

Special Educational Needs Information Report - Sheiling School

What kinds of SEND does the Sheiling School provide for?

Sheiling School is an Independent Residential Special School providing education for up to 36 children and young people with special educational needs and disabilities between the ages of 6-19. All students will have identified special educational needs and all students on roll have an Education, Health and Care Plan (EHCP). The range of needs on roll for which the school currently makes provision includes:

- Communication and interaction needs eg. autism spectrum disorder, speech and language difficulties
- Cognition and learning needs eg. moderate or severe learning difficulties
- Social, emotional and mental health difficulties eg. attention deficit hyperactivity disorder (ADHD), behaviours that are challenging or concerning
- Sensory and/or physical needs eg. processing difficulties, epilepsy, sensory needs arising from autism

How do we evaluate the effectiveness of our SEND provision?

All students at the school have identified special educational needs and teaching is at the heart of school life. We evaluate the effectiveness of provision for students by:

- Termly reviews of individual progress through the Individual Education Plan
- Multidisciplinary reviews of progress through our High Priority Group
- Monitoring the quality of learning and teaching through learning walks and lesson observations
- Analysis of student outcomes through monitoring and assessment data and achievement of accreditation
- Working with partner schools to learn from their practice, moderate student learning and working with external professional such as our School Improvement Partner and Education Trustee
- Annual reviews
- Consultation with students and their families

How will we assess and review students' progress towards outcomes?

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any additional teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Additionally:

Students are assessed in academic subjects and across relevant, individualised outcomes related to cognition and learning, communication and interaction, social and emotional needs, sensory and physical needs and preparation for adulthood. Our Curriculum Assessment Framework is utilised to set goals and measure progress in ways that address the very substance of the difficulties that students present with.

Learning programmes are individualised with clearly defined milestones for achievement. As students progress, their plan and programme evolves and next steps for learning are identified to provide continued stretch and challenge.

Steps of progress towards outcomes are regularly reviewed with clear, detailed recording of progress against outcomes and any intervention needed to secure further progress.

Case Studies and Learning Journeys are used to track progress over longer periods of time, for instance, over a phase or key stage.

What is the school's approach to learning and teaching?

Students are educated in small, compatible teaching groups of 5-7 students based on age and learning needs.

Our teaching approach and curriculum are based on active learning and the development of practical, transferrable skills that support the student to become as independent as possible in adult life.

Each individual subject within the curriculum is supported through an individual Subject Policy and Schemes of Work.

The school places a strong emphasis on equality and our programmes of study are delivered to, and available to, all students. Students present with a variety of starting points, prior rates of progress and may join the school at any curriculum year group, key stage or point within the school year. Curriculum planning is differentiated to individual student needs, allowing each student to take their individual learning away from shared learning experiences, topics and curriculum activities. This enables 'co-creation' of the curriculum, where the balance of activity, subject and individual outcome is fully reflective of individual needs and priorities for progress. We link this strongly to students' EHCPs, utilising these to plan for and document the progress that students are making.

Teachers systematically check the understanding of our complex students who need differentiated support with their communication, social interaction and sensory processing. Key concepts and skills are embedded by using repetition and the generalisation of skills in order that they are transferable to real-life settings.

Our large estate and therapeutic outdoor environment gives rise to rich opportunities for learning, allowing and supporting students to learn to their full potential. Teachers use well-judged and imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately.

Each year, the school provides a wide variety of special events and learning opportunities. Focussed 'Curriculum Weeks' extend learning opportunities in the areas of Arts, Sciences and Careers, for example.

Students also engage in a range of extracurricular activities, including gardening, archery and yoga.

How the school adapts the curriculum and learning environment for students with special educational needs

The school environment and learning facilities fully encompass the needs of our students, all of whom have special educational needs and disabilities and have an EHCP.

The school offers a suitably broad and balanced curriculum. Curriculum ideas, concepts and learning are broken down into manageable steps for students. Our Curriculum Assessment Framework enables accurate assessment of students and learning to address building upon existing strengths and identifying and responding to gaps in learning.

Differentiation by task, expectation and resource takes place for all students within their learning, for instance, utilising over-learning, repetition, forward and backward chaining and other specific teaching strategies to enable students to learn.

The school utilises a high adult to student ratio and the majority of students currently receive 1-1 support for learning.

A wide range of resources are utilised to facilitate learning, for instance, adaptive keyboards to support ICT activities and special cutlery to facilitate students learning to eat independently. Learning resources are adapted to make them accessible to students, for instance, utilising symbols and photographs to enable students to understand and process written information. Most of our students require, and are facilitated to access, Assistive and Augmentative Communication (AAC) to support receptive and expressive communication.

The school environment is therapeutic in nature with lots of open space and most buildings have ready access to outside spaces. The school also has a hall, swimming pool, woodwork room, life skills kitchen and therapy spaces. Our Accessibility Policy statement (Policy 10) explains more about our approach to ensuring access to the curriculum and learning environment.

Therapists work alongside teaching and care staff and in developing programmes to support students to overcome barriers to learning. The quantity and type of therapy is titrated to complement learning programmes and to enable the student to achieve to their full potential.

How do we provide for improving students' emotional and social development?

The curriculum places a strong emphasis on the teaching of emotional recognition and coping strategies. Students are taught social skills so that they can develop socially acceptable behaviours and therapeutic alternatives.

There is a strong emphasis on Personal, Social, Health Education and Citizenship (PSHE&C) - students across the age range are actively taught about managing emotions, relationships and friendships. Students are taught to utilise strategies such as following a sensory diet and using their communication aids to reduce their frustration and to give coping strategies in social situations.

The curriculum makes strong provision for students' Spiritual, Moral, Social and Cultural development (SMSC). Festivals, community events and celebrations are part of school life, with students supported and encouraged to attend and take part to the best of their ability. Students are taught to recognise and celebrate difference. They develop positive relationships and gain trust with the people around them. Active strategies are taught such as being able to ask for 'help' when they need it using their preferred method of communication.

What expertise and training to staff at Sheiling School have?

Teachers have a range of backgrounds, Primary and Secondary, and all have significant experience of supporting students with special educational needs and disabilities.

All new staff at the school receive a two-week induction, comprising training around the diagnoses and special educational needs of the students, safeguarding, health and safety, therapeutic interventions and behaviour support.

There is an ongoing package of Inset training and support for staff. A high proportion of staff are trained in particular approaches such as TEACCH, PECS, PEIC-D and Read, Write, Inc. (Phonics).

Two members of school staff have postgraduate qualifications in Autism.

Three members of school staff have completed School Leadership training through the South and West Association of Leaders in Special Schools (SWALSS).

Staff liaise and work with other providers and development groups, for instance, the Positive Behaviour Support Forum.

The Sheiling has a range of Therapy staff, all of whom are suitably qualified and experienced. They provide regular training opportunities for school staff.

The Head of Health and Therapies at the Sheiling is a qualified Nurse. Staff at the Sheiling access a range of training related to the students' medical needs including dysphagia, epilepsy and diabetes training packages.

How are equipment and facilities acquired for students?

The school has access to a wide range of resources. We make sure that all students' needs are met to the best of the school's ability, within the funds available. The budget is allocated on a needs basis, accounting for curriculum and student support needs.

Specific equipment or devices may be acquired from working with families and the student's Local Authority or external agencies, for instance, health services.

Some students are eligible for Pupil Premium funding and this is used on an individual basis to fund provision to support the students towards their outcomes.

How do we consult with parents and families and involve them in the education of their child?

The school ensures regular, proactive contact and communication with all parents and carers and the leadership team, teachers and support staff are available to talk through any issues or worries parents/carers may have. The views of parents and families are always sought and there are a variety of opportunities for parents to involve themselves in the life of the school, for instance, through special events and celebrations through the year and also more formally through Parent Events, where parents can meet with teaching and house staff and therapy staff. All students have an EHCP and are subject to the Annual Review process; consultation is sent out to parents as part of the annual review so that their aspirations, views and wishes are taken into account. The Sheiling has a Parent Forum and two trustees with designated responsibility for engaging with, and hearing from, our parents.

How do we consult with students about their education?

All lessons and learning experiences include opportunities for self and peer evaluation of learning and we consider feedback from students paramount in continuing to improve our educational offer. Students are consulted twice-yearly through a Student Feedback process, which informs the review of their Sheiling School SEND Report/AW/Sept 2021/final

EHCP. The Student Council meets on a termly basis and involves students in providing feedback and voting on questions or aspects of school life.

Due to the nature of their difficulties, materials and resources used for feedback involve utilising adaptive means. Any and all feedback from students is welcomed and strategies such as Talking Mats, symbols, photographs, objects, signing and simple language are used to support understanding and choice making.

The school maintains a student-friendly version of our Complaints Policy and students are made aware, encouraged and supported to advocate for their needs and express their opinions, including raising a complaint to the Principal and/or Trustees, if they wish to do so.

What external specialist and advisory services and expertise are available and accessed by the school?

Health: GPs, Sheiling nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, dysphagia service

Education: SEN Teams and Caseworkers

Therapists: massage therapist, music therapist, therapeutic horse riding

Social care: social workers and child and adult protection teams

Dorset Police: Safer Schools and Communities team

Independent Careers Advice and Guidance

Students at the school come from a variety of local authorities and therefore engaging with education and social care teams involves making links and working with professionals from the home authorities and communities of our students.

How do we support students and transfer between phases of education and in preparation for adulthood and independent living?

Sheiling School's 'I Can' curriculum places strong emphasis on building skills in preparation for adulthood throughout the age range, so that students learn practical, life and living skills alongside academic learning. As students progress through the upper key stages, increasing curriculum time and emphasis is placed on the development of vocational skills, community skills and life and independence skills.

All secondary age students receive independent careers advice and guidance from an external Careers Adviser.

The school works very closely with families and the placing authority's education and social care services in planning transition into the school and students will usually undertake visits and access social stories to support this process. Likewise, careful transition planning is taken from Year 9 onwards as part of the Annual Review process, in preparing students for the next phase of their lives and life beyond 19. Many of our students move onto further education post-19.

Further advice on SEN provision available at the school can be obtained by contacting:

School.admissions@thesheilingringwood.co.uk

Head of School - Andy Walters

01425 477488

Sheiling School is located on the Dorset/Hampshire border. Further information about SEN provision in Dorset can be obtained by contacting:

Dorset Local Offer: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/education-and-learning/education-and-learning>

Dorset SEN Team contacts page: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/education-and-learning/education-and-early-help-send-team>

Dorset Special Educational Needs and Disability Information, Advice and Support Service (Dorset SENDIASS): <https://www.dorsetsendiass.co.uk/> sendiass@dorsetcouncil.gov.uk

Support for students with Special Educational Needs available at Sheiling School

The table below details the special educational provision available. Each of our students has differing needs and the following list is not exhaustive but highlights the types of provision that are in place for students:

Cognition and Learning
Highly structured SEND-specific curriculum, the Sheiling 'I Can' Curriculum and Assessment Framework
High expectations of students and appropriate challenge for all
Clear learning objectives and outcomes
Range of ICT-based resources to support learning
Alternative methods and software to support written recording
Differentiated, individualised teaching with learning divided into manageable chunks
Word banks and dictionaries
Verbal and non-verbal questioning to identify and extend understanding and learning
Variety of learning styles supported
1-1 support across all settings, where needed
Clear progress tracking
Differentiation by time, support and task
Independent careers advice and guidance for secondary-aged students
Prompt hierarchy and scaffolding/modelling to increase independence with tasks
Use of assessment for learning/assessment throughout the learning experience
Teaching of key vocabulary alongside new concepts
Systematic, synthetic phonics teaching (Read, Write Inc)
Broad range of learning facilities and spaces, i.e. hall, gym, life skills kitchen, woodwork room, therapy rooms
Outdoor learning opportunities
Structured teaching/precision teaching to individual goals and targets, i.e. 'box' tasks for English and Mathematics
Opportunities to learn to safely utilise community facilities, eg. learning to undertake shopping in the supermarket, learning to access community medical appointments, learning to access the swimming pool or gym.
Precisely integrated termly and annual outcomes with clear tracking to support progress towards long-term outcomes within the EHCP
Social, Emotional and Mental Health
Positive Behaviour Support Policy (Policy 3A)
Each student is provided with a person-specific Positive Behaviour Support Plan
All staff supporting students are trained in Proact-SCIP® which emphasises proactive strategies to minimise the need for students to use behaviour in order to get their needs met
Structured approach to debriefing following incidents to support student understanding and self-management of behaviour
High level of consistency of implementation of behaviour support programmes across all settings
Access to a number of quiet rooms/spaces around the school site
Social interactions modelled by staff, including at break and lunch times
Calm, empathetic and individualised approach to support the student
Detailed tracking and monitoring of behaviour incidents with data gathered to inform behaviour support strategies
Full-time Behaviour Support Coordinator with provision of 20 hours per student per year to include direct and indirect student support, observation, formulation of Positive Behaviour Support Plan and risk assessment, training staff and contribution to the Annual Review.
Active teaching of alternative strategies including complementary therapies, such as Eurythmy Therapy and relaxation techniques, such as yoga.
Attention Autism strategies to support positive engagement.

Communication and Interaction
A Total Communication environment
All staff are trained in the communication needs of students and a high proportion of staff are trained in PECS
Full-time Speech and Language Therapy (SALT) team with core therapy offer of 20 hours per student per year to comprise direct and indirect support, formulation of communication targets and intervention programme, training staff, review of programmes, reporting and contribution to the Annual Review.
Use of visual aids, signing, photos, objects and appropriately simplified verbal speech to support receptive understanding.
Students are supported to access a wide range of AAC (Assistive and Augmentative Communication) according to needs and including ProxTalker, PECS, PODD, talking mats and a wide range of apps and software to support communication.
Clear instructions.
Key vocabulary and subject-specific vocabulary displayed, actively taught and differentiated to student needs.
'Talkabout' social skills teaching groups.
Structured choices.
'Now and Next' and sequential timetables.
Social stories to support changes and transition.
Utilisation of teachable moments, eg. 'Oops Moments' to support change and transition.
Clear, visual structures to promote independence in tasks.
Student-friendly versions of key policies.
Individual student communication programs and targets.
Strategic grouping of students and contrived opportunities to develop active engagement and communication with peers.
Sensory and Physical
Waking day curriculum (residential packages) and day house provision enables life skills to be actively taught as part of the curriculum.
Skill areas such as washing and dressing, domestic tasks, personal hygiene, cooking skills, community skills and personal safety are actively addressed through the taught curriculum.
Sensory diets and intervention programs
Full-time Occupational Therapy (OT) team provide support at 20 hours per student per year to comprise direct and indirect support to individuals and small groups, development of programmes to support physical motor skills and sensory needs, training of staff, multidisciplinary working and reviews of programs and reporting into the Annual Review.
Use of equipment as prescribed by the OT to support sensory regulation, for instance, weighted blankets or theraputty.
Use of equipment as prescribed by the OT to support physical independence, for instance, adaptive cutlery or writing equipment.
Opportunities to be active and develop skills throughout the curriculum.
Access to a therapeutic outdoor environment and quiet spaces.
OT supports the implementation of life skills programs for skills such as washing and personal hygiene, dressing, eating and drinking, domestic tasks and cooking.
Programmes to support students to develop their fine motor skills.
Onsite surgery.
Support and monitoring for conditions such as diabetes and epilepsy.