

# **West Sussex special schools centres (SSC) in mainstream schools provision descriptor**

## **Type: additional learning needs**

Warden Park Secondary Academy is a mainstream academy located in Cuckfield, near Haywards Heath. It has pupils aged 11-16 and has a Special Support Centre offering provision for pupils with significant additional learning needs (ALN).

### **The SSC offer**

#### **Overall aims:**

- Support each pupil's development academically, socially and emotionally through a combination of support in the SSC and support in mainstream classes.
- Enable pupils to benefit from the access to a range of mainstream experiences alongside the more specialist support of the centre. Mainstream integration will be flexible and reflect individual pupil needs and interests.
- Enable pupils to access the provision set out in the EHC plan and achieve the agreed outcomes.
- Ensure the provision offer is in line with the fundamental principles set out in the special educational needs and disability (SEND) Code of Practice 2015, in particular the setting will have regard to:
  - the views, wishes and feelings of the child or young person, and the child's parents
  - the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions, and
  - the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

#### **The setting will support this by ensuring the following:**

- The participation of children, their parents and young people in decision-making.
- Providing greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- Providing high quality provision to meet the needs of children and young people with SEND.

## **The setting will focus on the following:**

- Inclusive practice and removing barriers to learning.
- Successful preparation for adulthood, including independent living and employment.
- Supporting needs associated with additional learning needs including speech & language skills, social interaction skills and emotional regulation.

## **Needs of the pupils**

### **The SSC will support:**

- pupils with significant additional learning needs whose needs will be most appropriately met with access to a broadly mainstream curriculum
- pupils who may be working at levels significantly below their expected age-related curriculum outcomes due to the impact of their significant additional learning needs
- additional learning needs covers a wide range of needs which may be identified as a primary need of:
  - moderate learning difficulties (MLD) or general developmental delay, and
  - specific learning difficulties (SpLD) including dyslexia, dyscalculia, or dyspraxia.

### **Pupils may have difficulty with:**

- literacy, numeracy or other learning skills
- auditory processing speed and maintaining attention
- gross and/or fine motor skills
- social skills and emotional regulation
- memory and reasoning skills
- organising and co-ordinating spoken and written language
- sequencing and organising the steps needed to complete tasks
- problem solving and developing concepts, and
- understanding of abstract concepts.

All pupils referred for placement will have an education, health and care plan or be undergoing EHC needs assessment.

## **Staffing**

The SSC will have an identified Teacher in Charge of the centre. They will be experienced in meeting the needs of pupils with additional learning needs. They will have relevant qualification(s) in addition to their qualified teacher status or extensive experience in supporting the needs of pupils with SEND.

The SSC will have suitably qualified and/or experienced support assistants.

All staff members will be provided with continuing personal/professional development opportunities to ensure they maintain experience/knowledge and expertise within the facility.

## **Curriculum**

Specialist teaching will be provided for pupils on an individual basis and in small groups as appropriate to each pupil's needs.

There will be a specific curriculum offer for pupils with significant additional learning needs focused on the delivery of key targets across a broad range of educational activities.

Broad, balanced and individualised curriculum leading to appropriate learning and social outcomes for all pupils.

Individualised programmes of work will be based on the pupil's EHC plan and may focus on:

- developing literacy and numeracy skills
- supporting the development of attention, organisation, memory and independent learning skills
- developing meta-cognition and self-regulation of learning
- supporting comprehension and language skills
- developing understanding or using social rules of communication and reading social interaction cues
- supporting the development of wellbeing and emotional regulation, and
- developing gross and/or fine motor skills.

## **Therapies/specialist support**

Where the pupil's EHC plan requires specific provision from a specialist service, such as speech and language, the Local Authority will work with the SSC staff to ensure appropriate access to this specialist support. This will most commonly be provided through the ordinarily available local services. However, any specific or individual requirements outside of this ordinarily available offer will be considered on a pupil-by-pupil basis.

## **Environment**

An educational environment that is safe, structured, provides visual support and embeds language enriching strategies.

An appropriate teaching area to enable individualised programmes to be delivered.

To see what the site looks like, visit the [Warden Park Secondary Academy website](#).

## **Mainstream inclusion**

Pupils will be supported appropriately to enable inclusion in a range of mainstream opportunities as appropriate i.e., classes, social activities etc.

Mainstream inclusion will be responsive to pupil need ensuring these experiences contribute to the pupil's overarching educational outcomes.

Staff working within the mainstream school will be expected to access appropriate support and training from the specialist staff within the SSC and LA specialist support team to assist them in meeting the needs of pupils experiencing integration into the main school.

## **Engagement with families**

There will be regular liaison with, and support to, parents and carers of pupils attending the SSC.

Pupils at the SSC and their families will be fully involved in decisions about their support in school in line with the overall aims described above.

## **Flexibility of offer**

Whilst the pupil's needs and associated provision described above will most commonly be supported through this facility, it will also be possible to consider flexibility and differentiation of the core offer to accommodate pupils who may benefit from the available facilities.

This may relate to pupils with underlying significant learning challenges currently presenting themselves as an alternative primary area of need e.g., emotional need or an additional need like medical needs or physical disability. The Local Authority and SSC will work together to consider how these needs will be best met.

The SSC should work flexibly within their locality to support other mainstream schools by offering advice, outreach and in-reach to demonstrate the delivery of specialist interventions.