



ISLAND LEARNING CENTRE

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All students of Island Learning Centre have Special Educational Needs in Social and Emotional Mental Health. Some students have Special Educational Needs in other areas in addition. A number of students have EHCPs 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
Attention Deficit and Hyperactivity Disorder
Speech, Language and Communication Difficulties
Moderate Learning Difficulties
Hearing Impairment
Visual Impairment
Medical Needs such as epilepsy, diabetes
Fine and Gross Motor Difficulties

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 identify quickly 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's behaviour policy is based around the '3P's' People, place and purpose.

The centre has a 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.

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. Students are able to work towards reward trips and meaningful experiences.

The centre uses B Squared 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 a termly 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, on Friday afternoons.

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

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 assess the abilities of students and their suitability for entry into GCSE, Functional Skills, BTEC, AQA Awards 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.

Parents are able 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 has a number of AV1 Robots that can be used to enable students with High Anxiety to access our classrooms remotely. Some AP lessons are delivered virtually.

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

1. Lexonik Literacy for reading and spelling is available alongside Accelerated Reader. Interventions are delivered via 1:1 work, small group work and reading sessions throughout the school week for identified individuals.
2. 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.
3. The school has a Trauma Informed Practitioner. 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, Zones of Regulation, Talking Therapies and a variety of other therapeutic and nurturing interventions. The ILC is able to make referrals to Youth Trust, MHST and CCAMHs.

4. Students have access to ear defenders, sensory equipment visual supports, schedules, social stories, differentiated work and phased learning is tailored to students with their individual needs in mind.
5. 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.
6. Hearing Impairment – we are able to seek support from the Local Authority Hearing Impairment Advisor.
7. Visual Impairment – we are able to seek support from the Local Authority Visual Impairment Advisor.
8. 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.

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

All of our students have additional needs, although not all 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 8 - 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 has limited offsite tutoring delivered one to one for students with Medical placements, in extreme severe cases. 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.

Careers education is important to our students. We have a number who access work experience placements and offer vocational learning where possible. Careers open days are held regularly.

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 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. Breakfast is provided at the start of every day. Students are supported to regulate and be ready to start their 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 DDSL in centre. Safeguarding is 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 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 whether the student is due onsite or not. 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. The centre works closely with Education and Inclusion.

Student voice is valued in centre and fits with our Voice 21 project to develop student oracy. Students are able 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 Barnardos and a programme of activities and engagement, Short Breaks which can be accessed through Children's Services for students with EHCPs.

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 will work with the Isle of Wight Educational Psychology Team when it is in place.

Staff have received training in Autism Spectrum Disorders, ADHD, Speech Language and Communication, Trauma Informed practice 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 School works closely with Social care, Police, Youth Justice Service and CCAMHs and has positive working relationships with these teams. Referrals to Social Care are made to support families in need via the 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 Safeguarding Lead to support families.

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 back playground where parents can drop off students. The lower secondary corridor can be accessed in a wheelchair via an external door. AP is wheelchair accessible from the back playground.

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 Voice 21 project.

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

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 intending to develop an offer of workshops for parents/carers.

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

In the first instance you should contact the 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

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 by 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 RSHE curriculum. The centre works with Post 16 provisions to set up Transition Planning Agreements as needed.