

## **SEND provision at ARTS Education**

ARTS Send promise is to deliver a bespoke therapeutic curriculum which closely resembles the national curriculum (DfE) providing our pupils with equal opportunities as other children of their age. We aim to broaden their curriculum opportunities with a vast range of subjects leading to 3 exam pathways from entry level up to GCSE

The curriculum is pupil centered and individualized to suit their individual learning style and mental well-being. This is triaged with recommendations taken from professional advice, it is essential that we work together with external agencies parents and pupils.

Each pupil should have an individual pupil profile (IPP) together with a pupil support plan (PSP). This will be the foundation of each individual on how they learn best, do's and don'ts, identify triggers, understand the needs of the child, measuring scholastically, mentally and physically. This is captured from using data proved from previous provisions and induction baseline screening to gain RAW data together with Boxall profiling to gain knowledge on strengths and difficulties.

Smart targets should be measured across a 12 week program(termly) with 6 weeks (half-termly) midpoint review allowing sufficient time to gather a realistic outcome for a SEN pupil.

Attainment will be measured using the same time scales (at the end of each subject module) in the form of mini assessment/ quiz using the graduated approach Assess, Plan, Do, Review. This will set the child up with the strategies needed to access national exam by preparing them to answer exam style questioning

Our holistic approach comprises of a team around child (TAC Team) this will be to address the whole child starting with, barriers to learning, identifying underlying learning needs and addressing childhood ACE;s.

TAC team includes a Counsellor, SENCO, Behaviour manager and curriculum lead. Working in partnership to unpick the issues preventing the child from engagement, identifying reasons of frustration/irritation and hindrance, equipping the child with a toolkit/ coping mechanism that will enable them to self-regulate to support education.

This forms the basis of individual learning plans (ILP's) rolled out to all staff to ensure continuity in all subject areas and best support for personalised intervention to begin. Providing a fully cohesive support for students' academic and well-being from a shared understanding; know what your team is doing, who they are doing it with and why they are doing it.

### **Development of staff expertise**

The team at ARTS are skilled practitioners, by keeping our well-being programme in-house is beneficial to the pupil as they are comfortable with familiar staff and familiar surroundings. It also encourages sound relationships between staff and pupils.

We liaise with external SEN consultants to develop expertise. And take recommendations and professional guidance with effective and personalized resources. To facilitate the difference to pupil outcomes by focusing on targeted resources aiding areas of need.

### **Use rigorous assessment termly against the child's attainment and behaviour to target appropriate and effective intervention.**

The right interventions cannot be put in place if the child's needs/barriers have not been correctly understood or supported. At ARTS we understand the importance of capturing pupil voice and listening to pupil voice by using effective feedback to support teaching and learning promoting best outcomes. Our focus is about personalising appropriate and skilled support around the child.

### **Effective Tracking and monitor the students' progress across all subjects**

At arts we carry out a deep dive into gaps in knowledge i.e. we look for patterns of progress across SEN needs and curriculum areas. This can help to inform strategic decisions regarding interventions i.e. the child has ongoing issues in Math's, Firstly, begin to unpick why the child is disengaged in Math's rather than give out more Math's as an intervention.

### **Evaluate the impact of interventions and adjust provision accordingly**

To initially identify what intervention works and what doesn't, we discuss this with the child, parents and TAC team, by use of transparent language open and honest conversations. We measure academic data in line with pupil attendance and endorse our positive behaviour policy which explains the importance of fulfilling missed learning by running a reward and recognition scheme. Pupils learn to take ownership of their learning and attitude towards learning. It's not always best practice to have a reward incentive at the end of a term. For some pupils with SEN its too far of a goal so they give up against the idea. At ARTS we recognise our cohort need short term goals(quick wins).

At ARTS we provide a relevant and flexible curriculum and invest in specialist teachers with long standing SEN experience. ARTS provides a well thought out curriculum that addresses the needs of all learners, particularly around points of transition, can have a significant impact on attendance, punctuality and behaviour, as well as on academic and social achievement.

## The Key ingredients for SEND at ARTS

The SEN support provision at ARTS consists of a 4 wave support system.

### Wave 1

will include mainstream classroom practice using quality first with a whole school approach. utilising SEN support through effective differentiation and input from the SENCO, Counsellor, curriculum lead and behaviour manager. Implementing effective personalised interventions within the classroom to include class observation and deep dives

### Wave 2

Personalised interventions that are delivered 1:1 or within small groups i.e. catch up literacy, numeracy, computers; allowing for targeted interventions within subject areas where pupils require it. These pupils will have been identified by the class teacher, SENCO or external professionals. Pupils will have the opportunity to external agencies, if required i.e. YPAS, Seedlings, React team Pupils will remain within their year group following their timetable as normal, but maybe given additional intervention to address gaps in knowledge. This targeted intervention is timetabled on a carousel system so as not to narrow the curriculum for the pupil.

### Wave 3

Nurture provision in accordance with a child's EHCP. SEN staff supporting vulnerable pupils in a separate classroom with a higher ratio of support staff. Facilitating a fluid style of education allowing the pupil to move in and out of certain classes/subjects for 1:1 support or small group work.

Intervention from external agencies may also be required. The aim of this targeted support is to build the pupils confidence and mental well-being closing gaps in knowledge and personal outcomes recorded on EHCP's.

### Wave 4

Specialist provision for a cohort of pupils who struggle to gain physical access to school requiring intensive intervention, often medically led by professionals. This will be carried out in a "safe space" a provision they can call their own. The wave 4 provision will consist of personalized specialist intervention by using a TAC team. Each pupil will work closely with our school counsellor undergoing a 12-week course to unpick their barriers to learning, engaging and mental state to education. Each pupil will be reviewed for next steps every 12 weeks measuring progression. Calming strategies will be used with the use of a sensory room and crisis team, allowing the child to access a named trusted person when in trauma. This system will deliver substantial support, the focus will be to support the mental well-being of the child to aid their trust working towards re-engagement of education.

The provision will be spilt into subcategories of pupil needs known as the 'NUTSHELL' i.e.

- Chronic anxiety – trust issues, abandonment issues, low mood, low self-worth, despairing emotions.
- Autistic spectrum – poor communication, poor social engagement, Rett syndrome, Disintegrative disorder
- Vulnerable pupils – global delay, school refusers, severe anxiety disorder, separation anxiety, phobia's

Once the school provision map is subcategorised the identified need of our pupils can be logged, TAC teams can begin to develop the tools strategies needed for each area of pupil need.

The curriculum can be flexible allowing for a holistic therapeutic alternative – Art therapy, Forestry school (off-site) this can be further developed into steps into independent growth, accessing wider community i.e. public library, horse riding, swimming leading into introduction of work based learning creating an employability strategy for SEN and next steps into Adulthood. This will be a fluid structure which allows pupils to move up or down depending on the level of support required during any point of their school journey.