

West Sussex Special Support Centres (SSC) In Mainstream Schools.

Provision Descriptor - Type: Additional Learning Needs

Background

Oriel High School is a maintained mainstream school located in Maidenbower, Crawley. It has pupils aged 11 – 18 years and has a Special Support Centre (SSC) offering provision for pupils with additional learning needs (ALN).

The SSC Offer

Overall aims are

- to support each pupil's development academically, socially and emotionally through a combination of support in the SSC and support in mainstream classes
- to 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's needs and interests
- to enable pupils to access the provision set out in the EHC Plan and achieve the agreed outcomes
- to ensure the provision offer is in line with the fundamental principles set out in the SEN 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
 - 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 participation of children, their parents and young people in decision- making
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEND
- high expectations for the pupils attending the SSC.

The setting will focus on

- inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living, community inclusion, good health and employment (PfA pathways)

- supporting pupils to access all aspects of a broad and balanced curriculum
- supporting pupils to make good progress in their learning from their relevant starting points
- providing a smooth transition to their next identified setting (education, employment or training).

Needs of the Pupils

The SSC will support

- pupils whose associated learning needs will be most appropriately met with access to a broadly mainstream curriculum
- pupils who may be working at levels below their expected age-related curriculum outcomes due to the impact of their additional learning needs
- the profile for every child or young person with additional learning needs are different. They may have difficulty with:
 - processing information
 - retrieval of information
 - the acquisition of literacy or numeracy skills
 - organisational skills
- This may lead to some children and young people feeling anxious or frustrated. This can affect their self-esteem, how they deal with situations and their social relationships with peers and adults.
- All pupils referred for placement will have an education, health and care plan (EHCP) with a primary need of cognition and learning needs, or will be undergoing a 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 pupils with these needs.
- The SSC will have suitably qualified and/or experienced support assistants and/or teachers.
- 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 cognition and learning challenges, 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.
- Support will be based on the pupil's EHCP and may focus on:
 - developing processing skills
 - providing alternative methods for recording ideas

- teaching retrieval methods
- developing sequencing skills
- supporting the development of wellbeing and emotional regulation.

Environment

- An educational environment that is safe, structured, provides visual support and embeds language enriching strategies.
- An appropriate teaching area to enable individualised support programmes to be delivered.

Mainstream Inclusion

- Pupils will be supported appropriately to enable inclusion in a range of mainstream opportunities as appropriate i.e. classes, school visits/trips (including residential), 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 the LA specialist support teams to assist them in meeting the needs of pupils experiencing integration into the main school.

Co-production with Families

- There will be regular co-production with, and support given to, parents and carers of CYP attending the SSC.
- CYP 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 or without an EHCP within the mainstream school but mustn't be at the detriment of the provision delivery of the pupils placed in the SSC. The provision for any new pupil placed in the SSC would have to be prioritised over that of pupils in the mainstream.

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

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