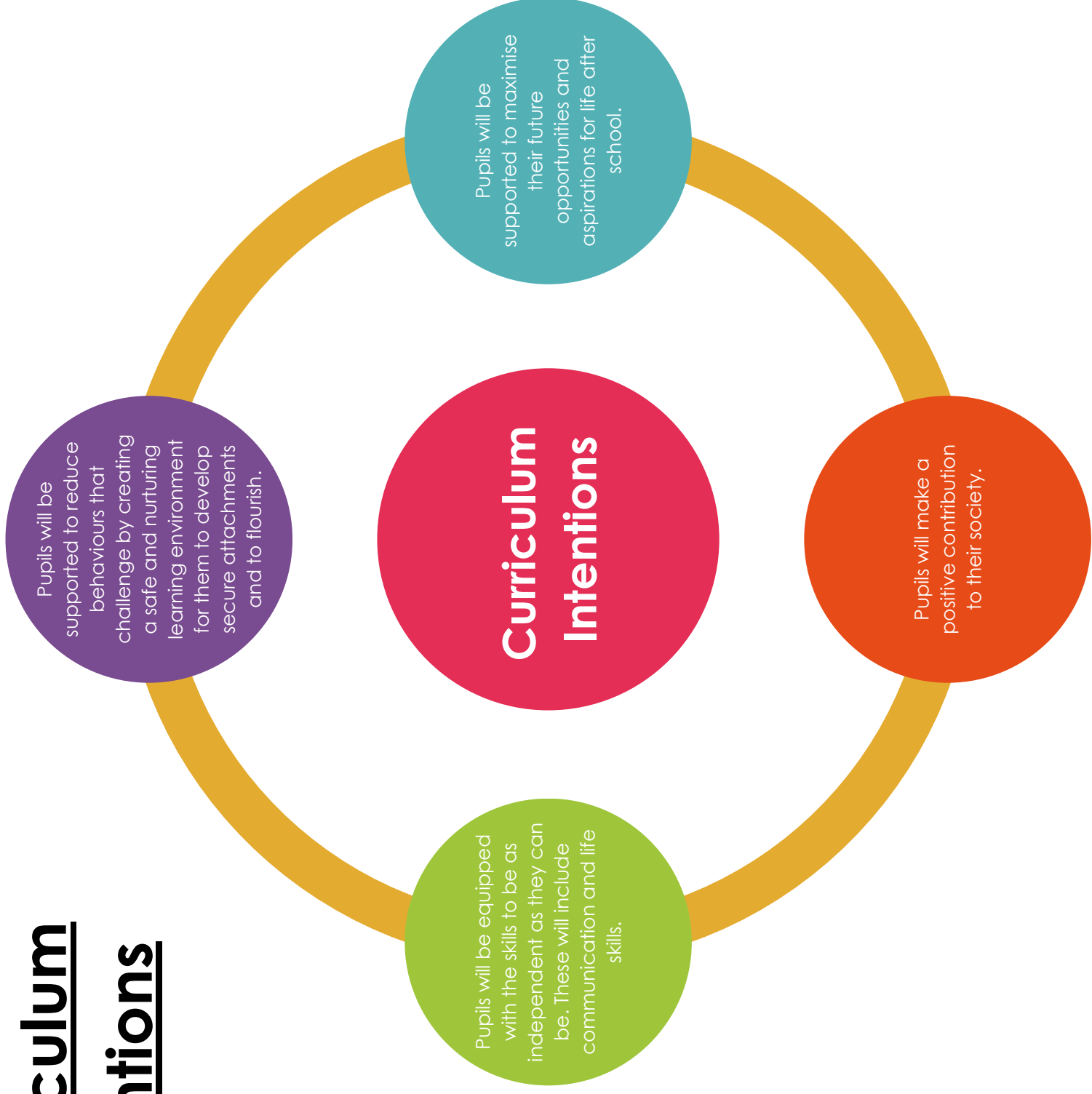
The Group has a Head of Clinical Services supported by a team of qualified therapists and therapy assistants.

- Pupils are offered therapy on both an individual and group basis, including Speech and Language and Occupational Therapy. Each school also have appointed Behaviour Specialists that follow Positive Behaviour Support (PBS) and Trauma Informed Practice. Additional therapies can be provided upon request.
- Pupils also enjoy a wide range of activities based in the community, such as horse-riding, outdoor pursuits, swimming, and free running.



# Curriculum

## Intentions



# Curriculum Design

The schools' curricula were designed by the school leaders and have been carefully crafted alongside the curriculum for Wales to provide and highlight opportunities for key growth areas across all subjects, regardless of their ability and needs.

The innovative curricula are tailored to allow the needs of each pupil to be met.

- All learning and teaching are based on the Curriculum for Wales with the Autism Education Trust (AET) and Trauma Recovery Model (TRM) embedded throughout.
- Individualised timetables provide opportunities for pupils to withdraw from a class to participate in specialist sessions such as Speech and Language Therapy, Occupational Therapy, Complimentary Therapy, and Personal Interest Development
- Parents and carers can fully engage in their child's curriculum through regular pupil reviews and the use of interactive apps to share photos, comments, tasks and assessment information.



# Classroom Activity

There are four distinct approaches used in the classroom that can be used exclusively or be interchangeable depending on the needs of the child and the subjects being delivered. At the start of all school placements, pupils enter a transitional assessment period (TAP) to distinguish their academic attainment and achievement levels, appropriate staffing support levels, timetables and learning styles. Following their TAP, a finalised timetable is completed, and progress is reported on a termly basis. Our four distinct approaches to delivered activities in the schools are listed below.



## Approach A

- Class group approach.
- Teacher-led.
- Tasks are highly differentiated.
- Outcomes measured by both pupils and teachers.

## Approach B

- Teachers complete 1:1 time with the pupil for a set period of time whilst classroom support staff facilitate the remainder of the learning under the supervision of the teacher.

## Approach C

- Pupil-led/independent activity
- May be related to a play activity, use of ICT or a number of independent related tasks

## Approach D

- The teacher sets the learning objective and provides any supporting materials.
- The learning objective is met whilst accessing a pre-approved offsite provision.
- Classroom support staff provide feedback on progress and supportive evidence on return of the activity.

Progress in formal lessons, educational outings and non-structured times throughout the day is captured using a mobile application and linked to pupils individualised targets. This is shared with parents/carers and residential staff, where appropriate to ensure that all stakeholders are aware and engaged in the pupils academic and social achievements.

## Teaching Approach

- Pupils are grouped based on age and compatibility. Each class is assigned a teacher and team of learning support staff to facilitate the learning.
- All teachers receive regular and ongoing continuing professional development that is linked to their role and the cohort of pupils that they are working with.



## Assessment

Pupils attending our schools have the opportunity to complete formal qualifications if appropriate. These will be linked to their personal targets and their intended destinations. Examples of the qualifications offered at our schools are detailed below:

- **GCSEs**
- **Agored Cymru**
- **London Institute of Banking & Finance**
- **IEP Achievement Scale**
- **AQA**
- **ASDAN**
- **BTech**



# Quality

## Approach to governance and compliance:



## Maintaining School Quality

- The core and extracurricular offerings are reviewed annually to ensure compliance with current legislation, locality trends, the pupil cohort and national guidance for best practices within special needs education.
- The Governing Board meets on a termly basis and provides a strong level of oversight across the Group. They include the Director of Education, Chief Operating Officer, the Heads of Education and external representation. The group meet termly, with their findings being fed back at Board meetings, holding each individual school to account to help ensure coordination of the highest standards of education, therapy and care.



## Stakeholder Engagement

- Stakeholder views are canvassed throughout the academic year in the form of personalised questionnaires, annual review meetings, parents' evenings, pupil forums, quality assurance visits, person centred planning meetings, staff meetings and much more!
- Stakeholder feedback is used to inform school improvement planning, reviewing progress against school priorities and to increase opportunities for our pupils.





## Estyn Preparation

- Formal mock inspections are performed periodically by the Director of Education and Regional Manager for Education Services order to ensure staff are prepared for regulatory inspections.
- The Director of Education ensures quality on a week-to-week basis, and Heads of Education ensure quality on a day-to-day basis.
- The Director of Education and the Regional Manager for Education Services are qualified Estyn peer inspectors, enabling a high level of scrutiny to be applied to mock inspections, as well as a strong presence in the wider sector and peer working with similar schools in Wales.
- All schools are registered members of the Welsh Independent Schools Council (WISC).
- All staff are registered with the Education Workforce Council (EWC) and adhere to their code of conduct.



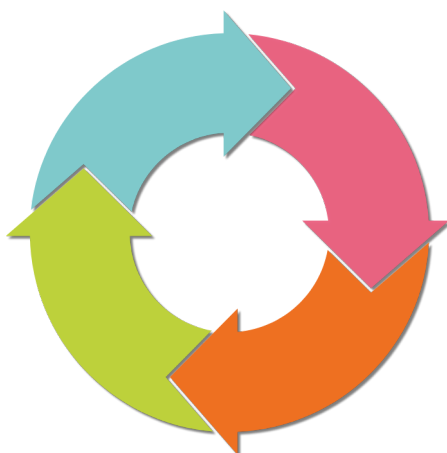
## Safeguarding

- There is a designated Safeguarding Lead in each school to ensure the implementation of the Group Safeguarding Policy and ensure that pupil wellbeing is the highest priority. The Director of Education has overall oversight for safeguarding across the group and has robust processes for monitoring referrals and trends. This is supported by a safeguarding package that is used by nearly all Welsh local authorities.

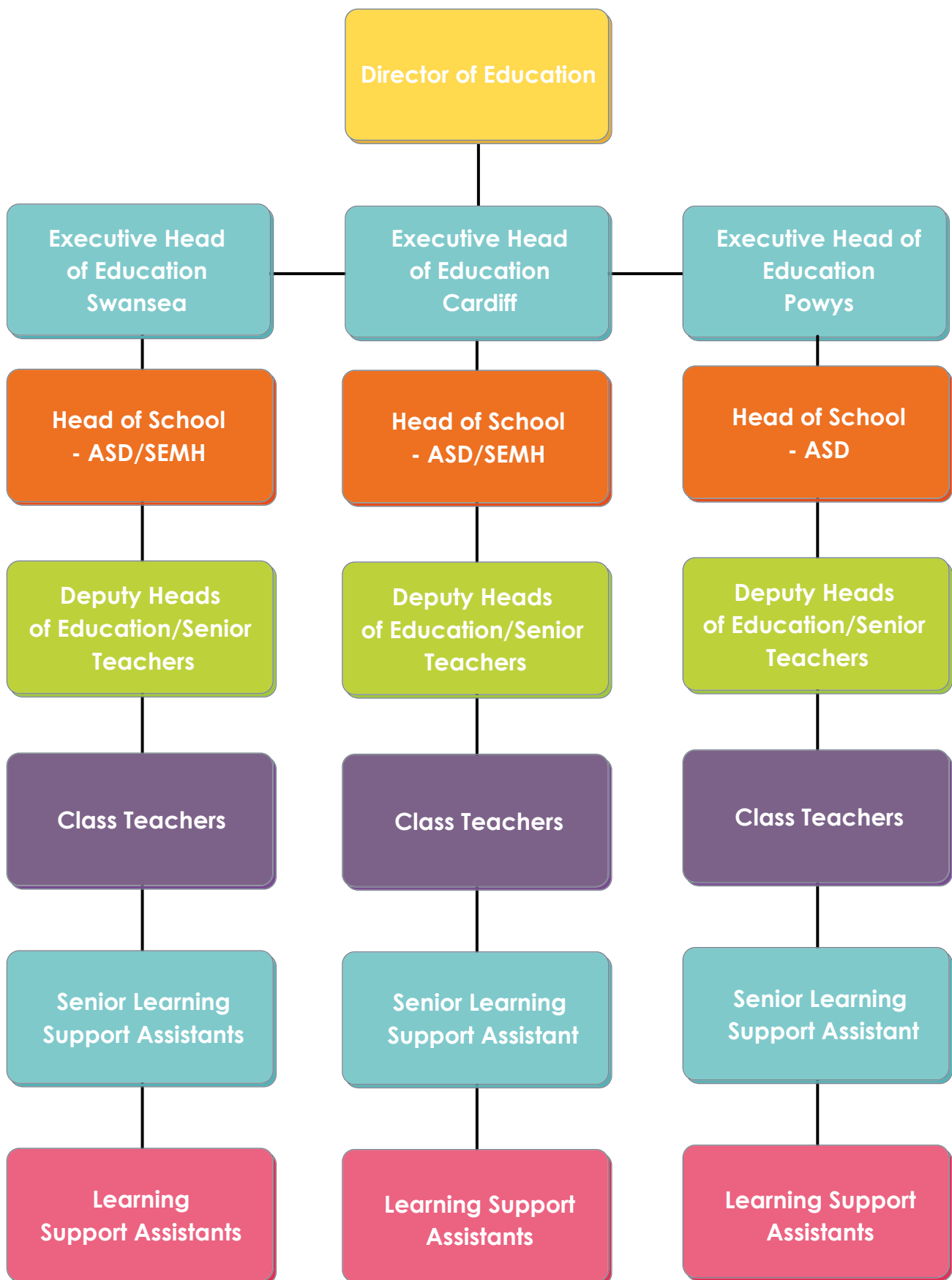


## Complaints process

- The schools have a detailed public complaints process to address any grievances. Details of this and other formal complaints are made available to guardians of pupils and prospective pupils via the schools' websites. This policy meets the requirements of the independent school standards.



# Schools Leadership Structure



## Our Schools

### Summergil House School

Summergil House is located in 18 acres of fields and woodland on the Herefordshire-Powys border and is a specialist school and home that offers a joined-up approach to education and care.



### Dan Y Coed School

Dan y Coed is located just a few second's walk from the long stretches of golden sand that are typical of the Swansea coastline, and just minutes from the vibrant city centre, castles, parks and hidden coastal coves and secluded bays.



### Tŷ Bronllys School

Tŷ Bronllys is nestled at the foot of the Brecon Beacons National Park, among fields and rolling hills and with stunning views of the surrounding landscapes.



### Birchwood School

Birchwood School is set in extensive parkland on the outskirts of Cardiff just off junction 32 of the M4. It is just a few miles from Cardiff City centre in the friendly village of Whitchurch.



### Tŷ Trafle School

Tŷ Trafle School is an Estyn-registered school located near the small town of Gowerton near Swansea, on the same site as our four-bed home Tegfan.

