



Acorn
Education Trust

The House and The Aspire Centre Guide for Schools

Vision for SEND:

We believe that every child in every school should aspire to achieve their potential. We embrace the philosophy of learning for all and strive to prepare the children in our schools for their future in their time.

Vision for The House and The Aspire Centre:

Every student attending The House or The Aspire Centre will progress in their social and emotional and/or communication and interaction skills to ensure that they can either re-integrate fully to their mainstream school or move on to the next stage in their education. Students will feel safe, valued and supported in order that they aspire to be the best they can be.

What is The House?

The House is a purpose-designed, newly renovated house next to Clarendon Academy. It is an enhanced provision centre offering temporary education placements to students who are finding learning in a mainstream secondary school extremely challenging due to either disaffection or a Social, Emotional and/or Mental Health need. It will be staffed by one teacher and one/two TAs. A member of senior staff at Clarendon Academy will be responsible for overseeing this provision.

What is The Aspire Centre?

The Aspire Centre is located in a small bungalow opposite Kingdown School. It is an enhanced provision centre offering temporary education placements to students who find learning in a mainstream secondary school extremely challenging due to difficulties with Communication and Interaction and/or difficulties relating to a diagnosis of autism. It will be staffed by one teacher and one TA. A member of senior staff at Kingdown School will oversee this project.

Why The House/Aspire?

A need for such provision has been established in collaboration with the secondary schools in Acorn Education Trust who highlight that enhanced provision is highly desirable and indeed necessary for some children who experience extreme social and emotional difficulties.

We will focus on the following as key aims and objectives:

- To support students to recognise their emotions, conduct and learning needs and the impact on their behaviour.
- To support students to become more independent in managing their behaviour.
- To support students to be ready to re-integrate to their own school and have a bank of strategies to employ in the classroom.
- To support students in preparing for the next phase of their education and training so that they leave compulsory education ready for their future in their time.

Access to The House/Aspire

All students should already be supported either at SEN Support (with a My Support Plan) or EHCP or with an individual behaviour management programme and evidence of prior provision. Schools will need to evidence strategies already implemented through their SEND/behaviour paperwork. Schools will need to apply to the Head of SEND for a place who may visit the child in their own setting prior to placement at either The House or Aspire. Schools will need to provide the following documentation to apply for a placement:

- A comprehensive MSP, EHCP or Behaviour Plan and review documents.
- A risk assessment if relevant.
- Any de-escalation or manual handling plans.
- A One Page Profile showing the child's voice.
- An enhanced provision application form.
- A completed SNIP behaviour audit.
- Any outside agency reports in relation to the child for the last two years.

Discussions would then be held with the SENCo and Headteacher of the home school alongside the parents/carers. A personalised action plan would be developed for the child's time at The House or Aspire. The child and their parents will have the opportunity to visit the centre and meet the staff.

The House and Aspire placements will only be offered to Key Stage 3 and 4 students.

There is not a guaranteed number of places for each school. Places will be allocated strictly according to need.

Placement in The House or Aspire

Placements will generally be on a fairly long-term basis as this provision will be employed when all resources within a home school have been tried. The placement is being reviewed at least termly with a re-integration should this be indicated. Some children may require a lengthy intervention where The House or Aspire becomes their main provision. Some students may need a regular part-time placement and some may require extended transition back to their home school. The placement will be bespoke to the individual. There would be **no more than 8** children placed at each centre at any one time. This is in order to offer children an appropriate level of support.

Uniform

Children will wear black trousers or Clarendon school skirt and a white shirt to The House and grey trousers or Kingdown school skirt and a white shirt to Aspire. They will be provided with a Clarendon tie and blazer for The House or a Kingdown tie and blazer for Aspire. Skirts will also be provided if girls choose this over trousers.

Behaviour and attendance

Children remain the responsibility of the home school in terms of behaviour, attendance and academic progress. Weekly updates on behaviour and attendance certificates should be sent to the Head of SEND, Inclusion Leads in schools and parents. The House and Aspire are not separate schools – they exist as part of either Kingdown School or Clarendon Academy's provision. As such, students will need to be dual registered.

We will make our best endeavours to ensure that no child is excluded from The House or Aspire, however there may be circumstances where this proves unavoidable. The House and Aspire should always notify the home school and the Head of SEND on the day of an exclusion with the reason, length and plans for reintegration. If a student is not able to return to The House or Aspire due to an extreme incident, they will return to the responsibility of the home school with immediate effect and the home school will plan provision following the exclusion.

Decisions as to the viability of placements will be made through discussions with the Headteachers of Kingdown School and Clarendon Academy and the Head of SEND.

What programmes are followed?

Students will be taught Maths and English on a daily basis and as far as possible will build on their current skills in these areas in order that they continue to progress in basic skills. Another significant focus will be emotional literacy. Students will have access to personalised support programmes individually designed to enable progress. Students will have access to:

- Daily lessons in English and Maths.
- Daily sessions based around emotional literacy, social skills, speech and language, anger management and such like.
- Time to talk.
- Certificated courses in vocational, personal and work related skills.
- Offsite provision to complement the package of support if relevant.

As far as possible, learning will be personalised and tailored to individual need. There will be some whole-class, some 1:1 and some smaller group work. Some students may need choices for independent work. Learning will be shared with the home school through the termly reports.

Assessment

The SNIP behaviour audit will be used pre and post intervention to monitor progress of individual students. All students using The House or Aspire will undertake some work with a member of staff to identify their likes and dislikes, any anxieties and how they feel about school. They'll also be helped to identify what they would like to change and plans to achieve this. Other assessments may be carried out during the placement period in order to further identify need, for example, a Resiliency Scale, Boxall Profile, any cognitive assessment required (e.g. reading, spelling, numeracy, vocabulary, dyslexia portfolio) where there is evidence of need. Ongoing tracking of an individual will take place to monitor longer term impact using the SNIP behaviour audit. All assessment will be shared with the home school.

Staffing

Both The House and Aspire will be staffed by one teacher and one TA as a minimum. The Head of SEND will have oversight of the policy and effectiveness of the provision and the placement of children according to need. Members of the home school's SLT will have day-to-day oversight. Schools will be responsible for covering absent staff (Clarendon Academy for The House and Kingdown School for Aspire). The Designated Safeguarding Lead for the schools will also act as DSL for The House and Aspire. Any concerns will be passed on to the home school as well. See separate Safeguarding statement.

Timetable and transport

A taxi/minibus will be organised for students who need to travel out of their home town. Timetables will be organised according to need and may be on a reduced basis to that of the main school. Daily timetables will be on display in either The House or Aspire so that students are clear about their day.

Mornings will always start with breakfast where required. Lunch will always be eaten as a group. This is in order to take opportunities to develop conversation and social skills. We can provide free-school meals for students who meet this criteria.

Applying for a place

An application form is available from the Senior SEND Administrator, Heather Taylor (hrt@kingdown.wilts.sch.uk) who will forward the necessary details and arrange for the Head of SEND to visit your school.