



ISLAND LEARNING CENTRE

SEN Offer

2023

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1 Introduction

All students of Island Learning Centre (ILC) have Special Educational Needs (SEND) in Social and Emotional Mental Health (SEMH). Some students have Special Educational Needs in other areas in addition. A number of students have an Education, Health and Care Plan (EHC Plan) but many do not. All are referred to the Island Learning Centre as they are unable to attend Mainstream school. This could be due to their Behaviour or their Medical Needs.

Students may have diagnoses that include -

- Autism Spectrum Condition
- Speech, Language and Communication Difficulties
- Moderate Learning Difficulties
- Hearing Impairment
- Visual Impairment
- Medical Needs including Epilepsy, Diabetes and Attention Deficit Hyperactivity Disorder (ADHD)
- Fine and Gross Motor Difficulties

2 How will both you and I know how my child is doing and how will you help me to support their learning?

The ILC reviews students' progress and achievements daily, weekly, monthly and termly through tracking data. Students' behaviour, attendance and achievement in lessons are tracked on a lesson-by-lesson basis. This means we can scrutinise the progress students are making and their barriers to learning by subject, times of day, days of the week etc. This enables us to quickly identify students who require further interventions and to evaluate the impact. These students are discussed among various staff teams where provision and strategies are developed to move them forward with their challenge.

The centre has a Welfare Lead, Safeguarding Lead and Alternative Provision Team who work together with subject leads to analyse and establish those students requiring more bespoke curriculums. Senior Leaders report to the Management Committee regularly during Curriculum Standards Meetings regarding student progress. Our tracking systems are used to judge if additional support offered has had an impact as it tracks the improvements of a student on a lesson-by-lesson basis.

Star Reward system – Stars can be earned across the day for meeting the ILC expectations with additional stars available for good communication, respect, organisation, resilience, independence, responsibility, kindness, courage and tolerance. The aim of these rewards is to support students in developing their social and life skills and promote a culture of learning.

The centre is introducing 'B Squared', a commercial package, to track the achievements and progress of our students in their journey to achieving GCSEs and other accreditation. This enables us to predict the outcomes for students and plan their next steps in their journey. Parents are informed daily and weekly of their child's progress in the widest sense. There is an annual Consultation Day when all students, parents and tutors meet to consider aspirations, priorities, and progress across the curriculum. Annual reports are produced for all students, in addition to the Annual Review of their EHC Plan. These also reflect targets and outcomes expected for students, as well as ways to improve and factors impacting on their progress. As a centre we set ambitious targets in partnership with parents and carers as we have high expectations of our young people and where our expectations for rapid progress are not met, we target further support.

We operate an 'open door policy' and parents/carers are welcome and encouraged to come into the centre for information and support any time. The ILC website keeps Parents/Carers up to date with events in the centre and activities that have taken place.

There is also regular liaison between the students' tutors and their parents/carers by telephone and/or email, often on Friday afternoons.

The centre has a Welfare Lead who is available for you to contact during term time should this be required. The Welfare Lead is able to meet with parents/carers both within the centre and at home as necessary.

3 How does the centre adapt the curriculum and learning environment for students?

We aim for all students to access accreditation. Throughout Key Stage 4 we judge the abilities of students and their suitability for entry into GCSE, Functional Skills, BTEC and other Level 1 and 2 awards that we utilise as they are best matched to our young people and the skills they need to develop; we have high expectations and always aim for these entries.

We ask parents to support the education of their child through requesting work packs or online learning provided by the centre. This can be accessed and completed to fit around family life and varying levels of energy and engagement of students. Pre-learning, visits and family discussion based around the coverage of the curriculum areas are always welcomed and valued, as are any activities which promote; curiosity; creativity; independence; wellbeing and self-regulation. We know that parents and carers will be creative and resourceful in exploiting opportunities to develop these through domestic life and leisure time.

The centre personalises provision for all the students as there is a wide variety of learning need throughout the student population. This includes:

- Referrals for Occupational Therapy (OT) NHS support can put in place for students.
- Literacy Interventions for reading and spelling are being put in place. This includes interventions via 1:1 work, small group work and extra reading throughout the school week for identified individuals.
- Speech, Language and Communication – this is delivered with the supervision of the Speech and Language Therapist attached to the school. Some ILC staff are ELKLAN trained. A students' progress is monitored through half termly meetings and interventions are put into place as required.
- Anxiety is a particular issue for many of our young people. We have a number of interventions in place to support our young people with their mental health including Therapeutic Art and a variety of other therapeutic and nurturing interventions. The ILC is able to make referrals to Youth Trust, Mental Health in Schools Team (MHST) Child and Adolescent Mental Health Service (CAMHs).
- Students have access to ear defenders, sensory toys, visual supports, schedules, social stories, differentiated work that is present to students with their individual needs in mind.
- Dyslexia – use of coloured paper and filters, reading and spelling taught using alternative methods, as well as thought given to typeface and presentation of materials.
- Hearing Impairment – we can seek support from the Local Authority Hearing Impairment Advisor.
- Visual Impairment – we can seek support from the Local Authority Visual Impairment Advisor.
- Where a student is not accessing the curriculum well, we adapt it to engage them and reintroduce subjects when they are ready. This is personalised and cannot be given in detail. The package is developed and overseen in partnership with the student, parent/carer and staff of the school.

As students are tracked through the centre's data, we can pinpoint areas of difficulty for them by subject and times of the day. We use this to tailor the curriculum for individuals and approaches used in the subject. This is done in conjunction with the Leadership Team.

4 What additional support for learning is available to pupils with Special Educational Needs?

All our students have additional needs a number have an EHC Plan; therefore, they all receive extra support. Access to the school is either directed by the Local Authority or through a referral process applied by their mainstream provision.

We aim for onsite students to be in a class with a maximum of 10 students. Some teaching groups are smaller as the students in that class require this more intensive provision and their places are resourced to reflect this. The ILC can offer offsite tutoring delivered one to one for students with medical placements. Home tutoring can be put in place as evidenced by need. As per our secondary school operating model classes usually have 1 teacher and at least 1 additional adult across the school.

Some onsite students require 1:1 support at times; this is done on a needs basis and is decided by the centre. The centre uses data, observations and EHCPs as a guide for the decision being made. Generally, as the classes are smaller than those in mainstream schools 1:1 support is extremely rare.

Students are identified by baseline testing during the induction process and continual monitoring via departmental meetings and data analysis for extra input in Literacy and Numeracy. These programmes are devised by the subject leaders for Maths and English and delivered by a variety of staff on both individual and small group basis.

Some of our students have skills and talents in subjects that need to be advanced further, where this is the case, we will seek opportunities for students to experience these subjects either within the ILC or in external settings, such as their dual registered mainstream school and support them in accessing this.

5 What support is available for improving the emotional and social development of Students with Special Educational Needs?

As a centre we have a relentless focus on student wellbeing and social emotional growth. All students have allocated tutors, onsite students have twice daily time in form groups addressing a wide variety of aspects of learning behaviours and pro-social behaviours. We are a restorative school, which insists on high quality, authentic relationships between all members of our community and which has a culture of nurturing these actively and taking time and care to restore them when fractured. Students learn enormously from the continual rehearsing and modelling of this.

All students are provided with breakfast, a snack and lunch as we recognise that some students being organised and ready for the day is challenging. When students arrive onsite, they are given a secure locker in which to store their belongings. The first lesson of the day is 'Ready to Learn'. Students are able to make their own choices regarding their activity during this session in order to help them regulate and be ready for learning. We believe that primary needs must be met in order that students can learn well. It is important to us that students feel safe in the centre environment.

The centre has facilities for administering medicines. A shower is available for student use and disabled toilets in the cabin and secondary.

There is a Designated Safeguarding Leader (DSL) and a Deputy Designated Safeguarding Lead (DDSL) in centre. Safeguarding is a very high priority for all staff and there is a very strong safeguarding culture with continual training and updates, via the Safeguarding Team. Full safer recruitment procedures are followed when appointing staff. All staff and volunteers are DBS and prohibition list checked. The Single Central Register (SCR) is updated regularly.

The school is secure with fob keys used to gain access in and out of the premises and school gates. Swipe locks or key locks are on all internal doors. There is CCTV in every area of the centre.

Behaviour is monitored continuously, and provision is modified for students struggling with their behaviour. Parents/Carers are involved in this process; close liaison is paramount to enable cohesive working.

The tutors, under the senior leaders with this remit monitor attendance on a daily, weekly and termly basis. Every absence is addressed with a same day telephone call. Daily contact during a period of absence is expected from parents/carers. If no contact is made this will be marked unauthorised. If this is sustained for more than 3 days, we will contact Children's Services to request a welfare check as the student will be deemed missing.

There is a newly established Student Council enabling students to share their voice with the Head Teacher and senior leaders. Students play a key role in determining priorities for the improvements to the centre.

There is extensive additional support for both Young Carers via Barnardo's and a programme of activities and engagement, Short Breaks which can be accessed through Children's Services for students with EHCPs.

6 What training is provided for staff supporting children and young people with SEND?

All students attending the centre have SEND and therefore all staff are very experienced in working with young people with Special Educational Needs. New staff are systematically inducted and trained in developing their skills through in house training and outside training. We are supported by the LA Speech and Language Team and Hampshire and Isle of Wight Educational Psychology.

Staff have received training in Autism Spectrum Disorders, ADHD, Speech Language and Communication and Attachment Disorder.

Where further training is needed for a specific student, who is new to the school or who has a new need identified, training delivered to individuals. This training is then cascaded throughout the staff.

The centre works closely with Social Care, Police, Youth Justice Service and CAMHs and has positive working relationships with these teams. Referrals to Social Care are made to support families in need via the Multi Agency Safeguarding hub (MASH) Team where a multiagency approach is adopted to support a Young Person and their family. Where the school feel a family's needs are not met adequately this is challenged through the team managers and district managers.

The centre employs a Welfare Lead to support families.

7 How accessible is your education setting (indoors and outdoors)?

The medical provision is fully wheelchair accessible with adapted toilets and a slope to the outside area. The Nurture room in the secondary provision is accessible with a slope into the primary playground where parents can drop off students. The lower secondary corridor can be accessed in a wheelchair via an external door.

8 How are Parent, Carers and Young People currently involved in your education setting? How can I get involved and who can I contact for further information?

Young people are playing a more significant role in the development of the Centre through the development of the Student Council; this is an active group that discusses and drives developments in the school.

Students are listened to and have a significant part to play in developing their curriculum, particularly when this becomes personalised.

By attending the ILC parents/carers, students and the centre agree to the Home/School Contract. This contract outlines the responsibilities of us all and allows us to walk supportively for the good of the students. This is shared during the Admissions meeting.

Parents are consulted around their young person's learning through Parent Consultation Days and the Annual Review process. Parents/carers are encouraged to keep regular contact about how their young person is doing through the student's form tutor.

Parents and carers work with the school to support their young person. The centre is developing an offer of workshops for parents/carers led by the Welfare Lead.

9 What steps should I take if I have a concern about the school's SEND provision?

In the first instance you should contact the Special Educational Needs Co-ordinator (SENDCo) who will try to resolve the issue for you. Following this you should follow the school's Complaints Procedure which is available on the school's website.

10 How will the centre prepare and support my young person to join the ILC, transfer to a new school, or transition to a Post 16 provision?

Following the placement at the centre being agreed, the centre makes contact with the young person's current setting if they are to be dual registered and with parents/carers to begin transition into the ILC. Transitions into the ILC are personalised depending on the needs of the young person. The pace of the transitions can be varied as needed.

ILC may transition out of the ILC back to mainstream secondary schools, specialist provisions or on to Post 16 provisions. Again, these transitions are personalised and supported.

Some Year 11 students are able to complete a long or short-term Work Experience placements. This is done on a needs basis as it is more appropriate for some and not for others. Placements are tailor made for students.

All Year 11 students are able to access an individual Island Futures Careers interview in the Easter Term. Careers education is built into the Relationship Health and Sex Education (RHSE) curriculum. The centre works with Post 16 provisions to set up Transition Planning Agreements as needed.

Contact information

Island Learning Centre

Albany Road/Newport/Isle of Wight/PO30 5HZ

01983 300333

www.islandlearning.co.uk